**Natalia Pertsovа.**

**SUMMARIZING THE EXPERIENCE OF PROFESSIONAL ACTIVITY IN THE CONTEXT OF PEDAGOGICAL REFLECTION (ON THE BASIS OF PROFESSIONAL SKILLS CONTESTS**

The appearance of significant for the development of science teaching multidimensional research has made some contribution to the improvement of the scientific level of pedagogy and its impact on teaching practice. The level of development of any science is its ability to predict, which implies the need to study the history of the phenomenon under investigation, historicism is a general methodological principle and the principle of pedagogical forecasting. In the practical pedagogical activities best practices is one of the factors of professional pedagogical competence of the teacher, the ability to solve complex problems of educational activities. But experience is not the only source for the development of science teaching in the performance of predictive function, but also give impetus to the development of mass practice. The process of review, compilation, presentation of experiences is an important driving force for professional development and experience of the author. Competitions professional pedagogical skills originated as work on generalization of best pedagogical experience, 20 years of the twentieth century. The first decades were held contests teacher as an attempt to demonstrate their benefits and criteria considered intelligence, education, patriotic citizenship. During the contest of professional skills, presentation of own experience teachers develop their ability to "suspend" its activities, "up" over its own activities, the ability to highlight the main points of their own and others' activities as a whole, the ability to objectify activities translate from direct experience and language ideas into the language of the common provisions, principles circuits. The participation of teachers, school leaders in the skills of a factor of his professional competence. In the process of training and the competition created by the complex terms of pedagogical reflection. There are the following conditions: specially organized reflexive activity (contestant presents experience: purpose, the way the results of their own professional activity), the presence of reflective environment and reflexive Community (competition tests, discussion experience), the intensification of relations between the parties reflective activities (presupposes that both nominees and the judges are the subjects of activity in the simultaneous flow of their activities complement and enrich each other's activities, while maintaining their specific actions) update reflexivity teacher (teacher through reflection beyond the boundaries of the profession, realizing the opportunity to look at their activities from the perspective of another person , work attitudes, work out their position on their own activities, their attitude). Found a new perspective gives personal meaning for internal changes to overcome outdated stereotypes of professional, opening the way for further professional growth.