



# QO‘QON UNIVERSITETI XABARNOMASI

ILMIY-ELEKTRON JURNALI  
5-SON

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**QO‘QON  
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# QO'QON UNIVERSITETI

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## REFLECTION AS A QUALITY FOR EFFECTIVE PROFESSIONAL ACTIVITIES AND SELF-DEVELOPMENT

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MAQOLA HAQIDA	ANNOTATION
<p><b>Qabul qilindi:</b> 24-dekabr 2022-yil  <b>Tasdiqlandi:</b> 26-dekabr 2022-yil  <b>Jurnal soni:</b> 5  <b>Maqola raqami:</b> 13  <b>DOI:</b> <a href="https://doi.org/10.54613/ku.v5i5.217">https://doi.org/10.54613/ku.v5i5.217</a></p>	<p>Modern innovative learning technologies are guided by the reflexive processes of the subject. In the process of professional training, a person is formed as a professional, which becomes possible only taking into account personal factors that subsequently determine the development of professional reflection. Reflection is defined as a necessary component of the cognitive procedure and an important characteristic of the individual. The development of reflection in future psychologists is one of the urgent problems in the modern educational process.</p>
<p><b>KALIT SO'ZLAR/ Ключевые слова/ Keywords</b>                      reflection, professional, pedagogical, reflective activity, self-development, self-knowledge, reflective skills, reflective approach to learning.</p>	<p>This article presents an analysis of the results of a stating experiment on the development of reflection in future psychologists to identify their abilities for analysis and introspection, professional and personal self-development. In order to achieve the goals of the desired problem, we have identified applicable methods that allow us to determine the levels of development of reflection in future psychologists by components. The methods presented in the article allow us to further develop an educational and methodological complex for the development of reflection in future psychologists.</p>

**Introduction.** Reflection is understood as a complex mental ability to constantly analyze and evaluate each step of professional activity.

The studies of many scientists have proved the importance of reflection, the study of its internal nature, structure and the possibility of its development. The main emphasis is on the fact that reflection is decisive in the professional activities of future psychologists.

The purpose of our study is the need to develop reflection in future psychologists in order to form their ability to analyze and introspection, the ability to go beyond their "I"; foundation for professional and personal development.

The objective of the study is to develop a methodology that could be used in the training of future psychologists by considering the issues of the formation of professional reflection during the period of professional training.

Reflection as a phenomenon of an interdisciplinary nature (philosophy, psychology, pedagogy) has attracted the attention of thinkers since ancient times.

From the point of view of scientific philosophers (Socrates, Plato, Aristotle, J. Locke, I. Kant, G. W. F. Hegel, etc.), the essence of reflection is reduced to three components of the content of reflection itself: the process of turning back (turning to perfect actions); the process of self-knowledge by the subject of internal mental acts, states, qualities; comprehension by an individual of social realities in the process of socialization on the basis of life experience [1,2,3,4,5,6].

In psychology (in the works of B.G. Ananiev, L.S. Vygotsky, S.L. Rubinshtein, etc.), reflection is interpreted as: awareness of the grounds and means of activity; access to the external position of one subject of activity in relation to the activity of another subject; the act of establishing a relationship between activities or their structural formations - actions, means, goals, etc. [7,8,9].

In the field of pedagogical knowledge (in the works of B.Z. Vulfov, V.A. Metaeva, A.A. Karpov, V.A. Slastenin, etc.), reflection is considered as the ability to analyze pedagogical activity [10,11,12,13].

Based on this, reflection is understood as one of the mechanisms that provide the basic functions of consciousness - a thought process aimed at comprehending and understanding actions, behavior, speech,

experience, feelings, states, abilities, character, relationships with others and to others, their tasks, appointments, etc. The study of the works of thinkers and modern scientific literature has shown that reflection is considered in two directions: a reflexive analysis of consciousness, leading to an explanation of the meanings of objects, and their construction; reflection as understanding the meaning of interpersonal communication. Therefore, reflection can be viewed as a process, as a state of the individual and as personal qualities.

In the context of our study, reflection is considered as a process of professional activity of a future psychologist, where the emphasis is on professional reflection.

The concept of professional reflection was introduced by B.Z. Vulfov, who believed that the content of professional and pedagogical reflection is determined by the need for constant self-development. He understood pedagogical reflection as the teacher's awareness of the real level of development of his professional and personal qualities, his understanding of his "value experiences", as the ability to analyze the difficulties that arise in work [14].

