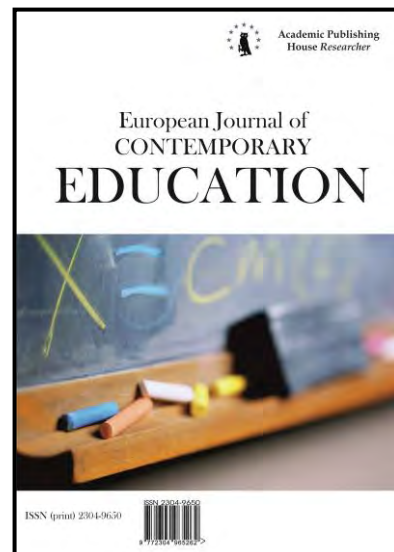




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## **Reflexive Teacher: Main Difficulties of the Reflexive Activity of Teachers with Various Pedagogical Work Experience**

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### **Abstract**

The relevance of the study is due to the need to identify the position of teachers in their professional activities, the manifestation of its reflective activity. A special attitude of the teacher to his own activity, when the very content of this activity is for the teacher as an object of analysis, reflection and evaluation, characterizes the reflective teacher. It is important that each teacher takes a similar position. In the modern conditions, the modernization of the national education takes on a special significance of the teacher's reflection. Without a reflective view of yourself, your activity and its effectiveness, it is not possible for the teacher to develop personally, to identify and comprehend the reasons for his successes and failures, and hence a successful solution. The purpose of this article is to investigate the difficulties in the reflective activity of teachers with different teaching experience. Research methods: In the process of research, an analysis of the scientific literature, included observation, ascertaining the pedagogical experiment, testing, expert survey, analysis of the results of the experimental work of the empirical study, as well as statistical processing of quantitative research results. Results of the study: Diagnosis of the difficulty level in reflexive activity was carried out with the help of the author's test questionnaire "My reflexive difficulties". The questionnaire includes 6 components of reflexive activity difficulties and reveals the difficulties of the theoretical-methodological, motivational, value-semantic, emotional, process-activity and research character. Relevance of the study: The study showed the need to identify reflexive difficulties and the formation of reflexive skills. Awareness of the need for reflexive activity in practical comprehension is developed by the installation for constant introspection, assessment and self-assessment, as well as analysis of the results obtained. Thus a reflexive teacher is formed. The materials of the article can be useful for teachers, teachers of higher educational institutions, researchers for teaching reflexive activity.

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**Keywords:** reflection, reflective teacher, reflexive difficulties, pedagogical experience, work experience.

## **1. Introduction**

**Relevance of the problem.** The modern teacher must constantly analyze his professional activities, understand the problems arising in pedagogical practice, choose the right ways to solve them, adequately assess and correct the results (Al-Zoubi et al., 2019). At the same time, observations show that the attitude of the teacher to pedagogical activity does not always coincide completely with the content of his knowledge about this reality, nor with the skills that he creates (Ronda, Saldeeva, 2019). However, as you know, knowledge can become the property of the person only when they are aware of it (Korzhuev et al., 2020). Awareness of knowledge, its inclusion and transformation into its own property is achieved in the process of reflexive activity and necessarily affects the emotional sphere of the individual (Lazard, McAvoy, 2020). But very often it is in reflexive activity that teachers have difficulties (Pogodaeva et al., 2019). Young and even experienced teachers have difficulties in the field of pedagogical analysis and introspection, so necessary for fruitful professional reflexive activity (Biktagirova, Valeeva, 2014).

**Status of a problem.** The study of the essence of reflection began in ancient times. In the philosophical writings of Antiquity, the purpose of reflection was reduced to the self-knowledge of man (Karpov, 2003). This phenomenon is considered throughout the history of mankind. Since the twentieth century, an in-depth study of the phenomenon of reflection begins (Biktagirova, 2016). The question "What kind of teacher am I?" Can be found in the studies of philosophers, sociologists, psychologists and educators (Kyshtymova, Rozhkova, 2019; Nagovitsyn et al., 2018). Today, reflection is regarded as an important component of professional competence, professional culture of the teacher (Istomina et al., 2020). It is necessary to study the manifestation of the teacher's reflection from the standpoint of his skills, abilities, difficulties, personal abilities, etc. (Almabekova, 2012; Golubeva, 2011).

