

PSYCHOLOGICAL ASPECTS OF THE INFLUENCE OF REFLECTION ON SELF-DEVELOPMENT DURING THE STUDENT PERIOD

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Abstract. The article is devoted to the psychological aspects of the influence of reflexivity on self-development during the student period. First, an analysis of theoretical data on the psychological mechanisms of reflexive formation during the student period is presented. In particular, issues regarding the influence of reflexivity on self-development during the student period were examined within the framework of empirical research.

Keywords: student period, self-development, development, professional self-development, retrospective reflection of activity, reflection of current activity, reflection of future activity, reflection of communication and interaction with others, moral self-awareness.

ПСИХОЛОГИЧЕСКИЕ АСПЕКТЫ ВЛИЯНИЯ РЕФЛЕКСИВНОСТИ НА САМОРАЗВИТИЕ В СТУДЕНТСКИЙ ПЕРИОД

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Аннотация. Статья посвящена психологическим аспектам влияния рефлексивности на саморазвитие в студенческий период. Сначала приведен анализ теоретических сведений о психологических механизмах формирования рефлексивности в студенческий период. В частности, вопросы влияния рефлексивности на саморазвитие в студенческий период исследованы в рамках эмпирических исследований.

Ключевые слова: студенческий период, саморазвитие, развитие, профессиональное саморазвитие, ретроспективная рефлексия деятельности, рефлексия текущей деятельности, рефлексия будущей деятельности, рефлексия общения и взаимодействия с другими людьми, нравственное самосознание.

It is well known that many aspects of professional activity demonstrate an important aspect in the formation of a student's ability to manifest their abilities and to feel their significance in personal, intellectual, and cultural self-development. This task arises during the period of higher education. In turn, the direct preparation of a student for professional activity is of great importance for the development of their creative abilities, creativity, and productivity. The result of effective creative labor in students' lives is characterized by being a master of one's craft, the correct organization of one's activities within the chosen field of study, the pursuit of innovation, a positive attitude toward existing problems and shortcomings, and the creative resolution of inventive tasks.

It should be noted that today's traditional education system is experiencing crisis situations. In particular, it is aimed at transferring knowledge related to practical skills, which is not always relevant. For graduates today, it is not about mastering a series of subjects, but about learning how to search and process information. It should be noted that the process of creative thinking, communication, teamwork, and the promotion of one's own ideas are important in the student's personality.

At the same time, the issue of reflection, self-awareness, and its structural components has been studied by a number of researchers. In particular, N.G. Serkovnikova, in her candidate dissertation titled "Psychological Features of Adolescent Moral Self-Awareness in the Process of Environmental Adaptation," investigated the structural structures of moral self-awareness in an individual, the formation of adolescent moral self-awareness in various environmental conditions, and gender differences within it. One of the characteristic aspects of the research work is the analysis of the formation of moral self-awareness from the perspective of adolescents with deviant behavior [6].

Adolescence is a short period from adolescence to adulthood, the age limit of which includes the period from 15-16 years to 21-25 years. It is precisely in adolescence that a person's formation as a person and a citizen occurs. Without exaggeration, it can be called the period of a person's second birth. The most important spiritual task of adolescence is the process of personal and professional self-awareness. The adolescent tries to form an internal position (status) toward themselves and others (Who am I?, Why am I living?, Who can I be in life?).

In adolescence, the problem of choosing life values is experienced very strongly. It is precisely during adolescence that he understands categories such as good and evil, honor and dishonor, rights and obligations, and chooses his inner attitude toward life. For a teenager, these problems are the subject of heated arguments with peers and with themselves. Reflection performs a very important spiritual task during adolescence; that is, it is through it that an important discovery is made—the discovery of one's inner world [1]. A teenager's developed reflection is multifaceted, allowing them to reflect their feelings and experiences and determine how sincere the other person's attitude toward them is. Reflection makes the field of the adolescent's inner world dynamic, vivid, and dramatic. Research by N.I. Rutkina, dedicated to the study of reflection in early adolescence, showed that in 80% of 9th-10th grade students, when transitioning to the position (status) of reflection in the personal plan, conflict situations in communication (in 82% of the subjects) manifest as an important stimulus and become the object of self-analysis of high school students [3].

