

PEDAGOGICAL PSYCHOLOGICAL FEATURES OF THE DEVELOPMENT OF REFLEXIVE ABILITIES IN STUDENTS

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ABSTRACT: - This article explores the development of students in the educational process and the pedagogical psychological features of the development of reflexive abilities in students. In addition, in education, the criteria for the effectiveness of the development of reflexivity of students are developed, talk about the justification of the set of pedagogical conditions for the effective development of the student's ability to reflect in the educational process.

KEY WORDS: - Reflexivity, ability, competence, emotion, emotion, emotion, individual psychological characteristics, intellect, attention, mind control, talent.

INTRODUCTION

Radical changes in the cultural and socio-economic life of the country led to the emergence of new values in education and the design of a socio-pedagogical environment developing in society, creating strong demands on a professionally qualified teacher who is able to form a psychological and socio-economic environment. Indeed, the only task of the school is to get stuck in the past – to transfer cultural experience to new generations in the form of a logically completed system of knowledge, to form a scientific picture of the world in students. It is replaced by a new function of education – to be the subject of transformation of society, to promote the independence and creativity of the individual.

Such an educational system requires the owner of a professional profession, which is aimed not only at transmitting knowledge, skills, but also at developing a person's abilities, he is able to build, develop educational situations that can work practically with educational processes, but also puts and solves didactic problems. Being a real subject of pedagogical-psychological activity. It should be a new type of teacher who is able to quickly respond to the social changes that are taking place and adapt his professional activities to the direction of satisfying social demands. He must, first of all, be a professional in the field of pedagogical activity, unlike specialists in a narrow field of science, be able to purposefully carry out the education and development of students, design his activities, transform and develop them. A distinctive feature of his professional consciousness should be the concentration of thinking pedagogical problems, the view of the pedagogical process as a holistic phenomenon, in which the central place belongs to the developing personality of the student.

The educational system needs such transformation mechanisms that correspond to nature to the ideas of humanitarian education, which consist in the fact that a person is capable of self-development, free to realize his intellectual, emotional abilities when his knowledge is deep and active, his personal meaning, therefore, education, increasing a person's abilities, should help him find unique meanings that come to him in his own way. The contradiction is that, relying on the traditional concepts of pedagogy, it is impossible to solve the practical problems facing the school today, and this is natural, since existing pedagogical concepts are developed to solve the problems that society today is forced to solve.

Analysis of literature on the topic. The need to develop a person's reflexive ability determines the emergence of new ideas in psychology, and in the context of our topic, the leading place can be considered the idea of reflection and the unity of self-awareness based on it. In development in the theoretical and experimental evidence of L.S. Vygotsky. V.V. Davydov, A.A. Bodalev, B.F. Lomov, G.M. Andreeva, Yu.N. Kulyutkin, consciousness - N.I. Gutkina, I.N. Semenov, S.Yu. Stepanov, and others studied the content of reflexive ability as a principle of explanation in their research.

The research of philosophers and psychologists is of particular importance for pedagogical practice, for the organization of the educational process, in which the activity of reflection K.N.Wentzel, K.D.Upshnsky L.N.Tolstoy's ideas of free education should become the leading and decisive methods and conditions for the development of individual reflexivity. The need to create such conditions, a micro-environment that allows the transition to "self-direction" and is natural for a person, was shown as a result of long-term research by D. B. Elkonin and V. V. Davydov. Efficiency as the basis of self-determination, as a mechanism for self-development and as the main personality trait that receives its development in a meaningful, emotionally rich dialogue specially organized among students in the educational system reflexivity L.N.Determined by Kulikova. The structure of the learning community, which ensures the development of reflexivity of students in specially organized classes in primary school and psychological practice, is described in the experimental works of Yu.A.Polyakova, V.V.Rubtsov, and G.A.Zuckerman. The organization of the learning process is based on students' reflective activities. The description of the experience of the self-determination school is a theoretical variant of the pedagogical practice of A.N. Tubelsky, D.A. Ivanov, cultural design.

Thus, there is a need for a holistic theory that combines these ideas, which helps to solve the problem of creating pedagogical-psychological conditions for the development of reflexive abilities of students in the educational process, which is an urgent problem, since its solution allows self-knowledge. The inadequacy of the analysis and development of the complex of pedagogical-psychological conditions necessary for the development of reflexivity of students in the educational process requires additional research. At school, such a need is felt, but there are no teachers with sufficiently developed methods and a developed reflective-humanistic mentality.

It is necessary to theoretically substantiate the experimentally developed pedagogical-psychological conditions for the development of reflexivity of the individual as a mechanism of self-development in the educational process and pay special attention to their experimental study to the following:

- determination of the state of practical experience in the development of students' ability to reflect in the educational process;
- development of criteria for the effectiveness of the development of reflexivity of students in education;

-justification of the set of pedagogical conditions for the effective development of the ability of students to reflect in the educational process.

Reflexivity is characterized as a psychological-pedagogical phenomenon of an individual, determines the integrity of his development, defines the values of self-education of an individual as an open self-developing system, and the process of pedagogical education is determined by conditions. The theoretical foundations of the problem of developing reflexivity have been studied, the integral functionality of reflexivity is determined by the need to develop it in students. The essence of reflection as a process, quality and condition of self-development of the individual was revealed.

CONCLUSION

By accepting the educational process of the individual as a mechanism that provides individual emotional, mental, moral and intellectual functions, reflexivity, as a result of a special analysis of the philosophical and psychological literature, revealed in students as a mechanism of self-knowledge and self-development, identified not only its nature, but also the form of manifestation of its individual psychological characteristics.

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