In the scientific literature today, a study of this problem has been outlined in this direction, but most such studies are most often theoretical in nature or do not disclose methods for studying these phenomena (Nagovitsyn et al., 2019; Rybkin, Grebennikova, 2019).

**Analysis of scientific pedagogical literature.** The concepts of the teacher's reflection, pedagogical reflection, professional reflection are revealed in the studies (Kozhevnikova, 2017; Robsky, 2015; Shchedrovitsky, 2001). The relationship between the teacher's reflection and other components of professional activity is revealed by teachers and psychologists (Allen et al., 2004; Dudareva, Semenov, 2008; Semenov, 2001). The analysis of the ratio of pedagogical reflection to professional competence, pedagogical skill is revealed in the works (Biktagirova, Valeeva, 2014; Shchedrovitsky, 2001; Slastenin, 2002).

In later works, the authors focus on mastering the skills of pedagogical reflection by teachers and students (Biktagirova, 2016; Robsky, 2015), and also reveal reflexive skills and abilities (Korneenko, 2019). The authors emphasize that they occupy one of the key places in the training and professional growth of the teacher (Nagovitsyn et al., 2019; Rogach et al., 2019).

Today, the authors focus on reflexive education in the system of advanced training, in higher education or specifically subject teachers (Gorokhov, Rusina, 2010; Rybkin, Grebennikova, 2019), and more recently specifically on the reflective teacher and the problems that the teacher may have in this case (Kozhevnikova, 2017; Garcias et al., 2020). It is very important that all authors emphasize the need to teach the reflexive activity of both working teachers and future teachers (Gorokhov, Rusina, 2010; Pogodaeva et al., 2019). Also, more and more attention is paid to the difficulties of the modern teacher, which must be taken into account in the training of teachers and in pedagogical practice (Almabekova, 2012; Nagovitsyn et al., 2019).

Most of the current trends in research on reflection and reflexive activity arose in the early 1970s and 1990s, while several meanings of the concepts "reflection" or "reflexion", "reflexive", along with other synonymous terms such as "psychological mindedness", "selfawareness", etc. (Dudareva, Semenov, 2008; Bigtagirova, 2016). The analysis of psychological and pedagogical research allows us to distinguish the following areas of reflection studies: a tendency to self-analysis (psychological mindedness); intellectual reflection (metacognitions); representations of the psychic of other people (theory of mind); and, processes and activities (consciousness) (Dudareva, Semenov, 2008; Hua et al., 2007). These directions arose as a logical continuation of

the study of regularities and conditions for the effectiveness of psychoanalysis, psychotherapy (Al-Zoubi et al., 2019). During this period, the first methods appear, aimed at diagnosing the propensity to introspection (Golubeva, 2011; Shchedrovitsky, 2001). It is in this sense that the study of reflection can be traced in papers (Allen et al., 2004; Hua et al., 2007).

From the point of view of studying reflexive activity of teachers, modern studies in the field of systems approach are of particular interest (Nagovitsyn et al., 2019; Robsky, 2015). A systematic approach to the problem of the development of professional activity deserves attention, emphasizing the formation of reflexivity (Garcias et al., 2020; Ronda, Saldeva, 2019). They highlight the main forms of professional reflection, depending on the functions that it performs in time (Korneenko, 2019; Kozhevnikova, 2017). The main goal of reflexive practice is a suspension in order to understand reflexive difficulties (Biktagirova, Valeeva, 2014). Practice becomes the source of the professional growth of the teacher only to the extent that it is the object of a structured analysis: the unreflexed practice is useless and eventually leads not to development, but professional stagnation of the teacher (Korzhuev et al., 2020). The need to study the levels of reflexive pedagogical activity, reflexive skills, activity of teachers in professional activity (Pogodaeva et al., 2019).

Today's reflexive practice is given great attention in research, which presents in detail various practical recommendations for researchers, how to implement a reflexive pedagogical process, as well as specific pedagogical tasks (Istomina et al., 2020; Ronda, Saldeva, 2019). Thus, the problems of the teacher's reflexive activity and his difficulties are an object of study by both domestic and foreign scientists, is relevant today in connection with the modernization of teacher education.

