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DEVELOPMENT OF REFLECTIVENESS IN THE SYSTEM OF GENERAL SKILLS

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ABSTRACT

The article focuses on the issues of relation of reflexivity with the features of the system of general abilities. It describes the content of the concept of reflexivity, its place in the system of abilities, and the embodiment of intelligence as an independent phenomenon. Also, the relationship of reflexivity with creative abilities, creativity and characteristics of the educational type is substantiated.

KEYWORDS

Reflexivity, ability, creator, intelligence, creative ability, creativity, education, reflexive ability, cognitive field, acquisition, divergent abilities, intellectual activity.

INTRODUCTION

Analyzing the problem of reflection shows that there are many studies on it and different ways 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 "mental processes", "mental properties", "mental states" and others remain

incompletely covered in relation to the category of reflection.

3 different types of difficulties in developing the above-mentioned reflection problem (at the same time, specific aspects of this problem) A. V. Karpov [5; 44], in his opinion, are interconnected and mutually supportive. Therefore, it is desirable to take into

account this interaction in the methods of its elimination and further development of the problem.

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

It is well known that the division of the subject of psychology into three such categories has long existed in the apparatus of concepts and taxonomic schemes. These concepts have passed the test of time and proved to be relatively adequate in the ontology of the subject of research - the study of the psyche. Obviously, we are talking about the triad of "process-property-state". Also, along with the differentiation and clarification of the subject of reflection psychology, the issue of operationalization is becoming more urgent.

Reflexive problem research has always had its own autonomy (independence). The development of this problem has the characteristic of "parallel" with other main directions and problems of psychology. The originality, rarity and independence of "reflexive" studies distinguish it from other studies. Such self-sufficiency of the problem of reflection is visible even outside the traditional studies, 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 property, and a state at the same time. And on the contrary, three main plans can be distinguished in the general phenomenon of reflection: reflection-process, state and characteristic. This triad of basic concepts is interconnected and has an inseparable synthesis. In the author's opinion, it is appropriate to consider the problem of reflection in

the field of general abilities, if it is applied to higher education and post-higher education.

The problem of abilities is one of the most fundamental theoretical issues of psychology. It is very versatile and allows to distinguish many main, special aspects. In particular, the dependence of abilities on heredity, the ratio of abilities and abilities, the existence of abilities during the period of activity, the development of abilities, the composition of abilities in and through activity, the principles of diagnosis of abilities, the problem of classification of abilities, etc.

Views on the composition of general abilities cannot be said to be complete and complete. Because they do not take into account important and special components such as self-awareness and reflexive management. Undoubtedly, the general composition of the psyche cannot be comprehensively explained without taking into account the reflexive level of its organization.

Although there are not many theories that interpret reflexivity as an ability, they can be divided into two categories: the group that includes reflexive processes as part of the intellect and the group that explains them as independent.

S.V. Mikhaylova distinguished a separate group of reflexive abilities in the structure of abilities according to the following descriptions:

- 1) reflexive abilities are based on genetic reflexive "talents";
- 2) reflexive abilities have an individual measure of expressiveness;
- 3) there is an individual difference in reflexive abilities on all indicators;

4) reflexive skills perform many tasks (polyfunctional) [7].

Along with explaining reflexivity as a skill, S.V. Mikhaylova considers them only within the framework of pedagogical activity, not including them as part of either specific or general skills.

G.P. The methodological approach proposed by Shchedrovitsky also explains the nature of abilities in relation to reflexivity[8]. In his view, abilities are neither a natural structure nor a "formative structure" as a whole. Reflexivity, like any ability, is actualized by the subject as a "means of readiness to perform an activity."

At the same time, reflexivity can have two different meanings: as an ability, at a certain stage of a person's ontogenesis, it gives a person the opportunity to control the development of his abilities by choosing the type of activity manifested in these abilities. Thus, reflexivity is an instrumental tool for the development of thinking skills.

