

The role of the reflective activity of students in individual educational trajectory

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Abstract

© 2015 by the authors. The current stage of higher education development implies a qualitative change in approaches to the definition of its content, as well as the methods and forms of determining educational outcomes of educational and cognitive activity of students. The ability to reflect is included in the number of compulsory academic abilities of high school for students to master. Despite the long-standing discussion of reflection categories in the philosophical, psychological and pedagogical literature, the shortage of scientific and practical knowledge of the methods and techniques of diagnosing and fixing the reflection of the students is recorded. The article presents a technique that is based on the reflective card, which is aimed at a comprehensive evaluation of educational outcomes on account of bringing to the evaluation of all participants in the educational process, to assess the skills of reflection (self-evaluation) formation of the results of students' educational activities, which ultimately help to determine the degree of the discipline mastery. Results of the article are of great value for the organizers of professional training of educational psychologists, academics, as well as valuable in developing recommendations regarding policy-making in the field of supplementary education in "Practical Psychology in Education."

<http://dx.doi.org/10.5539/res.v7n5p146>

Keywords

Individual educational trajectory, Method, Reflection, Reflective card, Student