**Purpose and objectives of the study.** The purpose of this article is to investigate the difficulties in the reflective activity of teachers with different teaching experience. The main tasks of our study were as follows:

- to reveal the basic concept of research: "reflexive activity", "reflexive difficulties";
- to provide a methodology for studying the reflexive difficulties of the teacher;
- conduct an experimental study of the reflexive difficulties of young teachers and teachers with work experience of more than 5 years;
- identify the main difficulties for teachers with different levels of teaching experience and make recommendations for their elimination.

## **2. Materials and methods**

**Theoretical and empirical methods.** To test the hypothesis, a set of various methods complementary to each other was used:

- theoretical – analysis of sociological, philosophical, psychological and pedagogical research on the research problem; analysis of methodological and educational literature;
- empirical – included observation, ascertaining pedagogical experiment, questioning, expert interrogation, analysis of the results of experimental work of empirical research.

**Base of research.** The study was carried out on the basis of the center of the Privolzhsky Center for Advanced Studies and Professional Retraining of Education Workers of the Kazan Federal University in three stages.

**Research stages.** At the first stage, the analysis of domestic and foreign psychological and pedagogical literature on this topic was carried out; selection and testing of research methods (January-February 2019). At the second stage, research was carried out on the reflexive difficulties of teachers with different length of service (March 2019 – March 2020). Diagnosis of the level of difficulty in reflexive activity was carried out with the help of the author's test questionnaire "My Reflexive Difficulties" (Biktagirova, 2016), developed and adapted in accordance with the study. The questionnaire includes 6 components of difficulties of reflexive activity and reveals the difficulties of the theoretical-methodological, motivational, value-semantic, emotional, process-activity and research character. At the third stage, a comparative analysis, generalization and systematization of the obtained data were carried out (April – July 2020).

**Research participants.** 347 teachers of the Republic of Tatarstan, as well as the Volga region participated in the experiment: 122 beginning teachers with less than 5 years of experience and 225 teachers with experience more than 5 years. This sample size was quantitatively substantiated by the respondents who wished to participate in the survey. Due to the fact that a self-isolation

regime was introduced in the Republic of Tatarstan at the end of March 2020, the questionnaire survey of the participants stopped. For the study, the results were taken over 12 months, collected during the implementation of refresher courses. Due to the high professional workload of teachers and the condition of the experiment, according to which the questioning was absolutely on a voluntary basis, only 34 % of all course participants in this organization took part in the experiment during this period of time.

For comparison, we chose two samples of study participants with different numbers of **teachers in schools: «beginning teachers with less than 5 years» и «teachers with experience more than 5 years»**. This is due to the fact that there is a shortage of young specialists in educational organizations and a significantly larger number of working teachers of the older generation, as well as those of pre-retirement and retirement age. Nevertheless, when analyzing the questionnaires received, it was revealed that the correctness of filling out the questionnaires and their integrity readiness for all 6 components of the difficulties of the reflective activity of the study in the first sample was 97 %, and in the second sample it was only 59 %. To identify reliable results after the experiment, some of the respondents' questionnaires were not included in the analysis or were included in the study only in certain areas. The analysis of the number of questionnaires for each of **the components of the difficulties of reflective activity averaged  $119 \pm 4$  questionnaires for the group "beginning teachers with less than 5 years" and  $134 \pm 6$  questionnaires for "teachers with experience more than 5 years"**. The number of participants in the questionnaires in each group was converted to a percentage. This allowed to increase the reliability of the comparative results of the study. And ultimately allowed comparison to implement a comparison of the results in groups for each component of the difficulties of reflexive activity and, on its basis, to generalize the results and determine the appropriate recommendations and conclusions.

**Research diagnostics.** The author's questionnaire assumed certain levels of complexity for each of the components of the difficulties of the teacher's reflective activity. The theoretical and methodological component includes difficulties in the corresponding knowledge and skills in providing reflexive activity: mastering the theoretical foundations of reflexive pedagogical activity: analysis, comparison, synthesis, association, and the ability to apply them; the ability to learn from others.

The motivational component reflects difficulties in the teacher's need for reflexive activity, providing a comprehensive, system-integral process of reflection. The value-semantic component implies difficulties in the teacher's comprehension of values: his personality as a person and a professional; their professional activities; critical reflection on their activities and colleagues. Emotionally-sensual includes difficulties in the emotional attitude and evaluation of the teacher's own characteristics.