A.A. Bizyaeva considers pedagogical reflection as a complex psychological phenomenon, which manifests itself in the teacher's ability to take an analytical position in relation to his activity [15].

Thus, the professional reflection of the future psychologist should be associated with the peculiarities of his own experience, the revision of its foundations, and the redesign of the methods of psychological actions.

After analyzing the above, we came to the conclusion that reflection is a form of theoretical action necessarily taken by a socially developed person, a process aimed at realizing the personality of one's own actions and self-knowledge, which reveals the very essence of the spiritual world.

**Research methodology.** The purpose of this study was to diagnose the development of reflection in future psychologists. In the course of the study, in order to determine the applicable methodology, the scientific works of scientists on the problem under study were studied. The methodology shown in the table below is formed to diagnose the level of development of reflection of future psychologists.

Table 1. Methodology for studying the level of development of reflection of future psychologists.

No	Components	Applied methods
1	Motivational	1. Questionnaire for the development of students' reflection (author's). 2. Methodology "Motivation for learning at a university" (T.I. Ilyina).
2	Cognitive	3. Methodology "The level of severity and direction of reflection" (M. Grant). 4. Methodology "Questionnaire of self-attitude" (V.V. Stolin, S.R. Pantileev).
3	Activity	5. Methodology for determining the level of reflexivity (A.V. Karpov, V.V. Ponomareva). 6. Diagnostic map "Determining the level of formation of pedagogical reflection" (O.V. Kalashnikov).

**Research results.** The developed components and indicators of the level of development of professional reflection of future psychologists in the educational process of the university are taken as the basis of an experimental study, which was carried out in three stages (stating, forming and controlling).

The ascertaining experiment in the control and experimental groups is aimed at diagnosing the level of development of professional reflection of future psychologists.

The purpose of the ascertaining experiment is also to determine the components (motivational, cognitive, activity) and levels (high, medium, low) of the development of reflection of future psychologists.

**80 students majoring in psychology took part in the ascertaining experiment of our study.**

We used the data in the table of diagnostic methods, which allowed us to study each component separately in the ascertaining experiment.

The methodology of T.I. Ilyina "Motivation of learning at a university" was chosen by us to study the motivational component in the structure of professional reflection of future psychologists [16].

In the course of the study, the analysis of the results using this method showed that 45% of the students of the experimental group expressed interest in their future professional activities, which refers to the "Profession Mastery" scale, and 43% of the control group; 40% of the experimental group showed a desire to acquire knowledge, that curiosity is associated with the disciplines that are studied at the university - on the scale "Acquisition of knowledge", and the control group showed 39%; 15% of the students of the experimental group are only interested in obtaining a diploma, and not in professional activities as future psychologists - the "Getting a Diploma" scale, in the control group, according to this scale, 18% (Figure 1).



Figure 1. The results of the ascertaining study in the control and experimental groups according to the method of T.I. Ilyina "Motivation for learning at the university." Note: EG - experimental group, CG - control group.

To determine the cognitive component in the structure of professional reflection of future psychologists, we used the method of V.V. Stolin and S.R. Pantileev "Questionnaire of self-attitude" [17].

This technique is a questionnaire that allows you to identify three levels of self-relationship, which differ in the degree of generalization: global self-relationship; self-attitude, differentiated by self-esteem,

autism, self-interest and self-relationship expectations; the level of specific actions (readiness for them) in relation to one's "I".

The results of the ascertaining study in the control and experimental groups according to this method are shown in Figure 2

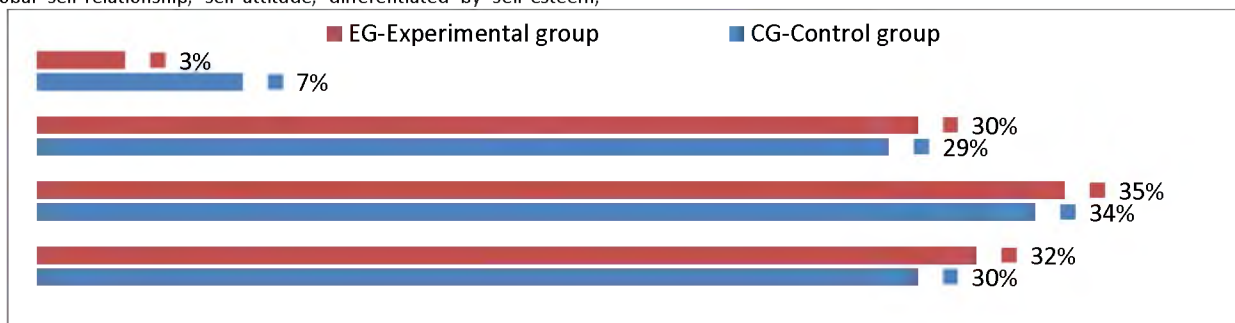


Figure 2. The results of the ascertaining study in the control and experimental groups according to the method of V.V. Stolin and S.R. Pantileev "Questionnaire of self-attitude".