Much of the research on the problem of general ability has focused on the problem of creativity and intelligence. Intelligence models are very difficult to classify. Nevertheless, the classification of intelligence presented by M.A. Kholodnaya can be considered quite successful[9]. The author distinguished a socio-cultural, genetic, process-activity, educational, informational, phenomenological, functional-level and regulatory (management) approach.

The main criterion for distinguishing intelligence as an independent reality, regardless of the direction and paradigm of research, is its function in controlling behavior. When interpreting intelligence as an ability, first of all, its adaptive importance in human life is taken into account. Manifestation of intelligence as an

ability is realized in universal adaptability, when an individual achieves "equilibrium" with the environment. Any intellectual act requires activity and self-control in its implementation from the subject during the period of adaptation. According to E.A. Golubeva, activity and self-control are the main factors of intellectual efficiency. The criterion of intellectual behavior is not to change the external environment, but to open new opportunities for the individual's adaptive actions [2].

Based on modern concepts of intelligence, the universality of intelligence as a general ability, that is, the idea of its impact on success in solving any task, has been developed in various models of intelligence [2; 24; 76].

Conditionally, all factor models of intelligence can be divided into four groups according to two bipolar characteristics:

- 1) according to the source of the model - observation or empirical data;
- 2) according to the structure of the model of intelligence - transition from individual characteristics to the whole and from the whole to individual characteristics.

A model can first be developed on a theoretical basis and then tested in empirical studies. J. Gilford's intelligence model is a clear example of this. The author theoretically interpreted the results of large-scale empirical studies and created his own model. Ch. Spearman's model can be a clear example of this. One of the variants of multidimensional models, that is, the primary intellectual factors are distinguished - Dj. Gilford, L. Thurstone, V.D. are Shadrikov models [10; 111].

Another group of models - hierarchical models (F. Vernon, P. Humphreys) are multi-level. Factors are placed at different levels according to their centrality: at the highest level - the general factor of "mental power", at the second level its derivatives, etc. Factors are interconnected, the level of development of the general factor depends on the level of development of specific factors.

Cognitive models of intelligence define the concept of "intelligence" as an independent system of cognitive processes that serve to solve problems. According to psychologist-cognitivists, individual differences in solving the task are manifested in information processing. Factor-analytical data are used to ensure the reliability of cognitive models.

In the late 1980s and early 1990s, R. Sternberg's theory of intelligence became popular [6; 103]. His model is evaluated by some authors as general psychological rather than cognitivist. R. Sternberg explains the differences in intellectual efficiency with the difference in the cognitive structures of the individual and distinguished three types of intelligence components that respond to information processing:

1. Metacomponents - management processes - provide management of the information processing process:

- 1) recognition of the existence of the problem;
- 2) to understand the problem and choose suitable processes to solve it;
- 3) choosing a strategy;
- 4) choosing a mental representation;
- 5) distribution of "mental reserves";
- 6) control the solution of the problem;

7) assessment of the effectiveness of the decision.

2. Executive components - a process at a relatively lower level of the hierarchy, which is the process of "individual thinking". According to R. Sternberg, it includes coding, determining relationships, establishing compatibility, comparing, justifying, and answering.

3. The knowledge acquisition component is necessary for the subject to learn what the metacomponent and the performance component do:

- 1) selective coding;
- 2) selective combination (collection);
- 3) selective comparison. During problem solving, this component works in concert with the metacomponents, directing the activities of the executive and cognitive components, and in turn providing feedback for the metacomponent.

The interaction of intelligence with the environment is manifested in the form of practical and social intelligence. According to R. Sternberg, intelligence serves to ensure the individual's relationship with the external environment. The author distinguished three types of such relations: adaptation, internal selection and creation of existence. The success of the spread of all types of relationships allows the individual to maintain a stable interaction with the external environment.

This model is the first to determine the place of the metacomponent in the structure of intelligence. Prior to the emergence of this model, the meta-processes that provide the control function of the attitude to the analytical cognitive process were highlighted in the works of A. Brown, D. Flaywell, D. Miller and others.

Nevertheless, the idea of including metaprocesses in the model of intelligence belongs to R. Sternberg.