The process-activity component reflects the teacher's difficulties in carrying out a variably reflective activity. They include difficulties in identifying contradictions; systematization of the problem situation, designing its self-development for the future. The research component includes: difficulties in the creative solution of research problems in the pedagogical situation; predicting possible difficulties for students; application of the knowledge gained in practice.

The level of reflexive difficulties is an individual or group index-rating. It is determined through self-evaluation of various aspects of the difficulties of reflexive activity. Quantitatively, this is the reciprocal of the degree of difficulty. For example, if the level of difficulty was 1.2 points, then the level of reflexive activity  $3.0 - 1.2 = 1.8$  points. We distinguish the following levels of reflexive activity:

- very low (spontaneously empirical) – below 0.5 points;
- low (reproductive) – 1,5 - 0,5 points;
- average (system-activity) – 2.5-1.5 points;
- high (creative) level, above 2.5 points.

The first level (spontaneously empirical) is an empirical knowledge of the meaning of reflexive skills, but at the same time the lack of a steady motivation for self-analysis and self-development, a lack of understanding of their difficulties. The second level (reproductive) is the teacher's motivation for self-realization based on self-analysis, self-correction and self-development. But at the same time, the lack of own experience of reflexive activity, mainly, the use of the experience of other educators. The third level (system-activity) is characterized by a steady desire to master the theoretical and methodological foundations of reflexive activity, a deep and systematic understanding of their difficulties. Reflexive activity become personally significant for

the teacher. The fourth level (creative) is a reflexive activity for the teacher, a steady personal and professional phenomenon. It is distinguished by the manifestation of the creative approach, the search for the construction of this activity, the solution of the difficulties in its activity creatively, with the help of original solutions.

**Statistical analysis:** Processing the results of the study was carried out using the statistical program SPSS Statistics 20. The significance of differences in the results was determined using Chi-square ( $\chi^2$ ) at  $p < 0.01$  и  $p < 0.05$ . Mathematical and statistical processing was carried out between the indicators of young and experienced teachers for each indicator proposed in the study. Application of the criterion is possible when the results of focus groups according to the state of the indicator being studied are distributed into more than two categories, in our case (high, medium, low, very low).

### 3. Results

During the diagnostic experiment, the reflexive difficulties of the modern teacher were analyzed in the framework of this approach for each component of reflexive activity.

Reflective activity of the teacher is manifested:

- in the choice of the professional position of the teacher;
- in the peculiarities of the teacher's thinking;
- in the ability to self-observation, self-analysis, self-correction and sense-making.

We consider reflexive difficulties – as teachers' difficulties in reflecting professional activity of the theoretical-methodological, motivational, value-semantic, emotional, process-activity and research character. In order to determine the indicator of the possession of the theoretical foundations of reflexive pedagogical activity, teachers were asked during the interview to determine their difficulties in mastering the theoretical foundations of pedagogical activity (analysis, comparison of synthesis, association, etc.) and the ability to apply them, as well as learn from the experience of others. The summarized results are presented in [Table 1](#):

**Table 1.** Difficulties in mastering the theoretical foundations of the reflexive pedagogical activity of young teachers

The difficulties of young teachers	High,%	Medium, %	Low, %	Very low,%
Difficulties in mastering the theoretical foundations of pedagogical activity (analysis, comparison of synthesis, association, etc.) and the ability to apply them	26.8	23.7	38.8	10.7
Difficulties in adopting the experience of other teachers.	33.9	31.7	24.4	10

As can be seen from the given [Tables 1](#) and [2](#), more than a third of experienced teachers have difficulties in mastering system theoretical and methodological knowledge. At the same time, the majority of the teachers interviewed expressed a positive attitude toward the need to master systemic knowledge. At the same time, they are familiar with them, but this allowed us to infer the inability to accept them, being the result of the teacher's not developed positive reflective position. Young teachers have good skills in analysis, comparison, etc., they are better at using them, but they have more difficulties in adopting the experience of colleagues.

