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SPECIFICS OF DEVELOPING A TEACHER'S CAPACITY FOR SELF-ANALYSIS AS A MANIFESTATION OF THE INDIVIDUAL-PERSONAL APPROACH

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Abstract

This article reveals the individual-personal interaction between the teacher and students in the pedagogical process.



Keywords: Individual-personal, personality, interaction, teacher, student, process.

Introduction

СПЕЦИФИКА РАЗВИТИЯ СПОСОБНОСТИ УЧИТЕЛЯ К САМОАНАЛИЗУ КАК ПРОЯВЛЕНИЕ ИНДИВИДУАЛЬНО- ЛИЧНОСТНОГО ПОДХОДА

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Аннотация

в данной статье раскрыто индивидуально-личностное взаимодействие учителя и учащихся в педагогическом процессе.

Ключевые слова: индивидуально-личностный, личность, взаимодействия, учитель, ученик, процесс.



Mastering pedagogical excellence presupposes the organization and conduct of a thorough self-analysis of the educational process. At the same time, it is important to note both one’s successes and one’s failures, their root causes, and to determine whether they were “programmed” at the stage of preparation for lessons or resulted from the work carried out during the lesson itself.

The ability to analyze one’s pedagogical activity during a lesson lies at the core of a teacher’s creative work. The ability to analyze one’s own lesson, the specific pedagogical situations that arise in it, the results of pedagogical influences on the student, and the outcomes of one’s own work largely depends on the teacher’s ability to plan, organize, monitor, and regulate pedagogical activity.

A teacher’s pedagogical mastery and the productivity of pedagogical work largely depend on self-analysis of pedagogical activity.

During a lesson, the teacher’s entire activity is concentrated: scientific preparation, pedagogical skills, methodological competencies, and the ability to organize the independent work of all learners.

There are many types of analysis. In science, event-based, content-based, conceptual-phenomenological, elementary, causal, logical, structural-functional, and other types of analysis are distinguished. It is quite natural that a teacher is interested in a very specific type of analysis that would serve as a basis for making improvements in lesson delivery. One way or another, any

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analysis introduces a scientific component into the teacher’s activity, since it is the main method of cognition.

Analysis is a logical method of cognition, representing the mental decomposition of an object (phenomenon, process) into parts, elements, or features, their comparison and последовательное study in order to identify essential, i.e., necessary and definite, qualities and properties.

Analysis of a lesson is a comparison of a specific lesson conducted by the teacher with its theoretical model, developed in accordance with modern didactic and methodological requirements, with productive experience, and with common sense.

Psychological-pedagogical theory has developed numerous lesson analysis schemes built on different foundations. A modern lesson is far from being a uniform and single structural-content scheme. Therefore, each individual teacher or administrator determines for themselves those forms that are most acceptable and correspond to the paradigm within which they carry out their activity.

The analysis of any lesson represents a comprehensive approach in which psychological, pedagogical, content-related, methodological, and subject-specific aspects are closely interconnected. By contributing to the improvement of the teaching process as a whole, analysis is of primary importance, first of all, for the teacher who gives the lesson.

In the course of analysis, the teacher gains the opportunity to look at their lesson as if from the outside, to perceive it as a whole phenomenon, and to purposefully comprehend the totality of their own theoretical knowledge, methods, and techniques in their practical implementation in interaction with the class and with individual students. This is a kind of reflection that makes it possible to evaluate one’s strengths and weaknesses, identify unrealized reserves, and clarify certain aspects of one’s individual style of activity.

In itself, the analysis of a lesson as a process of awareness and self-knowledge forms the teacher’s analytical abilities, develops interest, and determines the need to study the problems of teaching and upbringing.

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At present, many scholars and practitioners agree that teachers should master various lesson frameworks and analyze lessons in relation to different goals. A lesson may be analyzed from the standpoint of teacher and student activity, from the perspective of individual differentiated groups of students (students with different levels of preparedness, developed abilities, and social adaptation), as well as from pedagogical, psychological, methodological, physiological-hygienic, cultural, and other perspectives.

