Peculiarities of reflexivity of ukrainian teachers and its development in terms of postgraduate education

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Abstract
The article highlights the results of an empirical research of levels of development and factors of reflexivity of Ukrainian teachers. The possibilities of development of reflexivity in terms of Postgraduate Education are defined.

Keywords
reflexivity, teacher, professional activity, postgraduate teachers’ education

Introduction

Today's challenges gave rise to increased new requirements to the professionalism of teachers of grammar schools and therefore, to the development of their professionally important qualities, especially reflexivity. At the same time, basing on the results of theoretical analysis of the literature, we can bring forward a motion about the development deficit of teachers’ reflexivity caused by deficiencies of technical training [3; 8, etc.], by negative impact of the pedagogic profession [2; 7, etc.], as well as proclivity for "emotional burn-out", professional deformation of personality of significant number of teaching staff, causing curbing of perception of important events through the prism of the profession, subjectivity, one-sidedness and narrow-mindedness [6; 10, etc].

Subsequently the problem of reflexivity becomes up to date, it can be solved in terms of Postgraduate Education (PGE) of teachers. However, the analysis of PGE of the teachers shows that it enables teachers to improve their professional knowledge and skills, but doesn't provide enough possibil-

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