**Table 2.** Difficulties in the theoretical foundations of the reflexive pedagogical activity of experienced teachers

The difficulties of experienced teachers	High,%	Medium, %	Low, %	Very low,%
Difficulties in mastering the theoretical foundations of pedagogical activity (analysis, comparison of synthesis, association, etc.) and	36.4	32.5	16.5	14.6

the ability to apply them				
Difficulties in adopting the experience of other teachers.	17.2	23.1	39.8	19.9

Mathematical and statistical processing of the results showed a significant difference in the difficulties of mastering the theoretical foundations of reflexive pedagogical activity between young and adult teachers at  $p < 0.01$  ( $\chi^2 = 12.430$ ). In turn, the statistical comparative analysis of difficulties in adopting the experience of other teachers showed a level of  $p < 0.01$  ( $\chi^2 = 13.779$ ).

The need for reflexive activity shows about one third of teachers, while the figures are **approximately the same as for a teacher with work experience, and for young teachers** ( $\chi^2 = 0.395$ ,  $p > 0.05$ ). Most often they do not think about it when specifically unmotivated (Table 3). When they think about it, the majority (two-thirds of teachers) are positive about this and understand the need for reflexive activity.

**Table 3.** Difficulties in the teacher's need for reflexive activity

Difficulties	High,%	Medium,%	Low, %	Very low,%	$\chi^2$
Difficulties of experienced teachers	29.4	30.8	22.2	17.6	0.395, $p > 0.05$
Difficulties of young teachers	31.2	26.8	23.1	18.9	

Therefore, the value-semantic difficulties in the teacher's comprehension of his pedagogical activity play a special role. If the teacher begins to critically reflect on his personal activities, professional activities and the activities of his colleagues, he more clearly identifies these difficulties. Mathematical and statistical processing of the results shows that the difference in difficulty in the reflexive activity of teachers is not reliable when comparing two samples: young and adult teachers at  $p > 0.05$  ( $\chi^2 = 0.395$ ). In turn, the teacher's recognition of the value of his professional work are different for teachers with different work experience (Table 4):

**Table 4.** Indicators of the value-semantic difficulties of teachers with different work experience

Difficulties	High, %	Medium,%	Low, %	Very low,%	$\chi^2$
Difficulties experienced teachers in the recognition of the teacher the value of their professional activities	19.5	20.2	30	30.3	11.574, $p < 0.01$
Difficulties of young teachers in understanding the teacher the value of their professional activities	28.8	34.8	18.2	18.2	
Difficulties experienced teachers in the critical reflection of their activities and colleagues	22.1	23	22.3	32.6	0.811, $p > 0.05$
Difficulties of young teachers in critical reflection on their activities and colleagues	22.3	20.1	19.5	38.1	

Experienced teachers have the least difficulty in understanding the value of their professional activities by the teacher (Table 4). Here the indicators of the difficulties experienced teachers are lower than those of the young at a confidence level  $p < 0.01$  ( $\chi^2 = 11.574$ ). This is directly related to the fact that the process of understanding the value of pedagogical activity significantly affects professionalism, the results of activity depend on it. If we analyze professional qualities along with the results, then each teacher gets some perspective, determining in what direction he should move further in order to develop his activities and colleagues' activities. But experienced teachers still note that they also have difficulties in some critical comprehension of their activities, believing that they are more competent in it if they do not perform reflexive activities and do not go for innovations. At the same time, the teachers' difficulties in critically comprehending young and experienced teachers are approximately the same at a confidence level  $p > 0.05$  ( $\chi^2 = 0.811$ ),

but experienced teachers are less critical to their activities, while for young teachers the criticism is more constructive, they have difficulties in critically understanding their activities and colleagues.

Of particular importance in the development of pedagogical reflection are the constructive critical reflection of pedagogical activity, the unexpected pedagogical situation, the ability to see the contradictions in the simulated and real professional activity. More than a third of teachers are very critical of their pedagogical activities, but not always this criticism is constructive. Difficulties in emotionally assessing and assessing the characteristics of the teacher by the teacher were shown by experienced teachers and teachers with less than 5 years of experience, while difficulties arose a little more in the interaction with experienced teachers (Table 5).

**Table 5.** Difficulties in the emotional attitude and evaluation of the teacher's own characteristics

Difficulties	High,%	Medium, %	Low, %	Very low,%	$\chi^2$
Difficulties of experienced teachers	31.2	27	23.2	18.6	0.246, $p > 0.05$
Difficulties of young teachers	28.3	26.9	24.9	19.9	

The teacher showed the greatest difficulties with the last two components. Thus, the teacher's difficulties in carrying out variatively practice-oriented reflexive activities cause difficulties for both categories of teachers at a confidence level  $p > 0.05$  ( $\chi^2 = 0.246$ ). And this indicator is very important for the teacher's mobility, because he often has to make decisions and implement them.