Classification of types of analysis based on increasing complexity

1. Brief (evaluative) analysis presupposes a general assessment of the educational function of a lesson or class, characterizing the solution of educational, upbringing, and developmental tasks and providing an evaluation of their implementation. It may be conducted immediately after the lesson and is not final. It gives rise to another analysis. While observing the lesson, the evaluator assesses the achievement of the stated lesson goal and compares the obtained result with the predicted one.

2. Structural (stage-by-stage) analysis is the identification and evaluation of the dominant structures (elements) of the lesson and their expediency in ensuring the development of students' cognitive abilities.

In the traditional organization of a lesson, there are certain stages. Therefore, a stage-by-stage analysis is possible. In that case, the procedural side of the analysis consists in decomposing the lesson into its constituent components and examining them one by one. Supporters of stage-by-stage analysis adhere to the following scheme:

how students are questioned (checking homework, oral questioning, assessment of knowledge);

teacher's explanation (content, methods, students' activity); educational moments during the lesson; the effectiveness and diversity of forms of consolidation and students' independent work; the use of visual aids and technical teaching tools; homework assignment.

This model is the most widespread. Therefore, training in pedagogical analysis usually begins with it.



However, stage-by-stage analysis in a number of cases proves insufficiently effective, since it examines the structure rather than the internal logic of the process. With the emergence of lessons whose structure began to depend on their internal logic, the possibilities for using stage-by-stage analysis decreased.

3. Element-by-element analysis is used when examining lessons in which stages are combined or partially absent. The procedural aspect of the methodology consists in decomposing the lesson into its main elements (content, methodology, development of students' cognitive independence, etc.) and studying them one by one from the standpoint of various target orientations:

assessment of the correctness of defining the goals and objectives of the lesson; the rationality of the lesson's structural design and the expediency of time distribution among its elements, and the correctness of selecting the content of the educational material;

assessment of lesson methods, ways of activating students' cognitive activity, and ways of implementing interdisciplinary connections;

the objectivity of methods used to solve educational (upbringing) tasks;

study of methods of using visual aids, the content and organization of students' independent work, and the guidance of this work;

the formation of students' general learning skills and self-control skills; methods of monitoring and evaluating students' knowledge, abilities, and skills.

The methodology of element-by-element analysis is much deeper and more effective than stage-by-stage analysis, since its procedural aspect consists in understanding the main components of the educational process. However, even with this methodology, the lesson is still not sufficiently considered as an integral phenomenon.

4. Systemic analysis implies considering the lesson as a unified system from the point of view of solving the main didactic task and, at the same time, solving developmental tasks of the lesson, ensuring the formation of students' knowledge, abilities, and skills, and their mastery of learning methods.



Systemic analysis is a set of interrelated procedures used to study complex problems and objects that represent integral systems.

The systems approach is a direction of pedagogical activity based on considering objects as systems in the integrity of the diverse types of connections identified within them. In pedagogy, rigid and flexible types of systems approach are distinguished, determining the corresponding types of goals, principles, content, and means of education.

The methodology of the systems approach makes it possible to evaluate the effectiveness of lessons regardless of their type, kind, structure, or the presence of particular didactic tools and methods, which, in turn, allows the effectiveness of the educational process to be assessed both in verbal and mathematical indicators.

5. Aspect-based analysis presupposes the consideration, detailed and comprehensive study, and evaluation—from a particular angle—of some aspect or a specific objective of the lesson in relation to the results of students' activity.

The following aspects of a lesson may be analyzed:

the teacher's implementation of the triune objective of the lesson;

the use of developmental methods in the lesson;

the study of ways to activate students' cognitive activity;

ways of developing cognitive interest;

the formation of schoolchildren's general learning skills and abilities;

the checking and assessment of students' knowledge, abilities, and skills;

the organization of problem-based learning in the lesson, etc.

6. Full analysis is a system of aspect-based analyses that includes an assessment of the implementation of lesson objectives, the content and types of students' learning activity according to such characteristics as the levels of students' mastery of knowledge and methods of mental activity, student development, the implementation of didactic principles, and the effectiveness of the lesson. Full analysis may be carried out simultaneously by several evaluators or may represent the sum of generalized conclusions across all



aspects of the lesson. It is conducted during teacher certification and when summarizing pedagogical experience.

