

PSYCHOLOGICAL FEATURES OF THE MANIFESTATION OF REFLEXIVITY IN ADOLESCENCE

D. E. Yulchiboeva

Teacher of the Department of "Applied Psychology"
of the Kugan State Pedagogical Institute

ANNOTATION

The article outlines the role and significance of psychological factors affecting the manifestation of reflexivity in adolescence. Analysis of the research of foreign scientists on adolescent reflexivity has also been described. In particular, the features of the manifestation of reflexivity in adolescence have been studied on the basis of empirical studies.

Keywords: personality, self-awareness, reflection, self-understanding, value system, personal activity, behavioral characteristics, "I" urine, self-expression, self-education, self-assessment.

It is known that reflection is not just a process of self-understanding, self-awareness. It also takes the processes of understanding and evaluating others into its composition. With the help of reflection, the Coordination of one's own consciousness, values, thoughts related to values with the surrounding people, groups, society and, finally, Universal thoughts, relationships is realized. The analysis of something is the experience, the transfer from one's own inner world, the assessment. Each person's world of reflection is individual, diverse and rich in content. It is the ability to reflex that allows a person to form behavior, the meaning and imagination of life, to eliminate those with low efficiency. An important aspect of reflection is the ability to manage personal activity in proportion to personal values and thoughts, to form and switch to new mechanisms in connection with the changed tasks, goals and conditions of activity. Reflection serves to reflect on the past and to be able to see the future.

The commonality in all tariffs is that reflection is the ability of a person to exalt himself from the outside, analyze his behavior, change them if necessary [3].

Adolescence is an active period for the development of self-awareness. And the means of its development is personal reflection. The teenager deepens his self-study by enriching his self-awareness with new material. He explores his personality traits, his relationship with those around him, his opportunities and aspirations, his strengths and weaknesses. Reflection connects the future and the past, comparing their expectations of childhood adulthood. The meaningful plan of reflection is very broad, and the adolescent analyzes the surrounding world, the self-and personal reflection of other people. An important feature of reflection is its rich emotionality. Rapidly changing appearance, self-perception with others, success and abilities in educational activities are always at the focus of reflex and cause strong experiences, as a result of which they themselves are also reflexed.

Another important characteristic of adolescent reflex is its free association. The teenager is occupied with his mental experiences and thoughts coming from different directions, influenced by the external situation. However, at the center of the reflex stands his own, that is, his personality. It is in reflection that he satisfies the need for self-identification, which is more interested in his "i" than everyone else. The teenager tries to understand "me", "Who Am I?" is the most fundamental problem of this period.

Obviously, reflexive abilities are not the same in all adolescents. The intensity and breadth of reflection in adolescence is directly linked to the influence of factors such as childhood family education, family traditions, reading good books and discussing them, being attentive to other people's thoughts and experiences, being fascinated by the creation of the universe. However, a characteristic situation characteristic of all adolescents is that they have the opportunity to raise themselves to a higher spiritual level in the short time given to them by nature.

It is worth noting that L.I. According to Bojović, a new stage of self-awareness arises during this period, characterized by the emergence of needs and abilities to perceive oneself as a person with qualities that are unique only to oneself, distinguished from others. This period increases self-expression in the personality of a teenager and his desire for self-education [2].

Also, L.I. Bojović believes that it is the development of reflex in adolescents that leads to a new level of self-awareness. It can be said that during adolescence, reflection develops violently, which allows it to be researched in the processes of self-knowledge (thinking, memory, attention, etc.) as a manifestation in its personal characteristics in communication and behavior with people.

It is known that A. Buzeman, based on the opinion of L. S. Vygotsky, notes in his research that there are 3 conditions that characterize the development of reflection in adolescence:

First, reflection and self-awareness based on it will be aimed at the development of the adolescent personality. Self-awareness is not only taken as a cognitive phenomenon, but more broadly as a biologically and socially acquired option. A. Buzeman said that the root of reflection should be deeply sought in the living world, its biological basis is everywhere manifested not only by the reflection of the external world, but also by the reflection of the organism itself.

Secondly, A. Buzeman specifically notes that there is a connection between the development of adolescent self-awareness and social development. According to his ideas, the development of self-awareness can be related to some aspect of his spiritual life in the cultural environment.

Third, self-awareness is not seen as some metaphysical existence beyond analysis, but it calls for reflection to focus on the possibility of influencing the subject as a transformative image [7].

It is worth noting that personal reflection - on the one hand, the value of a teenager - as a method of organizing reflexive processes on the basis of spiritual direction, helps to create a new image of oneself, and on the other hand, provides relations with the social object world, which is manifested in the acquisition of adequate knowledge about the world.

According to Yu. M. Linetsky, personal reflection in adolescence depends on their acquired opportunities and developed reflexive ability. The main goal of the research process is to study the development of reflexive ability in adolescents [4].

Researcher P.P. Blonsky also paid special attention to the problem of reflection, that is, self-awareness and evaluation during adolescence, and he tried to explain the problem by linking thinking to the level of development. According to him, the development of thinking in adolescence helps them learn to control their behavior and intellectual activity [1].

Issues related to the feeling of reflection and its manifestation in the adolescent personality can also be seen in the researches of V. G. Maralov. Researchers describe the reflexivity that emerges during adolescence as the edge of self-reflection. In its research, it is necessary to take into account four main directions, that is, cooperation, communication, personal intellectuals in the activities of teenagers. According to him, reflection is carried out as follows:

- to focus one's own views;
- thinking;
- analyzing other knowledge in order to obtain new knowledge or to determine unclear knowledge;
- conscious self-observation;
- self-expression in life activities;
- self-directed analysis by a person, etc. [5].