**Table 6.** Indicators of the process-activity difficulties of teachers with different work experience

Difficulties	High,%	Medium, %	Low, %	Very low,%	$\chi^2$
Difficulties experienced by teachers in identifying the contradictions	39.5	30.2	14.9	15.4	1.165, $p > 0.05$
Difficulties of young teachers in identifying contradictions	41.8	31.8	16.1	10.3	
Difficulties experienced teachers in the systematization of the problem situation	36.8	28.1	22.3	12.8	1.213, $p > 0.05$
Difficulties of young teachers in systematization of a problem situation	42.3	29.1	19.5	9.1	
Difficulties of experienced teachers in designing their self-development for the future.	43.7	33.6	10.8	11.9	0.565, $p > 0.05$
Difficulties for young teachers to design their self-development for the future.	47.3	33.8	9.8	9.1	

Unfortunately, a high level of difficulties prevails over all indicators of this component. Mathematical and statistical processing of the results showed that the difference between the data of adults and young teachers was not significant for all the studied criteria at a confidence level of  $p > 0.05$ . At the same time, the greatest difficulty is to design your self-development for the perspective of both experienced and young teachers. And difficulties in systematization of problem situations are higher for teachers with less than 5 years of experience (Table 6).

Also, a high level of difficulties also occurs in the research component: it includes: difficulties in the creative solution of research problems in the pedagogical situation; predicting possible difficulties for students; application of the knowledge gained in practice (Table 7).

**Table 7.** Indicators of research difficulties for teachers with different work experience

Difficulties	High, %	Medium, %	Low, %	Very low, %	$\chi^2$
Difficulties experienced teachers in the creative solution of research problems in the pedagogical situation	33.5	28.2	22.9	15.4	0.543, $p > 0.05$
Difficulties of young teachers in the creative solution of research problems in the pedagogical situation	36.8	28.8	22.2	12.2	
Difficulties experienced teachers in predicting the possible difficulties of students	33.8	29.2	21.6	15.4	0.401, $p > 0.05$
Difficulties of young teachers in predicting the possible difficulties of students	37.3	29.5	18.8	14.4	
Difficulties experienced teachers in the application of the knowledge gained in practice.	29.7	30.6	20.9	18.8	0.184, $p > 0.05$
Difficulties of young teachers in applying the knowledge they received in practice.	32.3	29.5	20.8	17.4	

As shown by the data (Table 7), it is not by chance that even experienced teachers have difficulties in the creative solution of research problems in the pedagogical situation, many have serious difficulties in predicting the possible difficulties of students, especially young teachers. In turn, the statistical analysis revealed the unreliable differences ( $p > 0.05$ ) in the presence of difficulties in creative solutions, in predicting possible difficulties for students and in the application of the knowledge gained in practice among experienced and young teachers.

#### 4. Discussion

The results obtained complement the experimental data on the analysis of teacher's pedagogical reflection (Kozhevnikova, 2017). Difficulties in pedagogical reflection and directions for their systemic overcoming are experimentally proved (Robsky, 2015). Reflexive skills are beginning to be recognized and considered by teachers as an important and permanent component of pedagogical activity (Istomina et al., 2020). At the same time, the understanding of this process is realized in the practical comprehension and need to identify its reflexive difficulties (Korzhuiev et al., 2020). As a result, the installation for constant introspection, evaluation and self-assessment, as well as analysis of the results obtained, is developing. Reflexive position of the teacher becomes system-holistic with a conscious approach to his pedagogical activity and its results. It is she who alone gives him the opportunity to see and evaluate his activity in a new way as creative, transformative, creative.

Experimental studies show (Garcias et al., 2020; Ronda, Saldeva, 2019) a reflective position is actively developing in situations when the teacher not only experiences but also realizes the real difficulties in his activity and does not have in his previous experience ways of solving them (Korneenko, 2019). There is a change in professional position and there is a special independent reflective thinking (Allen et al., 2004). This is especially important for teachers with work experience. In general, teachers experience difficulties in specific reflexive activities: in isolating contradictions, systematizing problem situations, designing their self-development for the future, and also in creatively solving research problems in the pedagogical situation and in predicting possible difficulties for students. At the same time, these difficulties can be met both in experienced and young teachers.

