

## DYNAMICS OF REFLECTION DEVELOPMENT

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Reflection is characteristic of rational or theoretical thinking. With its help, a person constantly considers the basis of their mental actions, while simultaneously revealing their internal relationships. These traits are not given to a person from birth; they develop due to the guiding and educational influence of the bearers of these traits.

Processes of **reflection in preschool age** are not yet formed, but are at the stage of active development. A mandatory condition is the child's self-awareness at the end of early childhood. Most psychologists (including A.N. Leontiev, L.S. Vygotsky, P.Ya. Galperin) agree that the beginning of the development of reflection occurs approximately at the age of three. According to L.I. Bozhovich, the process of forming an early child concludes with the emergence of the formation of a central personality in the form of a "system." This system includes not only some knowledge, but also attitudes towards oneself. There is a separation of one's own "I" and its separation from "not-I," which is the main condition for the development of reflection.

A child knows themselves, their "I," in terms of interaction with other people.

In self-awareness, adults and peers have different meanings. An adult is a source of criteria used to evaluate their own and other people's activities, a model for establishing relationships with others. Interaction with peers is the area where a child can test these criteria and patterns. After all, as B. G. Ananiev rightly noted, the assessment of a child's dignity "is inextricably linked with the evaluative attitude of peers, and especially the teacher, towards him."

As S.L. Rubinstein noted, the driving force of the development of self-awareness and self-reflection as a necessary means "is manifested in the growing true independence of the individual, changes in his relationships." 6. By age 2, the child becomes much more independent, independent of adults, and their relationships with others expand and become more complex. This provides an opportunity for a more complete and deep self-awareness, assessment of the advantages and disadvantages of oneself and peers. As a rule, a child who has

reached the age of seven constantly connects their self-esteem with the assessment of others, compares themselves and the results of their activities with peers, acts, designs their actions according to the possible reactions of other people. At the same time, she wants people to feel favor towards her, to feel gratitude, to recognize and appreciate her kindness. By this age, the child becomes more independent, independent of adults, and their relationships with others expand and become more complex. This provides an opportunity for a more complete and deep self-awareness, assessment of the advantages and disadvantages of oneself and peers. As a rule, a child who has reached the age of seven constantly connects their self-esteem with the assessment of others, compares themselves and the results of their activities with their peers, acts, designs their actions according to the possible reactions of other people. At the same time, she wants people to feel favor towards her, to feel gratitude, to recognize and appreciate her kindness.

During the transition from preschool to primary school age, learning activity begins to take shape, which requires special reflection from the child, associated with mental operations.

Primary school age is the beginning of school life. Educational activity becomes a leader for him. During this period, the child develops consciousness about themselves as a social being and their place in the system of social relations open to them. Conditionally, this period can be defined as the birth of the social "I." It is at this time that an "internal position" appears in the child, which leads to the need to occupy a new place in life. Also, based on learning activities, younger students develop theoretical consciousness and thinking, developing their corresponding abilities (thinking, analysis, mental planning of activities).

In elementary school, reflection manifests itself in the ability to highlight the characteristics of one's actions and make them the subject of analysis. Only then will the foundations of theoretical consciousness and thinking, and the corresponding abilities, emerge and develop in children.

Any learning activity begins with reflection on changes, and the teacher evaluates the child, and the child learns self-assessment. Evaluating the result as an established external influence helps the child identify themselves as a subject of change. Assessment action is the result of learning actions, whether the general method of solving the learning problem has been mastered or not allows you to determine whether they correspond to their ultimate goal or not. At elementary school age, the presence of the ability to reflect is manifested in the transition from self-assessment of a specific situation to a generalized one. If in first grade a child

evaluates their learning activities mainly only positively and attributes failures only to objective circumstances, second-graders and third-graders already have a more critical attitude towards themselves.

Initially organized by adults, learning activity should become the student's independent activity, in which they formulate learning tasks, perform and evaluate learning and control actions, i.e., learning activity is transformed into learning activity through the child's reflection of self-learning.

Adolescent children are characterized by socially significant activities, which include labor, socio-organizational, artistic, and others. That is, adolescents are encouraged to strive to participate in any socially significant work, they develop the ability to communicate in different communities, they have the ability to reflect on their behavior, to assess the capabilities of their "self." This is associated with the teenager entering into new relationships with the people around them. Relationships with peers are built on serious, large-scale activities. The goal of these relationships is to occupy a certain place in the system of relationships with peers. Adolescents strive for self-knowledge and self-affirmation, that is, self-awareness is aimed at understanding the personal characteristics of the adolescent.

The main indicators of reflex formation in primary school age, with the development of reflection:

1. Knowing specific characteristics, how these characteristics are perceived by others.
2. The ability to build one's own behavior, taking into account the possible reactions of others.
3. The ability to analyze one's actions.
4. The ability to adequately evaluate oneself.
5. The ability to analyze one's mental state.
6. Summarized in their actions, qualifications

According to the conclusion, each reflexive mechanism, according to its level, connects the basis of life activity and its project, the past and the future. Perhaps that's why moving towards the foundation is ahead of yourself, ahead of your life. The difference between levels is not in content, but in the "form" of organizing the interaction of people in the world.

Thus, the experience of a person's professional crisis activates reflexive mechanisms, forcing the individual to construct new boundaries of their professional space. Thinking ensures the discovery of new professional horizons,

prospects for professional development. The importance of reflexive mechanisms for a teacher is immense, as through reflection, the specialist succeeds in becoming the subject of their professional activity.

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