

*Sadikov Murat Ganiyevich**Graduate of the International University of Asia***DEVELOPMENT OF A REFLEXIVE POSITION IN STUDENTS IN THE SPHERE OF PSYCHOLOGICAL PROBLEMS**

**Annotation:** this article provides important reflections on the formation of a reflexive position in students during the period of training, as well as the creation of conditions for the comprehensive intellectual, moral and aesthetic development of students.

**Keywords:** reflection, position, educational relations, education, upbringing, self-education, communication and Development, Creative Technologies, pedagogical process, didactics.

The development of a reflexive position in students requires clarification of the psychological and pedagogical characteristics of this process. Neither the general holistic concept of the study of reflection nor the single approach to its research exists. A.V.Karpov believes that in modern science, eleven areas of study of reflex can be distinguished: the study of reflex in the context of active, contemplative psychology, the study of reflexive laws of the organization of communicative processes, the analysis of reflexive phenomena in the structure of collaborative activity, pedagogical orientation, personality orientation, genetic orientation, the "systemic thought-active" approach, the metacognitive paradigm in the study of reflexive processes, it consists of studying reflection as a fundamental mechanism of self-knowledge and self-understanding and, finally, research as a mechanism of reflexive laws of managerial activity and managerial activity.

Modern psychological dictionaries provide information about the relationship of reflex to the process of self-control and control. In the new psychological Dictionary, however, (V.B.Shapar): "psychic self-control is one of the levels of control of system activity, manifested in the use of the means of reflection and modeling of being, including reflection". [1]

In the modern dictionary of psychology (V.V. Yurchuk): "models - conditions – factors of reflexive – volitional management are based on self-control as one of the main structural foundations of self-management", [2] defined.

M.K.In tutushkina's view, however, refraction can be considered one of the most important mechanisms of self-control. "Reflection is a mechanism by which an individual reflects the principle and personal content of determining the relationship between the worldview and the specific situation, which lies on the basis of self-control in communication and activity, and self-control. It is reflection that allows a person to extract from the space of instantaneous time and reflect on what is happening in his mind". [3]

Reflection V. As a fundamental mechanism of self-knowledge and understanding. V.Znakov's work has also been researched. The result of self-understanding is "a person's interpretation of his own thoughts, experiences, motives of behavior; the ability to determine the content of his behavior; character, worldview, attitude to himself and other people, being able to answer questions about how they understand him." [4] A.G.Asmolova and V.P.In Zinchenko's view, "reflection activates the process of self-awareness as a person's ability to self-analyze, self-observe, think about oneself over and over again, enriches the "i-Concept" and is an important factor in an individual's self-improvement". In the composition of consciousness, V.P.In Zinchenko's opinion, there are two: existential (vital, married) and reflexive layer. "The perception of content is carried out in the process of matching them with the subject's motives,

the subjective reflex state of the world“, that is,”in the reflexive layer of consciousness, processes of a personality (special) nature are recirculated”.

The subject's resolution of creative tasks in a problem-conflict situation is achieved only with the help of reflection, through the re-realization of personality stereotypes, restructuring of one's own personality. Having a reflexive status towards oneself presupposes a rethinking of one's attitude towards oneself and the being that surrounds it.

Most modern psychological and pedagogical dictionaries have the concept of” reflection”. For Example, V.P.Zinchenko and B.G.In the psychological dictionary under the meshyeryakov edit, reflection is “self – awareness; the process of thinking (rational) directed towards understanding, analyzing one's own behavior, behavior, speech, experience, feelings, state, Ability, character and relationships”.

Practitioner-psychologist S.Yu.The Golovin dictionary gives two different contents of the concept of " reflection:

- the process of self-knowledge. The author associates reflection with the processes of psychic cognition – “it assumes a special focus on the activity of his soul.” At the same time the author emphasizes the emergence of reflex in ontogenesis, describing the occurrence of reflex – “the achievement of maturity of the subject”.

- mechanism of mutual understanding. The content represents the self-report of reflection, the analysis of psychic States.[5]

In pedagogical dictionaries, reflection is” the process by which a subject knows his inner psychic actions on the basis of life experience“, " the ability to meditate on his experience, assess his own beliefs and valued attitude, and Justify in order to move to a new understanding. Includes inference, generalization, analogy, comparison, and evaluation”. [6] thus, in pedagogical dictionaries, reflection is defined as the most important quality of personality.

V.P.Zinchenko and B.G.Meshyeryakova shows that reflection is” conceptually, prosessually and functionally connected to self-observation, introspection, self-awareness”. S.Yu.Golovin, V.B.In Shapar's Dictionary of psychology, introspection is seen as a method of self-observation through subjective observation of the “I” psyche, psychic processes, and activity. Self-observation by the authors is distinguished from introspection. Introspection, according to these authors, is a subjective method, self – observation-objective, with the effect of direct cognition acting in a concomitant reflex. Acknowledging the limitations of introspection in obtaining information about a subject, the authors noted that introspection is observed not in the course of the process, but in its consequences. In doing so, the authors bring introspection closer to retrospection. V.P.Zinchenko and B.G.The meshyeryakova studied retrospection (lot. retro-backward, spectro-looking) consists of observing and personal behavior, and recalling experiences from within, telling a story about them, “self-observation (introspection) is always one degree or another of retrospection”. Introspection is understood as” the specific experience of a person's knowledge of his own consciousness, his direct perception of phenomena and laws.”