Self-analysis is reflection; it makes it possible to assess one's strengths and weaknesses, identify unrealized reserves, and clarify certain elements of one's individual style of activity.

Self-analysis is an indicator of a teacher's professionalism and of the degree to which the teacher understands the objectives of education, and not only the goals and objectives of a single lesson.

Self-analysis is the teacher's study of the state and results of their professional activity, the establishment of cause-and-effect relationships between elements of pedagogical phenomena, and the identification of ways for further improvement of professional activity. Self-analysis of activity has a number of functions: diagnostic, cognitive, transformative, and self-educational.

The purpose of presenting self-analysis is to confirm the level of qualification achieved by the teacher, as expressed in:

mastery of the latest achievements of pedagogical science and practice;

the ability to solve pedagogical (managerial) tasks creatively;

the ability to make an optimal selection of methods, means, and forms of teaching and upbringing (management);

the ability to independently develop, test, and successfully apply modern pedagogical (managerial) technologies and their elements;



the ability to create conditions for realizing the personal potential of learners (pupils, teaching staff);

the ability to apply research and experimental methods of teaching and upbringing in practice;

the ability to plan and organize the self-education of learners (teaching staff) and one's own self-education.

To determine the component composition and structure of the self-analysis model, the main functions of self-analysis were formulated based on modern requirements for the quality of pedagogical activity:

The gnoseological (cognitive) function: self-analysis provides for self-knowledge as a person and as a professional; it orients the teacher toward a

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constant search for information about new requirements and quality standards, psychological aspects of the educational process, and new developments in scientific and practical issues of the specialty, and it is also aimed at developing the teacher’s general culture.

The diagnostic (controlling) function: self-analysis makes it possible to establish whether one’s current norms and views correspond to modern norms accepted in society, the educational institution, and the staff; to identify shortcomings in one’s own activity, and also to determine one’s professional and personal (professionally significant) strengths.

The corrective function: the results of self-analysis serve for purposeful and effective correction of one’s own activity in order to improve its quality.

The evaluative function: self-analysis determines the adequacy of the teacher’s self-assessment of professional activity in relation to external assessment (consumers of educational services, administration, specialist experts, etc.).

Taking into account the many functions of self-analysis, general indicators for evaluating the quality of the self-analysis model were identified:

systemicity, i.e., the model is correlated with the components of the structure of pedagogical activity, which are connected with one another by direct and feedback links;



purposefulness, i.e., all components of the model and the methods of their application are oriented toward correcting activity in accordance with “norms,” self-development, and improving the quality of the teacher’s activity;

activity, i.e., the model provides for the active participation of each teacher in the process of analyzing and evaluating their own activity, with the involvement of learners and experts to obtain an objective picture;

motivation, i.e., the model provides for creating a motivational basis for self-analysis among teachers who do not recognize its necessity;

invariance, i.e., this model may be used by teachers of different disciplines, educational institutions, professional training profiles, etc.;

creativity in using the results, i.e., the interpretation of self-analysis results is not strictly regulated, which gives the teacher full freedom in using them;

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orientation toward the teacher’s interests, i.e., the model may be adjusted to meet the needs of each teacher under specific circumstances.

Self-analysis is intended to provide a complete picture of the teacher’s work and the effectiveness of their activity, to contain conclusions about the causes of successes and problematic moments, and to outline prospects.

Types of self-analysis of activity:

Brief (evaluative): a general assessment of the instructional and educational function of a lesson, characterizing the solution of educational, upbringing, and developmental tasks and providing an evaluation of their implementation.

Structural (stage-by-stage): identification and evaluation of the predominant elements of the lesson, and their expediency in ensuring the development of learners’ cognitive abilities.

Systemic: consideration of the lesson as a unified system from the standpoint of the main didactic task and the simultaneous solution of the lesson’s developmental tasks, ensuring the formation of learners’ knowledge, abilities, and skills, and their mastery of learning methods.