Reflection is constructive in the social system: it helps determine an individual's status in relation to the external world. At this age, a person does this through their subsequent development or for financial convenience. This competition determines the difference in the value orientation of young people and their ability to reflect. According to spiritual possibilities, this age period may not give a person anything in the development of the ability to reflect. According to V.S. Mukhina, it is possible to survive this period and remain psychologically a teenager [1].

The sensitive period for the development of reflection is adolescence and youth. Research dedicated to the study of reflexive ability in adults has determined that its further development is a product of a specially organized educational process and may not occur at a faster pace than during adolescence and youth [4]. In other words, over the years, an adult can enrich their intellectual experience with the wisdom of life. However, this is not observed in the reflexive properties of the mind, as automatic development of reflection is impossible [5]. Moreover, as experience shows, the reflexive striving of the mind in adolescents becomes blurred over the years.

In this regard, the question arises: what should be done to preserve and develop this remarkable ability to have an internal dialogue with oneself? Not only common sense, but also the results of research (Naydenov 1989, Semenov 2000) confirm that the only way for reflection to exist in the human mind is a cultural richness, an environment full of logical thoughts. He asserts that the progressive transformation of reflection is the reinforcement of the constant, stable, and purposeful reflection of

the "self-orientation" of the human mind [2]. Furthermore, during early adolescence, the development of the operational sphere occurs through the acquisition of professional knowledge, skills, and abilities [7].

The authors present the following periodizations of adolescent personality development:

Firstly, it encompasses the entire life cycle, is based on the laws of human mental development, takes into account the duration of the socialization period, and secondly, determines the personal and professional self-awareness of young people in modern conditions.

In adolescence, self-awareness undergoes significant changes: the importance of personal values increases, and an individual's personal assessment of their own qualities enhances their attitude toward themselves as a whole. At this age, a person feels connected to their world.

It is well known that the student period is an important stage in the development of the individual. In particular, the development of psychological phenomena related to an individual's self-awareness during this period has an impact on their self-development. It should be noted that a research work was organized to examine the relationship between the formation of self-development during the student period and their reflexive nature. To this end, the methodology "Determination of the level of reflexivity" (V.V. Ponomaryov), "Readiness for self-development" (T.A. Ratanova, N.F. Shlyakhta), and "Assessment of the teacher's level of developmental readiness" (V.I. Zvereva, N.V. Nemov) were used, and the results obtained were analyzed quantitatively. The results of the quantitative analysis are reflected in the tables.

Table 1

The relationship between self-development and reflexivity during the student period

Components of reflexivity	Self-development	Professional self-development
Retrospective reflection of activity	0,22**	0,21*
Current activity reflection	0,12*	0,17*
Reflection on future activities	0,17**	-0,20*
Reflection of communication and interaction with others	0,12	-0,30**

According to the results of Table 1, it was established that there is a differentially significant correlation between reflexivity and self-development, as well as professional self-development, in the group of subjects. According to this, it was revealed that reflection on future activities has an inverse-significant correlation with professional self-development ($r=-0.20$; $p\leq 0.05$). At the same time, it was noted that future activity reflection has a high degree of significant correlation with self-development ($r=0.17$; $p\leq 0.01$). It is well known that an individual's future activity is often determined by their effective interaction with others and the development of communication skills. Such an order of results revealed that in many cases, the student lacks the ability to analyze their own activities, and

professional self-development develops on the basis of professional activity. In turn, although the elementary aspects of the professional self-development of the student's personality arise on the basis of educational activity, the main stage develops on the basis of the effective start of pedagogical activity.

According to the results of the methodology, it was noted that the reflection of communication and interaction with others in the group of subjects has an inverse relationship with professional self-development ($r=-0.30$; $p\leq 0.01$). At the same time, it should be noted that an individual's acquisition of professional qualifications and skills is largely determined by the development of their communication process and their effective interaction with others. It should be noted that professional self-development does not always occur under the influence of others.

In particular, research has established that the student's ability to establish effective and successful relationships with others negatively affects their professional self-development. At the same time, it was noted that reflexivity is an independent phenomenon without a general connection between it and personal self-development.

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