

The Correlation Between Educational-Informative Motives and the Reflection as One of the Components of the Research Competence Formation among Future Social Teachers

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Abstract: The topicality of this research is specified by the problem of interrelation between educational-informative motives and reflection and their roles in the process of research competence formation among future social teachers. Educational-informative motives and the reflection are the significant elements of the successful research activities and research competence formation among future social teachers accordingly. The research competence is the result of the effective application of the acquired research knowledge and skills in practice. The development of the educational-informative motives and the reflection among future social teachers gives us good opportunities for the research competence formation. Educational-informative motives and the reflection are the main components of the research competence formation. The revealed correlation between educational-informative motives and the reflection can create favorable conditions for the research competence formation among future social teachers.

Key words: Social teacher, educational-informative motive, reflection, research competence, Kazakhstan

INTRODUCTION

The aim of this study is the revealing of the correlation between educational-informative motives and the reflection and the determination of the role of the educational-informative motives and the reflection in research competence formation among future social teachers. The development of the social brunch in pedagogics promoted the allocation of a special field of the theory and practice-social pedagogics. The term “pedagogics” comes from two Greek words: pais, paidos the child, the baby and ago to guide, it means, “guiding a child” or “the child’s facilitator”. The word social” (from Latin socialis) means public, connected with life and the relations of the people in a society. In this sense, it is not just the social development and the person’s upbringing; it is his focus on social values, norms and rules of the society (environment of life activity) with his future life and self-realization.

The social pedagogics analyses the problems connected with the activities of the subject of upbringing. The social pedagogics supports the personality from the date of his birth, his further stage-by-stage social development and the formation of the citizen of a particular society. The sphere of the professional activity of the baccalaureate specialty, the “Social Pedagogics” is the process of socialization and personal development of children and the youth in the public educational

organizations, the special (correctional) organizations of education and the rehabilitation centers. The objects of the professional activity of the “Social Pedagogics” baccalaureate specialty are the government institutions (Committee on Protection of the Rights of Children within the Ministry of Education and Science of the Republic of Kazakhstan, the regional departments on protection of the rights of the children). It also includes the organizations of the social orientation (social welfare institutions for the support of the unemployed, needy, disabled and able-bodied handicapped people); the educational institutions with government and non-government financing (the pre-school organizations, the schools, the orphanages, the specialized educational organizations and the boarding schools). The organizations dealing with the problem of the children’s upbringing and development in a social environment (the centers of correction and rehabilitation, the special school, the placement centers, the colonies); the organizations dealing with the organization of children’s leisure and creativity, with full socialization and personal development of younger generation (public organizations, children’s clubs, studios, recreation centers).

The social and pedagogical activities in various educational organizations are focused on full socialization and personal development of the children, teenagers and youth; it helps to establish the social values of responsibility and servicing to people (SOSF, 2011). The

social pedagogics as a profession is an activity of the subject (the social teacher; the person realizing the social and pedagogical activities) intended for the diagnostics and forecasting of the social development, correction, education and re-education of the person or group. It is also connected with the controlling of the mass or various groups, their mobilization for certain actions and restraining the activity for the achievement of particular political and other aims (Mardakhayev, 2005). The State Obligatory Standard of Formation of the Republic of Kazakhstan specifies the requirements for the research skills abilities of the social teacher:

- To design the correctional and educational process, to plan, organize, to diagnose and predict the results of the pedagogical activities
- To reveal and develop the inclinations, bents, capabilities, talents of each individual on the basis of an individual approach taking into account the level of personality development and his health
- To analyze and estimate the results of implementation of innovations in pedagogical process

Taking onto account the basic items of the State Obligatory Standard of Formation of the Republic of Kazakhstan and the works of one of the main founders of the Social Pedagogics Mardakhayev, there is a possibility to say that it is very important to form the research competence among future social teacher. The research competence is the main component which should be acquired by them for their professional activity such as diagnosing, forecasting and the correction of the children's behavior.