Structural-temporal: assessment of time use at each stage of the lesson.

Didactic: analysis of the implementation and selection of teaching methods, techniques, and means; processing of educational material; pedagogical guidance of learners’ independent cognitive activity, etc.

Aspect-based: consideration, detailed and comprehensive study, and evaluation of a particular side or a separate objective of the lesson in relation to the results of learners’ activity:

- implementation of the lesson objective;
- use of developmental methods;
- study of ways to activate learners’ cognitive activity;
- ways to develop cognitive interest;
- checking and assessment of knowledge, abilities, and skills;
- organization of problem-based learning.

Self-analysis of a lesson is a procedure of the teacher’s reflective activity, involving analysis and evaluation of a lesson conducted by the teacher (as a rule, according to a specific algorithm or checklist of questions). Oral self-

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analysis of a lesson serves as a component part of the lesson analysis procedure conducted by a school administrator or methodologist.

Levels of self-analysis of a lesson

Emotional level: an involuntary level (satisfaction or dissatisfaction with one’s pedagogical activity).

Evaluative level: assessment of the correspondence between the result of activity and the intended goal and the triune task.

Methodological level: analysis from the standpoint of existing requirements for educational activity.

Reflective level: determination of the cause-and-effect relationships among all aspects of the lesson (the highest level of analysis, for the implementation of which it is necessary to draw upon psychological-pedagogical theory).

The following arguments may be presented as evidence of the usefulness of self-analysis of a lesson and the need to develop teachers’ ability to conduct it:

Without self-analysis, it is impossible to hope for serious success in a teacher’s professional development or growth of their potential. The point is that development does not occur without problematizing prior experience, without experiencing and resolving crises of competence, when the teacher feels and understands the need to begin working in a new way and to change as a person. Reflection and self-analysis are universal ways of immersing the teacher in a situation capable of shifting them into a mode of self-development;

Self-analysis is an excellent means of a teacher’s psychological self-protection and of maintaining a “creative working state.” If we take into account the vulnerability of teachers, as well as other representatives of creative professions, we must admit that the right to self-analysis and self-evaluation of one’s work can spare a teacher many unnecessary anxieties and worries. This in no way blocks the path to genuinely constructive criticism of their work in dialogue with experts evaluating the lesson, whoever they may be;

Without self-analysis, a teacher cannot realistically improve the quality of their work. Such improvement cannot occur solely through studying best practices and scientific achievements. If a teacher poorly understands their own work and problems, they are unlikely to be able to organically integrate others’



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achievements into their own system of activity. In that case, the teacher becomes an unprepared customer of scientific output and colleagues' experience. The movement from one's own problems to the experience of the "classics" proves many times more fruitful than copying others' experience without adapting it to one's own individuality;

Without self-analysis, it is difficult for a teacher to recognize themselves as a full and legitimate author of their own developments, however modest they may be. A person who does not possess self-analysis can hardly be recognized as a mature professional.

Under conditions of liberalization of external control, only timely self-analysis and correction of one's work safeguard the teacher against a decline in the quality of students' instruction and upbringing.


Self-analysis contributes to significant time savings in technical work. This means that in preparing for lessons, at least two stages are quite clearly distinguished: a creative stage and a technical stage.

At the creative stage, the teacher designs the lesson, and at this stage it is hardly appropriate to save time and effort.

At the second, technical stage, the teacher transforms their concept into a working lesson plan in a form convenient for them. Here, saving time is entirely appropriate and desirable. Knowing about the right to be the first critic of their own lesson, the teacher is unlikely to write excessively detailed plans for themselves, since everything necessary can be clarified in dialogue during lesson self-analysis. If self-analysis has become habitual for the teacher, they can, without much difficulty, promptly make the necessary adjustments to their main plans.

From the above positions, the development of the ability to self-analyze professional activity can be regarded as a complex, multifactor analytical process of a teacher's study of their pedagogical experience, based on self-control, self-diagnostics, awareness of difficulties, and assessment of further prospects for self-improvement.

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