In Russian psychology, a number of authors studied intellectual tasks as a manifestation of general intellectual abilities. One such theory is M.A. Kholodnaya's theory of mental experience developed within the cognitive approach. According to the author, psychometric intelligence is a kind of epiphenomenon of mental experience, which reflects the content of individually acquired knowledge and cognitive operations. According to its ontological status, intelligence is the form of individual mental experience in the form of mental structure in the form of prediction of the mental field and the construction of the mental representation of the objective being [9].

M.A. Kholodnaya distinguishes cognitive experience, metacognitive experience, intentional experience and a group of intellectual abilities as part of intelligence. Metacognitive experience is related to the regulatory (management) system of the psyche, and intentional to the motivational system. Abilities and blocks of cognitive experience are intellectual. [9].

Many intelligence researchers connect the concepts of intelligence and creativity and distinguish between convergent and divergent abilities, the basic structure of abilities in the psyche [3; 99]. Convergent abilities manifest themselves in the efficiency of the information processing process. They represent the adaptive capabilities of individual intelligence. Convergent abilities are characterized by three properties of intelligence:

1. The degree property of intelligence represents the level of development of verbal and non-verbal cognitive processes as the basis of reflection.

2. The combinatorial properties of intelligence are characterized by the ability to identify various types of communication, relationships and patterns.

3. The process (procedural) property of intelligence represents elementary processes of information processing, operations, methods and strategies of intellectual activity.

By divergent abilities, most researchers understand creativity as creative ability, the need and ability to creatively change the environment. As a general ability, creativity is the ability to advance many original, unique ideas under conditions of unrestricted activity. A series of specific properties of intellectual activity are given as a criterion for the development of creativity:

1) speed - the amount of ideas that appeared in a certain time unit;

2) originality-uniqueness - developing ideas that are "unique", different from the generally accepted typical answers;

3) sensitivity - sensitivity to unusual parts, contradictions, uncertainties, as well as the ability to move from one idea to another very quickly and easily;

4) metaphoricity - the ability to work in an imaginary and even fantastic situation, a tendency to use symbolic and associative means in expressing one's ideas, to see complexity in simplicity, and simplicity in complexity.

The most complete classification of creativity as the ability to be creative was proposed by V. N. Druzhinin [3]. The author distinguished three different approaches to the problem of creative abilities:

1. Creative abilities cannot exist on their own. Motivation, values, personality qualities, as well as

intellectual ability play an important role in the determination of creative behavior. D. B. Bogoyavlenskaya's theory that creativity is provided by stable personality structures is especially important [1].

2. Creativity is a general independent ability that does not depend on intelligence.

3. A high level of intellectual development determines a high level of development of creative abilities and vice versa.

Referring to the process of learning as another general ability, it can be noted that it is considered in a broad sense as the ability to acquire new knowledge and methods of activity. In a narrow sense, learning means the volume and speed of intellectual activity under the influence of one or another factor. In this case, the amount of help needed for the child, the ability to carry out the tasks of this type, and to transfer the acquired knowledge and methods of action, is shown as a criterion of learning.

A number of researchers distinguish two types of education according to the method of acquiring knowledge and the variety of neurophysiological mechanisms.

1. Explicit learning - learning takes place very quickly, where the leading role is played by conscious control of information processing.

2. Implicit learning - learning is slow, gradual assimilation of information and without realizing the development of the effectiveness of one's activity.

3. Z.I. Kalmikova suggests the following as criteria for the level of development of education: quick formation and transfer of generalizations, sensitivity to external help, intellectual flexibility [4]. The main component of education, according to the author, is "depth,

flexibility, stability, reflexivity, independence" of the mind.

It can be seen from the above points that reflexivity is the basis of general abilities of a person. In particular, the development of reflexivity is related to a person's intellect and intellectual sphere, increasing his interest in knowledge, his enthusiasm, and his knowledge of the unique features of the human world. At the same time, reflexivity as a skill is determined by personal creativity, the level of development of creativity.

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