For experienced teachers reflexive difficulties are associated with overcoming the innovation barrier (Biktagirova, Valeeva, 2014). They also have difficulty in mastering the theoretical foundations of pedagogical activity and the ability to apply them (Gorokhov, Rusina, 2010). In pedagogical activity, barriers are manifested in the form of restrictions on the activities of teachers (Pogodaeva et al., 2019). The study of reflexive difficulties and the analysis of one's own pedagogical practice make it possible to identify certain strategies that teachers realize in overcoming the difficulties of pedagogical activity. Young teachers have difficulties in the need for reflexive activity. At the same time, they are faster in mastering innovations, but for them the



characteristic difficult situations are: entry into the professional environment, acceptance of norms, values, traditions of the pedagogical collective, and pedagogical activity itself.

The presented study enters into a discussion on the experimental comparison of the reflexive activity of experienced and novice teachers (Al-Zoubi et al., 2019; Rogach et al., 2019). Experts argue that a teacher's professional activity affects overcoming the difficulties of reflexive activity (Golubeva, 2011; Robsky, 2015), in changes in value-semantic orientation (Kyshtymova, Rozhkova, 2019), emotionally and in assessing their own characteristics (Karpov, 2003; Korzhuev et al., 2020). Nevertheless, the differences between young and experienced teachers are insignificant, and they are more related to professional activity, interest in the reflective activity of the teacher. It is in this position that teachers should be put, consistently translating it from the role of an expert in the experience of others to the role of an "expert for themselves", that is, in a position that is actually reflective of the achievements that it has acquired, analyzing and summarizing the experience of other teachers (Kozhevnikova, 2017; Nagovitsyn et al., 2019). Concrete and close to the real pedagogical experience, the material easily induces the teacher to independently comprehend, the arising difficulties and contradictions, the search for ways and ways to resolve them (Korneenko, 2019; Ronda, Saldeva, 2019). The presented experiment proves a significant change with an increase in the length of service of teachers only in recognizing the value of their professional activities and the theoretical features of reflexive pedagogical activity. The choice of the professional position of the teacher determines how much the general attitude of the teacher to his profession is manifested, how much he is interested in his professional growth, the ability to fully realize himself in pedagogical activity.

**Limitations.** This study is limited to a sample of the Privolzhsky Center for Advanced Studies and Professional Retraining of Education Workers of the Kazan Federal University during 12 months to collect questionnaires during the pre-isolation period. The resulting sample does not make it possible to cover the entire target audience, since the study was conducted only in a voluntary full-time format at the Kazan Federal University. In accordance with this, for further more detailed analysis, it is necessary to carry out a comparative analysis of the centers of additional education for teachers of various universities in Russia in a longer period in the use of distance technologies. A larger sample size will provide more varied information on this issue.

## **5. Conclusion**

Thus, on the basis of the conducted research it can be stated that:

- the attitude of the teacher to the activity is characterized by positive motivation, a sufficiently high degree of awareness of this process. In this case, the more the teacher is involved in reflexive activity, regardless of the length of service, the more this ratio increases;
- the majority of teachers express themselves in the affirmative about the need to identify reflexive difficulties in their own pedagogical activity, but how to do this does not always represent;
- most teachers are aware of their difficulties in teaching activities. At the same time, every third teacher as much as possible assesses his knowledge in the field of the theoretical foundations of pedagogical reflection; at the same time every second experiencing significant difficulties in reflective activity, especially in the design of their self-development for the future.

The analysis of the initial state of the reflexive activity of the teacher in modern conditions and experimental research gives grounds to believe that it is necessary to develop reflexive skills when preparing a teacher at a university, and throughout pedagogical activity. At a stage when revealing reflexive difficulties and working with them becomes a necessary part of all professional activity, a constant attitude to reflection develops, thereby increasing the professional competence of the teacher.

The materials of this article can be useful for teachers of higher educational institutions in the preparation of future teachers, as well as for teachers of schools to realize their reflexive difficulties and implement reflexive activities.

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