In order to study the activity component of the development of reflection of future psychologists, the method for determining the level of reflexivity by A.V. Karpov and V.V. Ponomareva was used (consists of statements that must be answered according to the instructions) [18].

To analyze the test result using this method, we relied on the following features during the study: indicators equal to or more than seven walls indicate high reflexivity (a student with such an indicator

tends to turn to the analysis of his own activities and the actions of other people, to find out the causes and consequences of his actions as past, present and future) within four to seven walls - are indicators of the average level of reflexivity; results of less than four walls indicate a low level of development of reflexivity (it is difficult for a student to put himself in the place of another and regulate his own behavior). The results are presented in Figure 3.

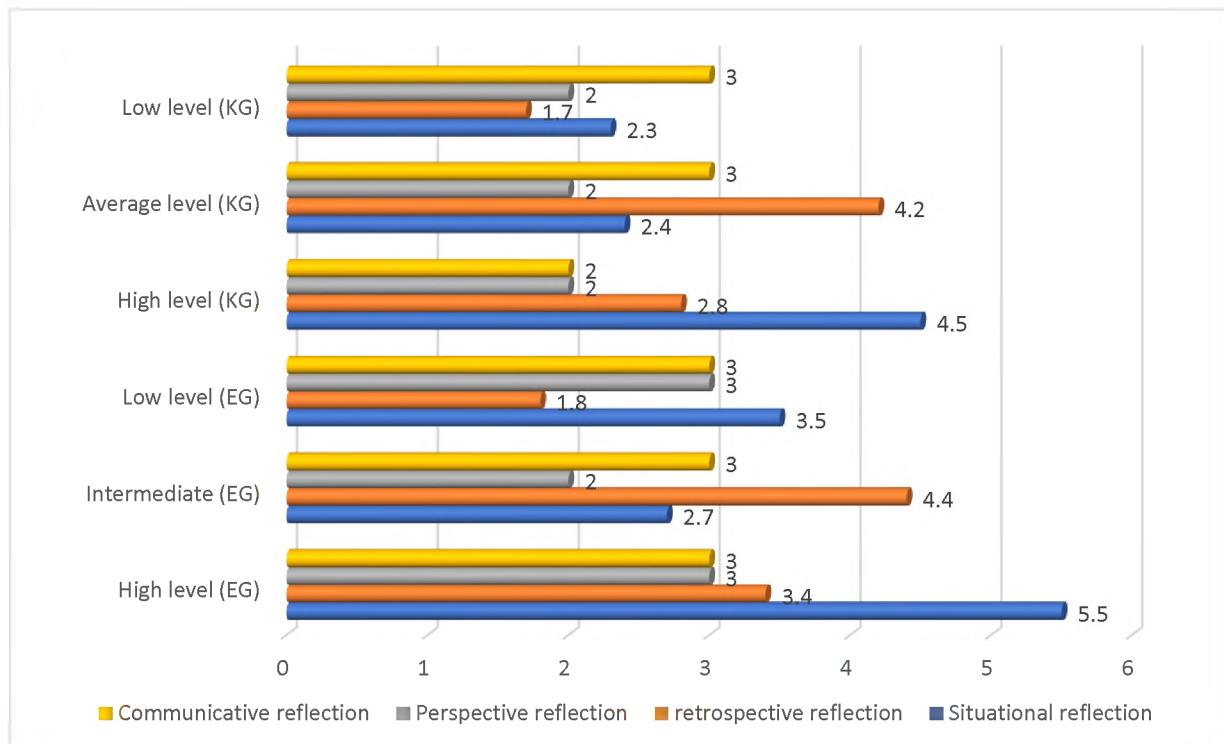


Figure 3. The results of the ascertaining study in the control and experimental groups according to the method for determining the level of reflexivity by A.V. Karpov and V.V. Ponomareva. Note: CG - control group, EG - experimental group.

