

The Features of Pedagogical Self-regulation and Metacognitive Competence of a High-school Teacher

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The goal of the article is to present the results of a study of self-teaching and reflexivity in the structure of metacognitive competence of a teacher.

Pedagogical self-regulation advocates a psychological phenomenon that reveals the motivational orientation of a high school teacher at the optimal professional activity and is realized through its key incentives (intrinsic motivation as interest in teaching; extrinsic motivation as a desire to avoid punishment from the leadership, condemned by the students; identified regulation by comparing yourself with other teacher colleagues; introjected regulation as the belief that there is a certain set of things that a teacher has to do).

Pedagogical self-regulation is revealed in the structure of metacognitive competence through the relationship of intrinsic motivation with its main components, such as metacognitive awareness, activity, knowledge and abnotivity.

The structure of the metacognitive competence of the teacher is represented by three components: the first is a correlation between the parameters of pedagogical reflexivity; the second describes the relationship of metacognitive parameters with instinctive motivation, the third is the benefits of self-regulation in the introjected teaching. The ratio of these factors in the personality profile allows teachers to divide them into three main types, with a predominance of pedagogical reflexivity and introjected regulation, with a predominance of metacognitive components, with dominance of introjected regulation and with only pedagogical reflexivity dominance.

Keywords: pedagogical self-regulation, pedagogical reflexivity, metacognitive competence, activity, intrinsic motivation.