According to LI Bojovich, the development of reflection during adolescence leads to a new stage of self-awareness. From this point of view, by adolescence, reflection develops rapidly and it helps to control cognitive processes (imagination, attention, memory, thinking) and one's own personality. According to A. Buzeman, there are 3 characteristics that characterize adolescent reflection according to L. S. Vygotsky:

- first, reflection goes along with adolescent development;
- from the second he begins to realize himself. According to A. Buzeman, the roots of reflection go back to the animal world; the self begins to realize itself from the second. According to A. Buzeman, the roots of reflection go back to the animal world; self-awareness and social development are interrelated phenomena. According to him, self-awareness is directly related to the social environment;
- thirdly, self-awareness is not considered a metaphysical phenomenon. It directly affects the reflection and directly depends on the subject [7].

With the help of reflection, a person begins to experience the control of his behavior. 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. During adolescence, the individual enjoys reflecting on their thoughts, feelings, and behaviors as a result of being immersed in their own world. As a result of interaction and communication with others, the teenager realizes reflection. In it, an internal dialogue occurs regarding whether or not to accept the surrounding incident thoughts. He denies or accepts such opinions and views [6].

It is known that personality formation has its own stage of development. In particular, it is characterized by the development of reflexive processes such as self-awareness, self-control, self-management, self-education. Therefore, empirical data was collected using the methodology "Determining the level of reflexivity" (V.V. Ponamaryov) in order to check the level of development of reflexivity during adolescence.

Table 1 Levels of manifestation of reflexes in adolescence

Tester	Retrospective reflection of activity	Reflection of current (existing, current) activity	Review of future activities	Reflection of communication and interaction with other persons
7-сиф	14,8%	26,2%	29,4%	29,6%
9-сиф	15,3%	28,3%	31%	25,4%

If we analyze the results collected by the testers according to the methodology, significant differences can be seen between them. In particular, the results of the methodology on the retrospective reflection of the activity (14.8% and 15.3%) imply the formation of reflection on the conduct and organization of past activities. According to him, such results in the test group show that the 7th grade students do not have sufficient skills and independent vision in completing their educational tasks. However, they have been known to experience feelings of inner fear and anxiety when attempting any activity or task. Especially if at first it was very difficult to organize their activities, and later, they were enriched with the increase of skills and knowledge. We can see that the performance of 9th grade students has increased in a certain way. Because it can be explained by the fact that they have increased life experience, skills and knowledge. The main thing is that they actively analyze the surrounding events and have a strong independent approach.

If we analyze the results according to the next scale of the methodology, it is (26.2% and 28.3%) in the group of testers. It is distinguished by the stability of their aspirations in relation to the type of activity they have chosen at the moment. Also, according to the indicators of the testers, it was found that the reflection of current (existing, current) activity is significant in the group of 9th graders. If this is the strength of their need to continue their chosen activity in the future, 7th graders state that their current activities are not stable and may change due to circumstances.

In the test group, it was found that the scores of the 9th graders also differed significantly on the scale of considering future activities. According to him, the figures are 29.4% and 31%, which indicates that their visions about the future have been realized, even if only a little. It should not be forgotten that the most important thing in their lives is the complex psychological phenomenon of choosing a profession and becoming a specialist.

The main task of adolescent communication is to define and master the basic norms of friendship and companionship. The main feature of adolescent communication is that it is subject to a complete friendship code.

The nature of the communication of teenagers with their parents and adults is formed on the basis of their sense of adulthood. They are deeply concerned about the resistance and objections expressed by adults to the restrictions on the rights of adolescents. They need the support of adults in communication. Joint activities help teenagers to better understand adults. A teenager feels the need to share with adults about the changes that are happening in him, the problems that concern him, but he will never be the first to do it. A teenager strongly complains about being treated like a child. Adolescent communication is characterized by extreme variability. Adolescence is characterized by imitation of someone's behavior. They often imitate the behavior of adults they know and like.

In conclusion, reflection is of great importance in the life of a teenager, helping to develop self-awareness, self-control and inner self. At the same time, reflection is important in making a person communicative and socially active. A well-developed adolescent personality is capable of setting socially significant goals and finding ways to achieve them. In many cases, the ability of a person to understand the environment and the ability to understand social values is important in communication and active life.

USED LITERATURE

- 1.Блонский, П. П. Психология и педагогика. Избранные труды / П. П. Блонский. — 2-е изд., стер. — Москва : Издательство Юрайт, 2023. — 184 с.
- 2.Божович Л.И. Этапы формирования личности в онтогенезе // Вопросы психологии 1979, №4
- 3.Карпов А. В. Рефлексия в структуре метакогнитивной организации субъекта // Рефлексивные процессы и управление. М.:, 2004. № 1.
- 4.Линецкий Ю.М. Развития личностной рефлексии в подростковом возрасте М.: - 2004
- 5.Маралов В.Г. Основы самосознания и саморазвития студентов сред. пед. учеб. Заведений – М. Издательский центр «Академия», 2001
- 6.Мудрик А.В. Время поисков и решений, или старшеклассникам о них самих. - М.,1989
- 7.Шаров А.С. Ограниченный человек: значимость, активность, рефлексия: монография Омск: Издательство ОмГПУ 2000.