The research competence is an efficiency of application of the acquired research knowledge and skills in practice (Vvedensky, 2003). The research competence is revealed in theoretical literacy, in possession of the methods of psychology and pedagogy research, in ability to process the empirical data statistically, to formulate conclusions, to represent the results of the research. The research competence is a pedagogical value. It assumes the positive attitude of the social teachers to research activities, to themselves as the subject of the research activity. The research competence will help to determine the aims and the tasks of the problem correctly, to select necessary literature and diagnostic tools, to predict a hypothesis and develop the stages of the correctional work. We believe that the identification of the positive correlation between educational-informative motives and the reflection will create good opportunities for the formation of the research competence. Educational-informative motives and the reflection are

the main components. If we have an influence on such components, there would be a possibility to regulate and develop the research skills which promote the formation of the research competence.

The role of the educational-informative motives and the reflection is very important in the process of research competence formation among future social teachers. The concept of the reflection in philosophy should be designated as an official intellectual operation. Lektorsky (1996) by the object of the reflection understands the system of knowledge, the method allowing to deal with informative reproduction of the perception and consciousness. The reflection is a manifestation of the developed consciousness and the acts of consciousness such as introspection, intraception, self-assessment and self-determination which are the structural components of the reflection process determining the specificity of its duration and the inclusiveness of the specific mental phenomena.

The reflection was considered by us as the process of research skills formation, as a mechanism making a transfer of the external irritants into the internal activators. By external activators, we understand the requirements, motives and motivation. The motive represents a steady conscious personal education. The motivation is the first component in the structure of the educational cognitive activity, stimulating and regulating it. The motivation is the leading factor of the personality's activity, the stimulation to implement any types of activities. Particularly, the effective interaction of subjects in educational system is impossible without features of their motivation. The academic success of pupils depends on its development (Kargina, 2015). In the process of reflection moulding, the motive carries out the function of coordination by means of recognition of the requirements, their correlation with the objective aims and the choice of the maximum number of the requirements which can be satisfied in case of the aims achievement.

The researches show that the distinctions between students with high and low academic success are specified by the difference in the level of intellectual development and by the degree of the development of educational and professional motivation as well. The motivational system activates and directs the personality for activity.

MATERIALS AND METHODS

Details experimental: The analysis of the literature according to reflection shows the insufficient representation of the valid diagnostic methods which had the experimental approbation. In spite of the fact that the

features of the specific spheres of reflexive abilities application and the uniqueness of the subjects of the reflection requires the narrow specification of the techniques, the modern psychology and pedagogical practice demonstrate the excessive dispersion of the methods for diagnostics of the reflection. Among the widespread techniques, having methodological basis and the experimental approbation is a technique of the diagnostics of a personal measure of the reflection expressiveness by Karpov (2002, 2004) where the reflection is understood as mental property of consciousness. In the pedagogical sphere, the questionnaires implying the determination of the teachers' ability to solve the pedagogical situations and tasks are often used and the reflection is considered as a pedagogical ability.

In case of pedagogical abilities' diagnostics, the content of the reflection is defined by the content of pedagogical activities and the main result is "the development of the research skills among future specialists". The widespread practice in the psychological and pedagogical spheres is the diagnostics of the reflection as a skill or a habit with "behavioristic model in a situation of research activities". The researches of the national psychologists in the field of professional self-determination of personality (Klimov, 2004) point out that the type of the profession like "person-person" which includes the social and pedagogical activities does not consider "method" and "behavior" as the objects of the reflection. At the center of the reflexive act, there is "a personality in activity", an image of the researcher the ego and the ability to a personal reflection is of great importance.

The students of two Kazakhstani universities from Al-Farabi Kazakh National University (Kazakhstan, Almaty) and Regional Taraz Pedagogical Institute (Kazakhstan, Taraz) took part in our research. The total number of the respondents was 105 people, the first and the second-year students of 5B012300, "Social Pedagogics and Self-knowledge" specialty. For the statistical processing of the results the correlative criteria (the Pearson is for the indices with normal distribution) were used which allowed to define the correlation of certain structural components of the reflexive abilities (A.V. Karpov's technique) and to identify the correlation between educational and cognitive motives (S. A. Paskulina, S. M. Ketko).

