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Revista de Antropología, Ciencias de la Comunicación y de la Información, Filosofía,
Lingüística y Semiótica, Problemas del Desarrollo, la Ciencia y la Tecnología

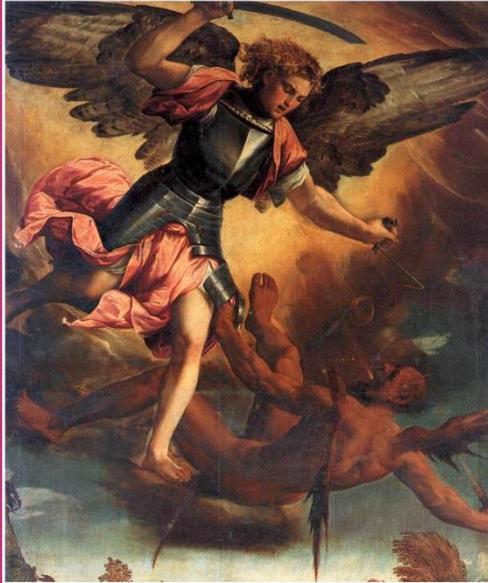
Año 35, 2019, Especial N°

20

Revista de Ciencias Humanas y Sociales

ISSN 1012-1587/ ISSNe: 2477-9385

Depósito Legal pp 198402ZU45



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Maracaibo - Venezuela

Reflective Approach to Self-Assessment of Professional Educational Activity by University Professors

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Abstract

The research objective was to analyze the requirements for the professional ethical conduct of accountants. The data analysis stage comprised deduction, induction, and smart modeling that allowed making a connection with psychological knowledge and to critically reconsider the basic concepts of professional ethics of accountants and auditors. As a result, a large majority of the colleagues (96.9%) organizes and maintains accounting records by focusing on the needs and interests of the top management. In conclusion, by honesty, the Code means the accountant's responsibility to act in an open and honest manner in all professional and business relationship.

Keywords: Pedagogical Skills, Professional Competence, Activity.

El Enfoque Reflexivo Para Autoevaluación Por Profesores Universitarios De Sus Actividades Profesionales Docentes

Resumen

El objetivo de la investigación fue analizar los requisitos para la conducta ética profesional de los contadores. La etapa de análisis de datos comprendió la deducción, la inducción y el modelado inteligente que permitió establecer una conexión con el conocimiento psicológico y reconsiderar críticamente los conceptos básicos de ética profesional de los contadores y auditores. Como resultado, una gran mayoría de los colegas (96.9%) organiza y mantiene registros contables al enfocarse en las necesidades e intereses de la alta dirección. En conclusión, por honestidad, el Código significa la responsabilidad del contable de actuar de manera abierta y honesta en todas las relaciones profesionales y comerciales.

Palabras clave: Habilidades Pedagógicas, Competencia Profesional, Actividad.

1. INTRODUCTION

Modern technology changes in various spheres of production put forward specific requirements for the professional training of specialists of a new generation. It also requires modern educational concepts utilization, changes in the content and structure of the educational process through the use of innovative forms, methods, and teaching technologies. Present-day higher education institutions are

guided by the involvement of students' creative personal and professional abilities, necessary for developing skills to adapt to non-standard, social and production requirements, and creating appropriate conditions for solving emerging problems and situations. Proceeding from the foregoing, the higher education institution faculty member needs not only to master the occupational, psychological, pedagogical and methodological knowledge and skills but also to reflect onto own actions.

2. METHODOLOGY

Many scientists have been engaged in analysis and self-analysis of training sessions: (Konarzhevsky, 2000).

Before proceeding to the substantiation of the training session self-assessment by the higher educational institution faculty members, we will consider the essence of the reflective approach to the implementation of professional educational activity.

