

The Influence of the Thinking Process on the Formation of Reflectiveness During Adolescence

Oribboeva Dilafro'z Dadamirzaevna¹, Khalilova Nargiza Ikromalieвна², Maksudova Mu'tabarkhan Abdusalamovna³, Inomiddinov Azamjon Valijonovich⁴, Boymirzaeva Dilbar Dmitrievna⁵, Mamatxanova Nargiza Tokhirovna⁶

Abstract

In the world, due to the inability of a person to fully understand himself and the outside world, to not adequately assess his own opportunities and abilities, he does not have his place in the life of society, social isolation, lack of position, and the occurrence of negative situations such as alienation from society, and because of this, the issues of affecting the quality and content of human life are becoming more urgent. In this regard, in the studies conducted by the American Psychiatric Association, disorders in people's relationships with themselves, lack of self-control, lack of self-management, a sharp increase in suicidal behavior among young people, a state of aggression in interpersonal relationships, negative changes in the human psyche, and a sharp decrease in performance it was determined that the decrease is due to insufficiently formed reflexivity in the individual. Such negative trends make the problem of developing reflexivity in ensuring the psychological development of the individual more urgent and create the need for scientific research for the development of society.

Keywords: *problem of developing reflexivity, development of society, urgent and create, human psyche, and a sharp decrease.*

1. Introduction

Reflection, development of reflexivity, motivational influence of human activity, organization of interpersonal communication process and "systemic-thinking-activity" approach to organization of educational activities in the framework of cooperative activities, metacognitive paradigm of learning reflexive processes, self-understanding and self special attention is paid to scientific research on fundamental mechanisms of understanding, reflexive laws of management. In this regard, there is a need to pay attention to the issues of reflexive abilities of a person, awareness of oneself and the outside world, adequate assessment of one's capabilities and opportunities, diagnosis and psychocorrection of psychological problems related to education and management through self-control, improvement of the work of a psychologist.

¹ Ph.D., Namangan State Pedagogical Institute, Namangan, Uzbekistan, E-mail: alinbayeva_1981@mail.ru

² Public Security University of the Republic of Uzbekistan, Tashkent, Uzbekistan, Email: khalilova_1979@mail.ru

³ Associate professor of psychology, Namangan State University, Namangan, Uzbekistan

⁴ Vice-Chancellor of Namangan International University, Namangan, Uzbekistan

⁵ Doctor of Philosophy in Psychology (PhD), Namangan International University, Namangan, Uzbekistan

⁶ Doctor of Philosophy in Pedagogical Sciences (PhD), Namangan International University, Namangan, Uzbekistan

In recent years, in our republic, on the basis of the principle "For human dignity", the priority directions of reforms aimed at further increasing the well-being of our people, ensuring human rights and interests, and the formation of an active civil society have been determined, and the necessary legal and normative foundations have been created: Based on the tasks of educating as a person with firm beliefs and views on life who can resist harmful influences and currents in the spirit of respect for universal human values" [1], a solid basis was created for finding new theoretical solutions aimed at deepening scientific research on the development and improvement of reflexivity in a person.

2. MATERIALS AND METHODS

There are scientific and methodological foundations of our research work, which are indicated by the following. Among them, the principle of functionality and systematization of research and the theoretical principles of reflexivity, etc. are included.

Within the framework of the theoretical basis of the research, the level of study of the problem of reflexivity and thinking in a number of related fields is analyzed. In particular, it was analyzed and systematized on the basis of reflexivity, types of thinking, demonstrative image, demonstrative movement, logical word, natural bases of types, scientific and practical approaches within a number of disciplines such as psychology, pedagogy, sociology, philology, cultural studies.

Research methods include traditional, standard, theoretical, empirical and new information technologies, etc.

1. Theoretical group methods

Through interdisciplinary and functional analysis and synthesis of reflexivity and thinking types, a scientific theoretical approach and concepts have been collected. Also, the scientific and practical knowledge collected within the framework of our research work will be systematized.

2. Empirical group methods

- monitoring;

-diagnostic methods (questionnaires of various variants, test, conversation, interview, as well as questionnaires for studying communication and professional competence in a person);

-experimental work aimed at determining the impact characteristics of thinking types on the development of reflexivity during adolescence;

- theoretical and systematic analysis;

- expert evaluation method;

3. Statistics

- statistical analysis of research results.

3. RESULTS AND DISCUSSIONS

Different aspects of personal thinking are distinguished in adolescence, which are manifested in preferences for certain topics, in the results of solving various tasks, and especially in cognitive goals [6].

Therefore, in the psychological development of adolescence, the development of thinking is a fundamental turning point. In the early stages, thinking becomes more orderly and

consistent, while the depth and thoroughness of the thought, the growth of theoretical thinking, the development of logical or abstract, creative thinking is observed.

One of the next tasks aimed at in our research is to examine the relationship between the directions of reflexivity and the types of thinking in the group of teenagers and students. For this purpose, the "Determining the type of thinking" test by G.S. Nikiforova and the "Determining the level of reflexivity" method (V.V. Ponamaryov) and the questionnaire "Determining priority strategies of reflexivity" (author's development) were conducted for this purpose.