The hypothesis of the research: There is a correlation between educational-informative motivation and the reflection. The diagnostic complex included the following techniques corresponding to certain structural components:

- Testing
- Technique of diagnostics of a level of the reflexivity development, questionnaire (Karpov, 2004)
- Technique of diagnostics of the learning motivation of the students of pedagogical university (S.A. Paskulina, S. M. Ketko)

RESULTS AND DISCUSSION

Statistical techniques of information processing are executed by Microsoft Excel XP Software packet and "SPSS 17.0 packet for Windows OS Version". We conducted the correlative research with the purpose to check a hypothesis. We have made an assumption that if the level of educational informative motives is high so, the level of the reflexivity development would be high as well. The research showed the positive correlation between the level of the development of educational informative motives and the level of the reflection development (Table 1). For the determination of some characteristics which are coordinated with the development of the reflection and educational informative motives the correlative connections between all variables were defined. The most interesting question was about the existence or absence of significant connections between the level of reflexivity and educational informative motives. The correlation analysis identified the close ties between the variables and characteristics are interconnected (on the level of the significance $0.01 < 0.05$). Table 1 shows the correlation coefficients.

The analysis of rxy and the correlation research allow to draw a conclusion that there are statistically reliable relations between a subscale "intrinsic motivation of entering a university" and the reflection $0.262^*(p < 0.05)$. The ability to reflex is connected with intrinsic motivation of respondents of entering a university (to study successfully, to acquire profound knowledge). In addition, there are statistically reliable positive interrelations of a subscale "the internal actually operating motives of the doctrine" (intellectual satisfaction, self-improvement) and reflexivity $0.473^{**}(p < 0.01)$. Probably the aspiration to intellectual satisfaction and self-improvement is connected with the ability to reflex. Statistically the reliable interrelation between a subscale "internal professional motives" and the reflection $0.852^{**}(p < 0.01)$ is revealed. It is possible to draw a conclusion that the higher level of internal professional motives (interest in a profession, self-realization), the level of the ability to reflex is higher as well. It is also possible to see the close interrelation between a subscale "the external actually operating motives of the doctrine" and the ability to reflex

Table 1: Correlation (Pearson) matrix of scales in the educational-informative motives and the reflection

Motives	1	2	3	4	5	6	7
Internal motivation to enter University	1	0.407**	0.301**	0.377**	0.243*	-	0.262*
Internal actually operating motives of the doctrine		1	0.599**	0.405**	0.535**	0.486**	0.473**
Internal professional motives			1	0.275*	0.602**	0.532**	0.852**
External motivation to enter University				1	0.381**	0.234*	
External actually operating motives of the doctrine					1	0.576**	0.543**
External professional motives						1	-
Reflexivity							1

**p<0.01. *p<0.05, N = 105

0.543** (p<0.01). The external actually operating motives of the doctrine-the motives which are not connected with the process of the doctrine which are out of educational activities such as, not to be behind of the fellow students, to attain the respect of the teachers, to be approved by people around, to avoid the condemnation and punishment. We think that this connection can be explained by the age of the respondents and the status of the first and second year students.

Thus, it has been determined that the high level of educational-informative motivation influences on the level of reflexivity development. High level of educational informative motivation determines the reflexivity and creates the favorable conditions for the formation and development of research competence among future social teachers. These indicators confirm that the results of diagnostics of educational-informative motives among future social teachers correlate with the reflection.

CONCLUSION

The development of educational-informative motives among future specialist becomes his priority; it will increase the level of reflexivity and promote the formation of the research competence. The reflexive activity of future specialist develops the ability to see the problems of his own research activity, to modify it at the expense of the internal resources, to make a choice independently, to be responsible for the decisions. The main strategy of teaching is to create the conditions of educational informative motives development which will influence on the reflection, the positive attitude to the reflexive activities stimulating the reflexive behavior of future social teacher in general. It helps student to formulate the results of the research, to predict the aims of the future research tasks, to correct the professional way and to elaborate the research competence.

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If researcher determine the level of educational-informative motivation, there is a possibility to identify the level of reflexivity as the positive

correlation between the level of educational-informative motivation and reflexivity has been revealed. The reflection creates the hierarchy of requirements and retrieve, the choice of the subject of their satisfaction. The process of the research competence formation ends with the decision-making which means that the object is found and the demands are satisfied. Therefore, we can say that the formation of the research competence is the motivational and reflexive processes which was proved by theoretical and experimental parts of the research. The possibility of the controlling of this process through the organized motivation influencing on reflection development is revealed. The reflexivity and positive educational-informative motivation can create favorable conditions for the formation of research competence among future social teachers.

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