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DEMONSTRATION OF STUDENT'S REFLECTIVE SKILLS IN RELATION TO PERSONAL QUALITIES

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ABSTRACT

This article describes the level of development of reflection, reflexive abilities and its role in personal development. Manifestation of reflexive abilities has an important place in the student's professional formation. As a reflection, a concept that requires philosophical understanding is illuminated, and the activity of self-awareness, which describes the form of human theoretical activity, reveals the spiritual world of a person, aimed at understanding one's own culture and its foundations, behaviors, is interpreted. The students' reflection will highlight the psychological aspects of their professional formation. From a psychological point of view, reflection is shown as a process that involves the student's understanding of his own behavior, the composition of the figure of "I", the characteristics of the self-awareness system, and thinking in the human mind. self-control associated with the self-awareness system is the psychological aspect of reflection, such as the ability to anticipate and analyze the outcome of one's actions and actively influence the conversation in the communication process defines aspects, reflection is noted psychologically as a generalized integrated component of aspects related to self-awareness, self-perceptions and self-awareness system, controlled by consciousness. The information presented in the article allowed to analyze the integral indicators of reflexive ability and shed light on aspects of its connection with personality qualities.

KEYWORDS

Reflection, student, ability, personality, self-management, autoreflexion, socioreflexion.

INTRODUCTION

In the world, reflection as a mental process synthesizes all the variety of processes of a cognitive, regulatory and communicative nature, as well as a person's inability to fully understand himself and the outside world, and his inability to adequately assess his opportunities and abilities. problems such as not having a place, and alienation from the society due to lack of position are becoming more urgent. In this regard, in the studies conducted in the United States of America, disorders in the relationship of individuals to themselves, lack of self-control, lack of self-control, suicidal behavior among young people It has been determined that the sharp increase, the state of aggression in interpersonal relations, negative changes in the human psyche, and the sharp decrease in activity efficiency are related to the fact that the characteristic of reflexivity is not sufficiently formed in a person. Such negative trends make the problem of developing reflexivity in ensuring the psychological development of a person more urgent and the need to conduct empirical research for development.

In recent years, in our republic, on the basis of the principle "For human dignity", the priority directions of reforms aimed at further increasing the well-being of our people, ensuring human rights and interests, and the formation of an active civil society have been determined, and the necessary legal and regulatory frameworks have been created: "Youth patriotism,

citizenship based on the tasks of "educating as a person with firm beliefs and views on life who can resist harmful influences and currents in the spirit of sensitivity, tolerance, respect for laws, national and universal values" and on the development and improvement of reflexivity in a person a solid foundation has been created for finding new theoretical solutions aimed at deepening scientific research.

The analysis of the problem of reflection shows that there are many developments related to it, and there are various methods of studying it. At the same time, the approach, methods and strategies of learning are also different from each other. In many cases, broad general psychological concepts such as "psychic properties", "psychic states", etc., are not fully explained according to their relation to the category of reflection.

Synthesizing and summarizing a large number of different information about reflection can be relatively constructive if it is carried out based on specific scientific categories of psychology. It would be more effective if these categories included all aspects of the psyche.

The originality, rarity and independence of research on the study of reflection distinguish them from other studies. Such self-sufficiency of the problem of

reflection is visible even outside the traditional research, that is, the theory of mental processes, mental states, and mental properties. However, it is necessary to recognize the fact that reflection is a synthetic psychic reality, which is a process, a characteristic, and a state at the same time.

The relativity of these values, which reflect the relationships determined by people, is a fundamental philosophical and ethical issue. What seems necessary from one person's point of view can be considered not only useless, but also harmful for another person, and what is considered acceptable in one culture may be recognized as undesirable in another culture.

The process of self-evaluation appears as a decisive determinant of the subject's reflexive behavior. The level of self-esteem can prevent the implementation of aggressiveness by controlling internal binding normative norms. It should be noted that on the basis of reflexivity, we can influence not only ourselves, but also the people around us by influencing their mood and mental state.

According to L. I. Bojovich, the development of reflection in a person leads to a new stage of self-awareness. From this point of view, reflection develops rapidly in individuals and it helps to control cognitive processes and their personal characteristics [2]. According to A. Buzeman, there are 3 features characterizing reflection according to L. S. Vygotsky:

- firstly, reflection takes place together with personal development;

- from the second he begins to understand himself. According to A. Buzeman, the roots of reflection go back to the animal world; he begins to realize himself from the second. According to him, self-awareness is directly related to the social environment;

- thirdly, self-awareness is not considered as a metaphysical phenomenon. It has a direct effect on reflection and is directly related to the subject.

With the help of reflection, the experience of controlling one's own behavior begins to emerge. This is directly related to the value thinking process. It also helps a person adapt to external conditions. The main thing is that it also creates conditions for the effective use of other possibilities of the psyche. As a result of being immersed in his world, a person enjoys thinking about his thoughts, feelings and actions. A person reflects as a result of interaction and communication with others. In it, an internal dialogue occurs regarding whether or not to accept the surrounding incident thoughts. He rejects or accepts such opinions and views [3].