Table 1. Correlation indicators between thinking types and reflexivity orientations in adolescence

Directions of reflexivity	Types of thinking			
	Practical with subjects	Abstract-symbolic	Word-logic	It is obvious
Self-directedness	-0,05	0,28**	0,19	0,06
Orientation to other people	0,000	0,17*	0,12	0,08
Orientation to past activities	0,09	0,02	0,08	0,11
Orientation to current activities	-0,03	-0,10	0,01	-0,10
Orientation to future activities	0,01	0,06	0,06	0,12
Cooperation and communication with others	-0,05	0,07	0,01	0,16*

Note: * $r \leq 0.05$, ** $r \leq 0.01$

If we pay attention to the results presented in the table (Table 1), there is a strong correlation between abstract symbolic thinking and self-orientation in adolescence ($r=0.28$; $p \leq 0.01$). The development of the thinking process during adolescence is explained by the development of the abstract-logical type in adolescents.

For example, the result and causal relationship of any activity performed by a person is observed in thinking. It is worth saying that in people with developed abstract thinking type, along with a wide range of knowledge, outlook, and thinking, it is observed that there is a strong tendency to properly organize one's activities.

It was found that orientation to other people has a significant relationship with abstract-symbolic thinking ($r=0.17$; $p \leq 0.05$). In this place, it can be noted that the existing quality, characteristic of people is based on their abstract-symbolic thinking process in the process of realizing and understanding their internal capabilities. It is self-evident that abstract-symbolic thinking is important in the formation of knowledge about the relationships between things and events in reality, the inner experience and situations of people.

During adolescence, distance from adults and alienation occurs. Indeed, putting oneself against adults clearly manifests the separation of oneself, one's own opinion, as an independent subject. A teenager's relationship with adults is complex. On the one hand, a teenager demands equal rights with adults in principle, on the other hand, he needs the help, support, protection, and evaluation of adults. Adults are important to the adolescent, and the adolescent also has strong empathy for adults, but in practice, the "childish" form of control is preserved, and they object to their excessive care.

A necessary condition for establishing comfortable relations between teenagers and adults is to create a commonality in their lives, to expand the spheres of cooperation, to make meaningful connections, to create an atmosphere of mutual support and trust [12].

It is determined from the results of the experiment that reflection on cooperation and communication with others has a significant relationship with clear image thinking ($r=0.16$; $p\leq 0.05$).

It can be seen from the above considerations that the development of thinking during adolescence is closely related to the characteristics of reflexivity. In particular, it was found that orientation to self and other people has a strong relationship with abstract-symbolic thinking, and reflection on cooperation and communication with others has a strong relationship with concrete figurative thinking type.

It is worth noting that we tried to analyze the experimental studies on the psychological study of reflection in thinking, which should be directly taken into account in pedagogical activity when organizing the educational process and defining educational issues. In the majority of researches, they believe that reflection in thinking can be expressed as a self-relation, self-orientation of thinking in a general form, with the help of tools that identify and describe its existing or emerging new components. Issues, judgments, drawings, characteristics and concepts of objects, specific forms of judgment can appear as such components.

Today, the normative approach is the leading direction in the study of reflection in the structure of thought. The possibility of its theoretical use was shown by G. T. Shedrovitsky [11]. In particular, in solving specific algebraic problems by V.A. Lefebvre, V.V. Davidov, I.S. Ladenko, I.N. Semenov, S. Yu. Stepanov, N.G. Alekseev [9] within logical pedagogical research processes of normative analysis of reflexive mechanisms of thinking activity have been developed. In these studies, the formation of reflection is described as a specific type of mental activity aimed at determining the mutual compatibility of its bases and tools, evaluating, and controlling the correctness of their use.

While researching educational intellectual activity, V.V. Davidov defines reflection as the ability of the subject to separate, analyze and compare his own methods of activity with the subject situation. N.G. Alekseev and E.G. Yudin consider reflection as the orientation of the subject to his own understanding of the means used in solving the problem set in the experiment.

It should be noted that the researches of G. Ya. Galperin, V.L. Danilov, B.D. Elkonin and others revealed the issues of methods of connecting operations in the process of thinking [9]. In finding answers to these questions, attention was paid to the relationship of one operation with others, in particular, indirect substitution. Accordingly, emphasis is placed on the reflective aspects of new cognitive issues in thinking activities. The creative ability of reflexivity to develop new tools and create new conditions was considered in the works of G.P. Shedrovitsky, I.S. Ladenko, N.G. Alekseev, Kotelnikov, V.A. Lefebvre, V.V. Davidov [9]. In these studies, it was emphasized that the mechanisms of thinking development are related to the development of reflection

I.M. Argivych, N.N. Nechaev and others conducted their research on visual thinking within the framework of process approaches, and discursive thinking was carried out by I.N. Semenov, S. Yu. Stepanov, V.K. Zaretsky, A.V. Sovetov studied [9]. On the basis of this approach, in these types of thinking, reflection was considered as a unique tool for creative problem solving, which directly affected educational activities.

