



## SPECIFIC SOCIAL-PSYCHOLOGICAL CHARACTERISTICS OF THE DEVELOPMENT OF REFLECTION IN FUTURE PSYCHOLOGISTS

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### ABSTRACT

This article discusses in detail the specific socio-psychological features of developing reflection in future psychologists and the tools that serve to ensure their effectiveness.

#### Key words

reflection, culture, value, psychology, pedagogy, professional activity, educational relations

### АННОТАЦИЯ

В статье подробно рассматриваются специфические социально-психологические особенности развития рефлексии у будущих психологов и инструменты, служащие обеспечению их эффективности.

#### Ключевые слова

рефлексия, культура, ценности, психология, педагогика, профессиональная деятельность, образовательные отношения.

### INTRODUCTION

In the scientific research carried out in the world, reflection, reflexivity, direction of activity, psychology of thinking, organization of the process of communication between people, as a means of organizing educational activities in the framework of cooperative activities, genetic direction, "systemic-thinking-activity" approach, metacognitive paradigm of reflexive processes, fundamental mechanisms of self-understanding and self-awareness, reflexive laws of management, special attention is paid to scientific research. First of all, a psychologist is a specialist based on the identification of psychological problems in the implementation of psychodiagnostics and psychocorrection of psychological factors related to a person's reflexive abilities, self-awareness and the external world, adequate evaluation, self-control, education, and management. there is a need to pay attention to issues aimed at improving its activities. Uzbek researchers study the issues of reflection, self-control of reflexivity, the influence of individual



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self-control on thinking activity, self-control in educational activities, self-control in the child's personality in the family. formation of self-awareness, awareness of national identity, as a successful factor of socialization in adolescence Sh.V. Khakhlina, O'.B.Shamsiev, E.G'.G'oziev, M.Hakimova conducted scientific research. The analysis shows that the study of the problem of reflexivity in our republic from a scientific and practical point of view was first carried out for the educational system, then it was studied for the system of social places and institutions, but it was not studied as a separate psychological problem in the mental development of the individual.

#### MAIN PART

First, the content of approaches to the concept of reflection from a philosophical, pedagogical, and psychological point of view is explained. In particular, reflection activates the process of self-awareness as a person's ability to analyze himself, observe himself, think about himself repeatedly, "I" - it is noted that it enriches the concept and is considered an important factor of personal self-improvement (A.G. Asmolov and V.P. Zinchenko). At the same time, it is shown that our research work is based on A.V. Karpov's point of view that reflection is a unique feature unique to humans, while understanding something is the process of giving personal content to the psyche (A.V. Karpov, 2004). In the analysis of the experience of studying the problem of reflexivity in psychological research, the scientific heritage of Eastern scholars Abu Nasr Farabi, Abu Rayhan Beruni, Abu Ali ibn Sina, Ahmad Yugnaki, Mahmud Kashgari, Unsurulmaoli Kaikovus, Alisher Navoi, Abdurahman Jami, Jalalidin Davani, and others was analyzed. studied. In particular, it was noted that the encyclopedic scientists of the East revealed the issue of reflection in connection with self-awareness, self-understanding, self-control, and self-evaluation.

A person's behavior is changeable and diverse, and the existence of his individual characteristics, unique "styles" never causes any doubt in anyone. However, the diversity of this behavior does not mean that it is unlimited, because it is necessary to maintain a warm psychological environment for people's interaction, interaction, character traits, and temperamental qualities to unite them in different social groups. In addition, each society has its own system of strictly defined social behavior programs and rules of behavior based on the power of public opinion, customs, moral principles, and traditions. According to it, any act of a person towards self-governance is described as "right" or "wrong", "good" or "bad". In this study, we tried to reveal the relationship between self-management and individual-psychological states. In the science of psychology, it has been confirmed that emotional states are under the control of the subject. The rapid development of emotional states is accompanied by a lack of self-control. Lack of



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self-control in emotional situations can lead to various negative situations. Our scientific judgments based on the analysis of the relevant scientific literature and our own observations recommend a detailed study of the socio-psychological factors of the problem of self-management of students and youth today. It should also be noted that there are many methods in psychological literature aimed at determining the problem of self-control of an individual. The perception of a person by another person can be likened to a reflection in a double mirror. When a person reflects another person, he also reflects himself. can install. However, the subject does not always have such clear information. Therefore, he is forced to think about the reasons for the behavior of others. Inventing motivations, feelings, aspirations and thinking to explain the actions of another person is called causal attribution. Reflexivity is the ability of a person to go outside of his "I", think, learn, compare and analyze the image of "I" with any events or phenomena. Reflexivity, in contrast to impulsivity, refers to people who internally consider all hypotheses before taking action, discard those that seem false to them, and make deliberate and careful decisions, considering various options for solving the "problem." characterizes. Reflection is an internal mental activity of a person aimed at understanding his actions and situations; it is a person's own knowledge of his spiritual world.

Reflexive is re-awareness. Creating a reflexive environment allows you to create special, very good conditions for the teacher. He will have not only his personal and intellectual experience, but also his originality in the way of achieving the goal. At the same time, it opens up as a problematic intellectual confrontation and becomes relevant in the form of a clash of certain knowledge and skills. With the characteristics of this innovative situation, the pedagogue implements methods of action that are understandable to him. At the same time, when solving it, the properties of the contents are determined. That is, personal contradictions between the methods of action of the teacher as a person and the real requirements shown to him in a specific situation. Thus, the essence of the problem consists of the contradictions that arise between the expression in the process of solving, that is, between the demand and the originality of the actions of the innovation process in the intellectual personal expression. This confrontation leads to an independent discovery and at the same time occurs as a personal and intellectual development consisting of a reorganization of thinking, an active reshaping of the individual. The creation of innovation in creative activity causes the appearance of special innovations in a person, which consists of a change in the teacher's perception of himself. Reflexive innovative practice is focused on the development of the teacher's creative abilities, in which not only the ability to create new things in pedagogic science, but also a unique creative approach to oneself, one's work, to



children, to solving any problem situation, and to life in general. is understood to be in a relationship.

### CONCLUSION

Based on the systematization of scientific-theoretical and empirical data on the development of reflexivity in ensuring the psychological development of a person, it is appropriate to form the following conclusions:

1. In the works of Eastern sages, it is justified that the development of reflexive processes such as self-awareness, evaluation, management, control, upbringing, analysis is a mechanism that ensures the perfection of the individual.

2. In world psychology, individual reflexivity, individual self-awareness, self-development, cognitive processes and activity management, ability and voluntary activity, group interaction, interpersonal communication, social perception, empathy, self-evaluation, thinking, communicative processes, the composition of cooperative activities and the instrumental means of organizing educational activities, understanding one's life activities are approached from the point of view of thinking activities.

3. In adolescence and adolescence, reflexivity is strongly related to the type of self-orientation, orientation to other people, and reflection on future activities, orientation to other people, reflection on past activities is present. it was noted that it has a strong relationship with reflection on activity and reflection on cooperation and communication with others.

4. The development of reflexivity in a person is related to the development of cognitive processes. In particular, if there is a correlation between the self-oriented type and attention, there is an inverse relationship between reflection on current and future activities and objective-practical, abstract-symbolic, literal-logical, and figurative thinking. It was observed that there is a relationship.

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