Reflection helps the process of self-awareness to be purposeful and conscious.

In our opinion, reflection is of great importance in a student's life, it helps to develop self-awareness, self-

control and inner self. At the same time, reflection is important in making a person communicative and socially active. Students with developed reflection are able to set socially significant goals and find ways to achieve their goals. In many cases, the ability of a person to understand the environment and the ability to understand social values are important in communication and active life.

One of the main reasons why we set ourselves such a task is the reflexive abilities of students, as well as the

ability of a person to understand his emotions, understand his goals, motivations and desires, as well as manage these emotions to solve practical tasks in life. We considered that it is important to understand the emotional state of others and give a correct assessment to it in the implementation of practical actions related to reflexive abilities. The results obtained from this methodology are reflected in the following table:

Table 1

Analysis of correlational connections between the methods of studying reflexive abilities of students and the manifestation of reflection levels (n=580)

Factors	Retrospective reflection of activity	Concurrent activity reflection	Reflection of future activities
Self-reflection	0,36*	0,51*	0,18
Socioreflexion	0,48*	0,20	0,15
Communication with others	0,39*	0,12	0,19
Self-control	0,41*	0,32*	0,49*

According to the results of the methodology, it was found that in the student group, there is a significant relationship with "Autoreflexion" and "Reflection of

activity at the same time" and with "Reflection of activity at the same time" ($r=0.51$; $r \leq 0.05$) ($r=0,36$; $r \leq 0.05$). Any person cannot achieve the achievements

and success in his work today without the knowledge, skills and qualifications acquired in the past. Therefore, the role of past experiences in our achievements in our current activities is incomparable. It was observed that the factor "Socioreflexion" is related to "Retrospective reflection of activity" ($r=0.48$; $r \leq 0.05$). It is clear from this that the realization of the results of the activities carried out in the past by a person leads to the rational organization of their current and future activities in accordance with their goals.

It was found that the factor "Communication with others" has a positive correlation with "Retrospective reflection of activity" ($r=0.39$; $r \leq 0.05$). In fact, it is embodied as both a subject and an object of human activity. Therefore, any future activity is planned and implemented in accordance with past experiences. Therefore, it is considered natural that there is a connection between these directions of reflection.

"Self-control" factor "Retrospective activity reflection" ($r=0.41$; $r \leq 0.05$), "Current activity reflection" ($r=0.32$; $r \leq 0.05$) and Future we can see that it has a positive correlation with activity reflection ($r=0.49$; $r \leq 0.05$). It can be understood from this that students have the advantage of managing their current, past and future activities, their self-regulation, decision-making and functioning, planning of actions, creating a program of behavior, and the formation of subjective criteria for evaluating results. , adapts to changing conditions, independent thinking, individual development of ideas about important external and internal conditions, is progressed under the influence of such factors.

In fact, often a person's desire for future activities is based on the analysis of the luck and success of others. From this point of view, the image of others is important for people to be able to foresee, develop and analyze their professional activities.

Table 2

Analysis of correlational links between the study of student's reflexive abilities and the characteristics of self-control in behavior (n=580)

Factors	Autoreflexion	Socioreflexion	Communication with others	Self control
Planning	0,46*	0,12	0,12	0,14

Modeling	0,15	0,19	0,28*	0,30*
Programming	0,13	0,09	0,08	0,11
Evaluation of results	0,14	0,10	0,12	0,42*
Flexibility	0,13	0,52*	0,59*	0,05
Independence	0,41*	0,10	0,12	0,17
General level of self-control	0,01	0,11	0,16	0,14

Correlational relations between the study of reflexive abilities of students and the characteristics of self-control in behavior were determined. The "Autoreflexion" factor was positively correlated with "Planning" ($r=0.46$; $r \leq 0.05$) and "Independence" ($r=0.41$; $r \leq 0.05$). It can be seen that self-reflection, i.e., self-analysis, self-awareness functions in students, the formation of a person's ability to consciously plan activities, making a program of their own behavior, independent decision-making, characteristics causes content to be found.

It was found that the "Socioreflexion" factor has a positive correlation with "Adaptability" ($r=0.52$; $r \leq 0.05$).

The "Communication with others" factor was positively correlated with "Modeling" ($r=0.28$; $r \leq 0.05$) and "Adaptability" ($r=0.59$; $r \leq 0.05$). It can be seen that the factor of communication with others directly causes the person to draw up a plan of work to be carried out in the future, to set specific directions, to be able to start independent activities, and to increase the level of adequate perception of interpersonal relations.

The last factor "Self-management" "Modeling" ($r=0.30$; $r \leq 0.05$) and "Evaluation of results" ($r=0.28$; $r \leq 0.05$) and "Flexibility" ($r=0.42$; $r \leq 0.05$) was found to be positively related. It is clear from the results that a person's autonomy in organizing his own activities, independent planning of his actions and behavior, the

ability to analyze and evaluate the intermediate and final results of his activities, his planned activities, flexibility, self-direction has a direct positive correlation with clear and systematic performance.