The results of the ascertaining experiment using the selected methods made it possible to determine the levels of development of students' reflection (Table 2).

Table 2. Levels of development of students' reflection on the ascertaining experiment (%)

Components	Control group (CG)			Experimental group (EG)		
	Levels					
	High	Medium	Low	High	Medium	Low
Motivational	25%	49%	26%	26%	46%	28%
Cognitive	25%	47%	28%	26%	50%	24%
Activity	25%	45%	30%	26%	48%	26%

Thus, based on the indicators of three levels of development of reflection, future psychologists revealed an average percentage: in the control group 25% - high, 47% - average, 28% - low, and in the experimental group 26% - high, 48% - average, 26% - low (Table 3).

Table 3. The average indicator of the levels of development of reflection of students according to the ascertaining experiment (%)

Levels	Control group (CG)	Experimental group (EG)
High	25%	26%
Medium	47%	48%
Low	28%	26%

Figure 4 gives a chart from which you can see that the difference in the performance of the experimental and control groups is insignificant (Figure 4).

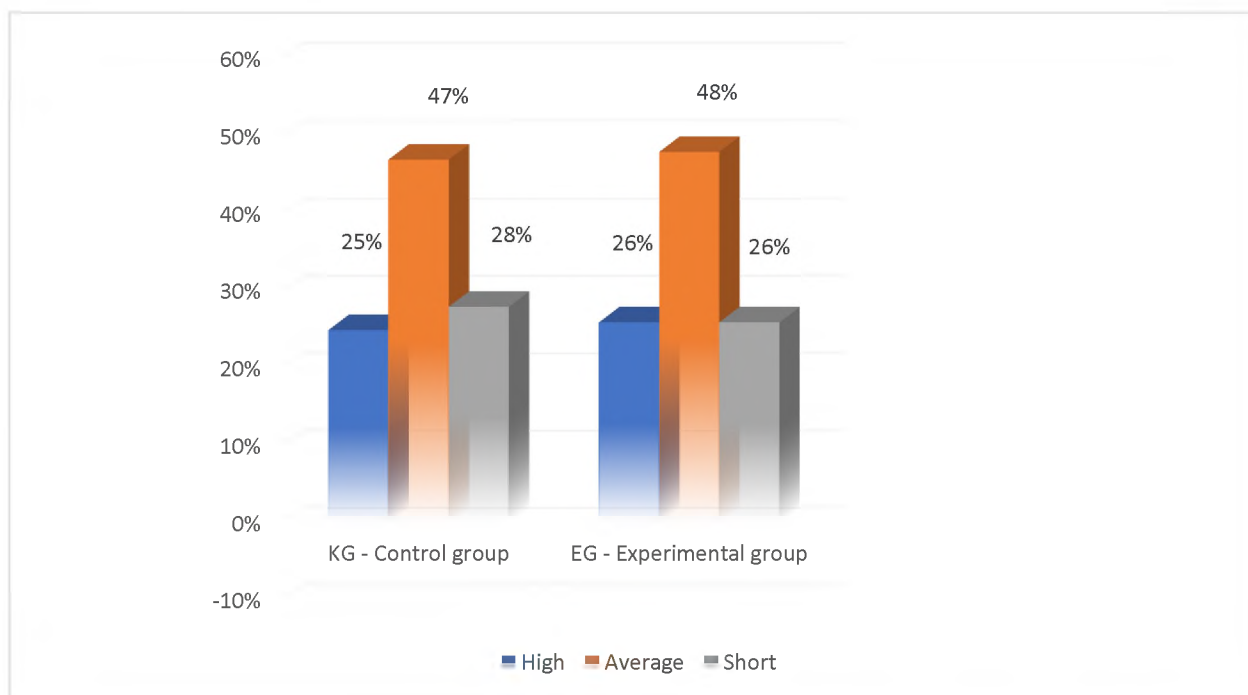


Figure 4. Indicators of the ascertaining experiment.

**Conclusion.** An analysis of the scientific literature of philosophers, psychologists and teachers on the problem of reflection allowed us to consider reflection as a quality of a future psychologist, necessary for his effective professional activity and self-development.

The results of our ascertaining experiment show that future psychologists experience certain difficulties in the development of professional reflection in the process of studying at a university.

Therefore, we can conclude that it is necessary to implement the pedagogical support of students' professional reflection in the educational process of the university through the development of a methodology for the development of future psychologists' reflection.

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