The objects of reflection can be personal, professionally significant qualities and abilities of both teacher and student (Rybalko, 2005). Reflection allows identifying and overcoming the contradictions arising in life and career of the individual - between knowledge and behavior, desired and necessary, possible and real. Consequently, a person passes to new levels of individual development by virtue of the reflective mechanism.

According to Z. Stanovskikh, the diagnostic components of individual reflections can be represented in the form of:

- Clear ideas about own defined self;
- Recurrent self-assessment and self-cognition;
- Adequate self-assessment of own actions;
- Advanced stage of self-regulation of personal emotional state, and scheduling and implementation of activities;
- Sustainable motivation for self-development and self-education (Rybalko, 2005).

Reflection is an indispensable component of self-monitoring, self-assessment, self-cognition, self-determination, self-actualization, and self-control.

In the process of such introspection, the faculty member has to analyze:

- Ratio of didactic learning objectives to goals for achieving overall performance;
- Nexus of science, theory and practice;
- Technological sequence in the logic of the educational content construction;
- Utilization of scientific research results;
- Optimization of the use of various teaching aids at all stages of the training session and their impact on the quality of mastering new knowledge and methods of action;
- Pace of the session exercise, the overall degree of students' activity, and the ways to stimulate cognitive activity during the session (and to what extent were these actions thought out and relevant, and

how they influenced the quality of the perception of the educational content);

- Organizational forms used in a session, their interaction and efficiency of their application;

- Efficiency of pedagogical and industrial innovations utilization, ways to solve problematic situations, the dialogue techniques in solving non-standard problems;

- Participation of students in the formation of partial and general conclusions, problems encountered in the discussion and generalization of knowledge;

- Performance in the achievement of the goals set; causes of deficiencies that adversely affected the effective assimilation of knowledge;

- Determination of the level of knowledge and skills on the stated topic;

- Description of the training session psychological atmosphere, the degree of common benevolence, the nature of subject-subject interaction, mutual interest in solving academic pursuits, identification of the positive or negative aspects of interaction and their causes.

No less important for the implementation of professional educational activity of faculty members is the self-assessment of the training session from the standpoint of the psychological aspect. It is proved that educational and cognitive activity is one of the most complex practices. A specific feature is that its subject simultaneously is an object, and the corresponding changes in the subject are the direct product of activity. The educational process depends on

comprehension of the learning goals and motivations with which they are guided, and on the development of the personality as a whole. For the development of personality, an important role is assigned to the mainstreaming of mental activity through such psychological mechanisms as attention, perception, and memory (Maksimenko, 2004; Marques & Pitarma, 2016). From the viewpoint of the psychological aspect, self-assessment of the content is subjected to:

- Use of methods that induce internal motivation;
- Use of external stimuli (both negative and positive);
- Nature of interaction between the teacher and students;
- Creation of optimal conditions for achieving positive learning outcomes;
- Ratio of reproductive and creative activity of students.

Educators pay great attention to the style of communication. So, in the process of pedagogical interaction, the educator uses such basic techniques as motivating positive activity of students, employing techniques to increase attention, creating a productive atmosphere at scientific work, stimulating the interests of students, using problematic conversations during the session, creating situations for reflection, establishing unity of dialogue and personal aspects in the interaction process in presence of certain moral and psychological climate in the audience. A Russian educator and scientist Kankalik said that features of a teacher's communicative capabilities and creative individuality, the nature of teacher-students relationships, and the characteristics of a students' group are expressed in the style of communication (Kankalik, 1987). As noted by Zimnyaya, the style of pedagogical

communication is a stable form of ways and means of subjects' interaction (Zimnyaya, 2002; Marandi & Jalali Jeivan, 2017).

