

Reflexivity as a professional and psychological quality of a preschool teacher personality

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Abstract

© 2017. revistaESPACIOS.com. The article examines reflexivity as a professional and psychological quality of a preschool teacher personality. When analysing psychological and educational literature, it was established that reflection is understood as self-understanding and self-knowledge, which also includes such processes as comprehension and evaluation of another person. Reflexivity is studied as a personal quality and ability to reflection. Within this study, reflexivity of teachers is considered as ability to review the stereotypes of personal educational experience. The work presents the results of the empirical study of the meaning of reflexivity for professional and educational development of teachers. The results of the study showed the predominance of the average level of teachers' reflexivity. Judging by the overall results, teachers have either high or average level of educational development, which indicates that the examined teachers possess skills and qualities required for effective professional activity. During the analysis of the results it has been found that the development of teachers' reflexivity contributes to the improvement of their educational activity effectiveness.

Keywords

Education, Educator, Personality, Reflection, Reflexivity, Teacher

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