V.V. Yurchuk's modern psychological dictionary shows that " introspective experience is structured from a minimum of two empirical modifications: (a) immanent-reflexive experience, motivating Gnostic actions directed towards knowledge of the external (extraterrestrial) and internal (intromir); extraterrestrial experience or mechanism, perspective is linked to a system of models, senses, analyzers, allowing the external world to know the environment...”.

In pedagogical dictionaries (G.M.Kodjaspirova and A.Yu.Kodjaspirov) are self – observation and introspection-synonymous concepts that “represent the observation of personal psychic activity (emotions, experiences, thoughts)”. So, reflection is reflection, which is

focused on the analysis of personal thoughts and experiences. With the help of perception of personal behavior, analysis of thought, perception and other forms of cognition, we understand the world. Due to reflection, a person becomes the original subject of knowledge and activity. In connection with the development of the reflexive position of future teachers, the following types of reflex can be distinguished:

1. Cooperative reflex refers to management pedagogy and psychology, and also refers to sports and design. Having the necessary pedagogical-psychological knowledge in such a type of reflection ensures the project activities of the team and ensures their joint activities in the unification of their activities. In this case, the reflection is considered to be the exclusion of the subject from its activity. The purpose of this is to ensure the understanding and coordination of common actions in collaborative activities. In such cases, attention is paid not to the processes of manifestation of the mechanism of the human psyche, but to the results of reflection.

2. Communicative reflection is considered in the study of socio-cultural relations related to social development and communication problems. It is considered the most important component of intellectual and developed communication, as well as interpersonal emotions.

3. Personality reflection is researched in terms of subject behavior and a person's own "I" in terms of his personal qualities. Such analysis is carried out in connection with the problems of the development of personal consciousness, fragmentation and Correction and the mechanism of creating the personal "I" of the subject. There are several stages in the implementation of personal reflection. It is the experience of experiencing conflicts and understanding the tasks set and understanding the insoluble situations that a person faces, personality stereotypes and activities, their discreditation. In this, stereotypes and situations of a person with conflict and trouble are understood. In this situation, the individual becomes fully self-aware. In the process of rethinking, a person's attitude towards himself and his own "I" changes. It is carried out in appropriate actions. Secondly, it occurs when the subject changes the relationship he can and knows.

For our research, this mechanism in overcoming difficulties is the most relevant, since the process is practical-the subjects of the professional educational process face various problems and develop their own reflexive capabilities. Reflection is a tool for the formation of scientific and cognitive and practical methods of activity. However, this approach does not answer questions about what happens to the student in the process of developing reflex.

Intellectual reflection is characterized by knowledge about an object and ways of communicating with it. Intellectual reflection is considered in pedagogy and psychology together with the problems of knowledge and thinking of information and the organization of processing processes. It is also considered when solving simple problems. The subject can reflexively: to know the partner collective organizations and their structural significance; to imagine the inner world of another person, the reasons for his actions and work; own activity and personal and individual "I"; knowledge of an object and their methods of interaction in certain situations.

Currently, there are also concepts of existential and sanogenic refraction. The object of study for existential reflection is the deep and existential thoughts of the individual. Experiences that lead to fears such as failure, guilt, shame, and anger, and the reflex that occurs in emotional situations leads to a decrease in personal suffering. Yu.M.Orlov considers it a sanogen. The main function of such a reflex is to regulate the mental state of a person.[7]

As one of the important goals of modern higher education institutions, it provides for the training of competitive specialists with high professional training, competent in all respects, striving to read and learn throughout life, able to expand their field of knowledge. The beginning of the student period covers the beginning of adolescence (16-17 – 20-21 years), a large,

independent life. Student years are the most important, developmental period of youth life. During this period, young people mature physically and spiritually-mentally, become deeper, more aware of the meaning of life, are sought on the way to finding their place in society. In the same period, the characteristics of an active wrestler for high ideals are formed, experience increases. Consequently, the student period is a period of dreams and beliefs, aspirations for the future, the formation of future plans. During this period, young people become a competent person who can correctly assess social Labor, strive to correctly understand the tasks before the country, the harmony of the interests of the individual and society, the value of the wealth of society, the tasks set by our state. Therefore, social progress requires student-youth to be active in all areas of social activity, to be demanding towards oneself and others.

The development of educational and cognitive activity during student years has a number of peculiarities. During this period, an increase in the ability to self-analysis and the need to generalize, systematize knowledge about oneself (one's own behavior, feelings, behavior, character) is observed. Comparing oneself with certain ideals comes to the surface, the possibility of self-education is activated. The style of thinking in adolescence is characterized by personal-emotionality. A strict view of worldview and theoretical problems is manifested (intellectual feelings actively develop).

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