Putlyayeva focuses on the fact that teachers have distinctive style of communication a close attention to the thought process of the student; the presence of empathy; benevolence. The absence of such a style, disrespectful attitude towards the students, hysteria, sarcasm, manifested in the style of the teacher's behavior and way of communication, negate the whole system of education, regardless of the content and methodically correct organization of the educational process (Putlyayeva, 1988). The next important aspect subjected to self-assessment by teachers, is the activation of the cognitive activity of students in the process of training sessions. Carrying out an assessment of activating the students' cognitive activity, the teacher, first of all, takes into account all meaningful occurrences in the process of solving various kinds of problems and situations. Depending on the nature of the problem, as well as on the degree of cognitive independence of students, there are several levels of problematcity:

- Problematic presentation of the educational material content; creation of non-standard problem situations by the teacher and its joint resolution with participation of students;

- Resolution of the problem in the course of independent activity of students;

- Independent creation and solution of problem situations by students on their own (Yang et al., 2019; Soo et al., 2019).

Carrying out a self-assessment of the results of activating cognitive activity using elements of problematcity, the teacher poses a

series of questions. How was the information accepted and interpreted by the students - being stated by the problem method? What methods proved to be effective in developing the technological process – with respect to the conditions changed for its implementation? What were the factors (and causes of their manifestation) assisted to increase the activity of students in troubleshooting of industrial equipment, devices and mechanisms? How to solve the problem of choosing specific conditions, optimal options for the implementation of the technological process in the conditions of a variety of facts and parameters that determine its successful conduct? (Emelyanova, 2004; Parrot & Leong, 2018). In the practice of vocational training, various educational games are used to activate cognitive activity.

By increasing flexibility in the learning process organization, expanding students' freedom of action, games enliven perception and interest, promote solid memorization of the educational content. Also, the gamification of educational content contributes to the formation of students' abilities for creativity, self-evaluation of their actions, develops the initiative and the ability to quickly apply the appropriate solution. Summarizing the session, the teacher analyzes the achievement of the goals set, the efficiency of commercial contacts in the process of business or role-playing game, the efficiency of tactics chosen for communicating with the team in the process of solution of the problems, compliance with the guidelines of pedagogical ethics, and the efficiency of the evaluation system for the gaming activities results.

On the basis of the results of theoretical research on this problem, as well as practical experience, it can be summarized that the cognitive activity of students is enhanced by creating conditions for active intense mental activity, developing more profound content of the gamification, taking into account the professional orientation that contributes to the development of cognitive interests of students. At the same time, it is essential to stimulate the interest in the educational process in regard to the solution of non-standard situations, to develop the interest of students in research activity through self-control and self-evaluation of the methods and results of cognitive activity. Analyzing own actions, the teacher should pay special attention to the management of active cognitive activity of students, the creative way of assimilating scientific information through the mechanisms of creative activity.

It is creative activity that is the way to implement the innovative potential of the individual, and therefore the teacher's search for new ways of solving non-standard problems, the ability to foresee and solve problematic tasks with the assistance of their creative representation, projecting of the student's personality development - are of the important tasks of pedagogical creativity of the educator (Sysoeva, 2006). The criteria of creative pedagogical activity, described by Sysoeva (2006), are:

- Use of fundamentally new approaches to learning and development;
- Modernization of the educational content to develop the creative abilities of students;

- Finding alternative ways of solving problematic tasks;
- Grasp of forms and methods of managing creative educational activity to develop innovative technological thinking of students;
- Flexibility in choosing the optimal management solution in the non-standard situation;
- Practical implementation of the cooperative pedagogy principles;
- Original design of teaching/educational process.

Taking into account the requirements for pedagogical creativity, the teacher/faculty member also carries out the self-assessment of his/her own level of creative development. Thus, the reproductive level presupposes that the management of the learning process is conducted on the basis of the developed algorithm and educational recommendations; a constructive level characterizes the activity of a teacher who (on the basis of own activities and knowledge self-assessment, and psychological and pedagogical characteristics of students) models his/her own version of the pedagogical problems solution.