Also, the development of the nature of organizing the work necessary to achieve the goal, and controlling its implementation, leads to an incorrect assessment of important internal and external conditions.

Table 3

Analysis of correlational links between the study of reflexive abilities of students and the style of activity (n=580)

Factors	Autoreflexion	Socioreflexion	Communication with others	Self control
Activity	0,14	0,19	0,53*	0,17
Analyst	0,52*	0,09	-0,45*	0,14
Theorist	0,39*	0,10	0,10	0,41*
Pragmatic	0,09	0,34*	0,11	0,14

Correlational relationships between the learning of student's reflexive abilities and the style of activity were determined. "Autoreflexion" factor with "Analyst" ($r=0.52$; $r \leq 0.05$) and "Theorist" ($r=0.39$; $r \leq 0.05$), "Socioreflexion" factor with "Pragmatic" ($r=0.34$; $r \leq 0.05$), the "Self-management" factor "Theorist" ($r=0.41$; $r \leq 0.05$) is positive, the "Communication with

others" factor is "Analyst" ($r=-0.45$; $r \leq 0.05$) entered into a negative correlation.

Self-reflection, i.e. self-analysis, predominance of self-awareness functions in students, comprehensive analysis of various situations, reflection on events and phenomena in the environment, systematization of

scattered facts through observation while ensuring that the properties are high.

In students with a high factor of "Socioreflexion", practical aspects of educational activities, finding the most effective ways, openness in interpersonal relations, such students approach problems practically, not theoretically, are dominant.

The predominance of "self-management" in students is due to the high level of their ability to clarify the abstract aspects of the assigned task, to try to put it into a logical system, to thoroughly prepare for work, to make a decision carefully after weighing several alternatives. while ensuring that.

Students with a well-developed "Communication with others" factor are impressionable, extroverts who

seek new impressions, quickly and fully engage in any activity, sympathetic and enthusiastic to others, and communication factors are also dominant. In addition, it was found that such students have medium-level characteristics such as caution, accurate analysis of situations, and caution in decision-making.

In our experience, reflexive characteristics of students are achieved through the development of self-management, self-analysis, information processing and independence in decision-making through the development of goal-oriented activity and communication characteristics with the help of self-training. It has been proven that it is possible to increase reflexivity in cognitive activity.

Table 4

The relationship between the characteristics of self-control and reflexivity in behavior during the student period (general results)

Directions of reflexivity	Planning	Modeling	Programming	Evaluation of results	Flexibility	Independence	Level of self-control	Ability to self-control
Retrospective reflection of activity	0,05	0,09	0,05	0,14*	0,04	-0,001	0,13*	0,17*

Simultaneous activity reflection	-0,09	0,22**	- 0,20**	0,24**	-0,11	-0,18**	-0,06	-0,06
Reflection of future activities	0,26**	-0,10	0,21*	-0,06	0,27**	0,25**	0,25* *	0,18**
Reflection of communication and interaction with other people	0,11	-0,008	0,12	0,06	0,17*	0,03	0,08	0,26**

According to the results of the methodology, retrospective reflection of the activity results evaluation ($r=0.14$; $r \leq 0.05$), level of self-management ($r=0.13$; $r \leq 0.05$), self correlation with self-management ability ($r=0.17$; $r \leq 0.05$) was observed. From these indicators, it is known that focusing attention on the events that happened to a person leads to the formation of the qualities of analyzing the results of activities, self-management, and managing certain processes.

Activity reflection at the same time is positive with modeling ($r=0.22$; $r \leq 0.01$), evaluation of results ($r=0.24$; $r \leq 0.01$), programming ($r=-0.20$; $r \leq 0.01$), a negative correlation was shown with independence ($r=-0.18$; $r \leq 0.01$). It can be seen that an increase in the ability to think and analyze the real situation in a person leads to an increase in the features of creating a model of future work and evaluating the results. Also, as a result

of this, there is a weakening of factors such as programming of behavior and independence.

Future activity reflection planning ($r=0.26$; $r \leq 0.01$), programming ($r=0.21$; $r \leq 0.05$), flexibility ($r=0.27$; $r \leq 0.01$), independence ($r=0.25$; $r \leq 0.01$), self-management level ($r=0.25$; $r \leq 0.01$), self-management ability ($r=0.18$; It was found that there is a correlation relationship with $r \leq 0.01$). From the results, it is known that a person can make realistic and stable plans for the future, aspire to the future, plan their actions, create a corresponding program, flexibility in relation to various changing conditions, independent decision-making, self-regulation. causes the content of features such as

Reflection of communication and interaction with other people is correlated with flexibility ($r=0.17$; $r \leq 0.05$), self-control ability ($r=0.26$; $r \leq 0.01$) It was noted that there is a relationship. From the indicators, it can be understood that the ability to adapt to complex situations and self-control has an impact on the

development of student's ability to analyze their own situation and thoughts in the process of communicating with others.

Based on the above information, it can be said that student's reflexive abilities are related to subjective locus of control, personal behavior control, and specific aspects of the student's activity style.

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