

FEATURES OF THE FORMATION OF A REFLEXIVE POSITION IN MODERN PSYCHOLOGY

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Annotation: the article discusses 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: pedagogical process, reflection, position, educational relations, education, upbringing, self-education, communication and Development, Creative Technologies, didactics.

The development of a reflexive position in future teachers 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".

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", described as". 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".

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." 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 (A.G.Asmolov). 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”.

V.B.The newest psychological dictionary under Shapar's edit also states that reflection is not only concerned with contemplation, but is also “full of contradictions and doubts”, an “analysis of one's own psychic state”. At the same time, the second content of the reflex is also cited. According to him, reflection is a mechanism of mutual understanding “by what means the subject was able to make one or another impression on his partner in communication, and why.”

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.

Thus, the active component of the reflexive position of the future teacher made it possible to identify the following set of reflexive skills: the ability to define and apply professional-significant qualities of an individual in the process of professionally oriented educational activities; the ability to independently organize the educational process; the ability to control and ensure assessment of professionally oriented educational activities; the ability to establish interpersonal; The ability of the subject” pedagogy " to apply its knowledge of the properties of hos to itself and create new targeted curricula by adapting them to its properties. In conclusion, the development of a reflexive position in future teachers requires taking into account the psychological and pedagogical characteristics inherent in this process, clearly defining the necessary components for the decision-making of a reflexive position, as well as the functions they perform.

As a result of the analysis of the psychological and pedagogical literature, it was concluded that there is no single clear definition of this pedagogical phenomenon. Because a series of definitions given to the reflexive position have been described based on the essence of scientific research.

Analysis of scientific works most researchers emphasize the need for the formation of a reflexive position as a situation that activates the individual's abilities, training, qualifications, level of thinking, method of effective organization of the process and reflexive processes. These comments to the concept of a reflexive position, of course, reflect the important features of this phenomenon. But the peculiarities of the professional-pedagogical activity of the future teacher tacos to clarify the issue of developing a reflexive position in relation to his person as a subject of professional training.

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