The innovative level differs from the previous ones by the unorthodoxy of the methods, utilization of innovative teaching technologies, and advanced quality of the generated professional knowledge and skills. The next aspect of self-assessment is the determination of the level of faculty member's pedagogical skills. Encyclopedia of Education states that advanced pedagogical skill is the highest level of educational activity, revealing the creative ability of

the teacher's personality, i.e. self-organization of professional activity on a reflective basis (Kremen et al., 2008). Carrying out a self-analysis of the level of pedagogical skill development, the teacher assesses:

- Creation of conditions for the educational process efficiency;
- Applied methods of solving various professional tasks, including complex ones;
- Firm grasp of the academic discipline content and of the teaching methodology;
- Ways of utilizing both active and interactive methods, and their interrelation in the course of all stages of the training session;
- Pedagogical expediency of using separate actions and facts;
- Psychological and pedagogical assessment of the contents of the performed learning tasks;
- Development of personal and professional qualities of the teacher/faculty member;
- Firm grasp of the components of pedagogical technology;
- Utilization of original teaching methodic;
- Types of creative assignments used in class, management of creative imagination of students;
- Ways for the students to achieve meaningfulness and integrity of perception of facts, phenomena and processes;
- Level of individual pedagogical style;
- Grasp of the methodological foundations of pedagogical ethics;
- Ability to resolve pedagogical conflicts;
- Abilities for professional and pedagogical self-development;

- Ability to predict remedial measures;
- Analysis of the values that were put on the basis of the educational information content, etc.

The advanced level of pedagogical skills of the teacher provides a new quality in the work of the higher educational institution faculty member, namely, by forming a professional position that accumulates trends of the high level of development (professional, humanistic), knowledge and commitment for action, a high level of abilities, stimulating self-development of the individual and improving pedagogical technique (Kremen et al., 2008). The essence of the pedagogical skills of a teacher is manifested, first of all, in his/her attitude to creative initiative, in implementation of the personal value system, in professional humanization-based activity that is revealed in the expedient use of methods and means of pedagogical interaction in each particular situation (Konarzhevsky, 2000).

3. RESULTS

In the process of researching the problem, it was revealed that about 30% of the surveyed faculty members required methodological assistance in organizing a full aspectual system assessment and self-analysis of training sessions. 89.4% of faculty members (including teachers of technical disciplines) expressed a desire to improve their knowledge and skills related to the methodology of didactic,

methodical and communicative aspects of assessment of both lecture and practical exercises.

31.1% of technical disciplines teachers expressed a desire to improve their knowledge in the field of reflection through assessment and self-assessment of professional educational activities in general. With that in mind we have developed a teaching and methodological manual on the technology for conducting various types of analysis and self-assessment of training sessions. These issues are included in the program of the School of Professional and Pedagogical Excellence; scientific conferences and workshops were held on the quality of the teaching of academic subjects, utilization of modern production and pedagogical technologies in the educational process, and innovative work experience.

4. DISCUSSION

The results of the study were discussed at the meetings with the methodological councils of the departments and faculty; the latest problems of the considered issue were discussed at buzz session (Round Table). The special attention of the methodical commission was paid to the mutual attendance of training sessions followed by a discussion using various methods of training session's assessment.

5. CONCLUSION

Thus, one of the directions for qualitative improvement of the learning process in a higher educational institution is implementation of teacher's professional and educational activity self-assessment on the basis of reflective approach. The introspection with emphasis on such components of the training session as rationality of the structure of sessions' types and their interrelations, content of structural components, pedagogical interaction efficiency at all stages of the session, ways and methods of activating cognitive activity will contribute to achieving a high level of professional competence and pedagogical skills of a faculty member.

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**UNIVERSIDAD
DEL ZULIA**

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Revista de Ciencias Humanas y Sociales

Año 35, N° 20, (2019)

Esta revista fue editada en formato digital por el personal de la Oficina de Publicaciones Científicas de la Facultad Experimental de Ciencias, Universidad del Zulia.

Maracaibo - Venezuela

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