S.V. Dmitriev distinguished 3 interrelated stages in the structure of finding a solution to the problem: the stage of understanding the problem (getting a goal in the situation and forming the idea of a solution), the stage of planning actions (promoting the principle of

the solution and the main mechanisms of action) and the stage of implementing the idea [8].

Each stage ends with an appropriate decision made with the help of reflection. Thus, understanding ends with the subject's assessment of both the problem itself and its ability to solve it. In this case, he starts to find a solution or gives up on solving the problem.

When solving a problem, the subject moves to forms and meanings, practices, reflects due to this "universe", works with subject forms, meanings, symbols, etc. The transformation of the figurative-conceptual model into a problem situation model is the result of this process. Defining content is a crucial part of such a process.

According to V. P. Zinchenko, the main function of reflection is to understand the will and express the content [4]. N.G.Alekseev, V.K.Zaretsky, I.S.Ladenko, I.N.Semenov at the stage of creating a figurative-conceptual model, an excessive amount of uncertainty or degree of freedom in the situation is observed, and at the stage of the formation of the model of the problem situation, understanding, understanding of the content and the main opposition or conflict manifested in this uncertainty is distinguished [10].

According to N.I.Semenov and S.Yu.Stepanov [11], the situation may be different when solving an intellectual problem in this way, because the tools, knowledge and skills available to the subject do not correspond to the conditions for solving the problem, adequate re-formation, according to the requirements of finding its solution necessary. According to the reflection account, the reshaping takes place within the reflection process itself. Approving S. L. Rubinstein's idea not only to deepen the research of such a thinking process, but also to include aspects related to the individual in the content of experimental studies of thinking activity, B. D. Bogoyavlenskaya, A. V. Brushlinsky, I. A. Vasilev, G. M. Kuchinsky, I.N.Semenov, S.Yu.Stepanov and others conducted research on the relationship between thinking and personality [9].

In particular, V.K.Zaretsky, E.G.Mikhka-Yudina, N.B.Sazoneva-Kovaleva, I.N.Semenova, S.Yu.Stepanova, I.P.Tsigankova and others' practical work related to the normative changes of stressogenic factors in engineering-psychological studies, it was found that not only negative events are important in artificial disorders of thinking, but also positive events related to strengthening self-organization of thinking through self-movement and reflexive self-control [9].

The mechanism of thinking includes aspects of the person that ensure the integrity of the thinking process through its reflection. A person who reflects on the performed activity and private "I" is the subject of thinking, and the immediate object of thinking is the performed operations and their objective basis.

I.N.Semenov and S.Yu.Stepanov identified two mutually complementary mechanisms of reflection on self-movement and self-organization of the subject's emotional volitional sphere [8].

The results obtained in the researches of O.K. Tikhomirov and his school showed the possibility of increasing the efficiency of thinking activity by means of setting motivation and goals of a certain nature and emotional management of intellectual searches [9].

In particular, in the works conducted to determine the specific characteristics of mutual understanding and influence of subjects in the communication process of group problem solving under the leadership of A.A.Bodaleev, A.M.Matyushkina and A.V.Brushlinsky, the importance of intellectual research is related to the individual and his personality description, in particular, the effect of self-evaluation on reflexive changes was shown in detail [9].

It is known that it is important to pay serious attention to the development of the thinking process during adolescence. Because thinking is the basis of human mental activity, and the problem of determining and developing an effective approach to the intellectual

education of young people is considered urgent. It should be noted that the thinking process is also a subject of study in pedagogy and psychology. Among the leading researchers in this field are L.S. Vygotsky, P.Ya. Galperin, I.V. Dubrovina, Z. Zak, I.S. Kon, I.Yu. Kulagina, A.M. Matyushkina, V.S. Mukhina, J. Piaget, A. A. Rean, E. A. Sokalesky and others can be included.

J. Piaget, who studied the characteristics of adolescence, analyzes youth in terms of the uniqueness of cognitive processes and points of development. During this period, creative possibilities expand in teenagers, and as a result, egocentrism begins to appear in thinking [5].

According to V. P. Dzukaeva, with the end of the period of transition to adolescence, the gradual development of theoretical thinking is observed. Adolescents already think logically and are able to work with theoretical frameworks and introspection [2].

According to R.A. Ratanov, the development of thinking with the transition to adolescence is the most important cognitive process. The content of the thinking of teenagers is the formation of new knowledge based on the creative reflection and change of reality. A characteristic feature of the thinking process in adolescence is the ability to analyze abstract thoughts and find errors and logical contradictions in them [7].

With the onset of adolescence, according to L. G. Petrova [6], the following changes occur in the characteristics of thinking:

- thinking has the ability to change the direction of thought by returning to the original state of the object;
- interest in general theory and formulas;
- age-related manifestation of the desire for theoretical thinking;
- thinking is characterized by more formation and consistency, logic, depth and thoroughness;
- interest in explaining the cause of events;
- disorganization in thinking, creation of scientific hypotheses and independent verification.

4. Conclusion

The following conclusions can be drawn based on the studied theoretical analyzes and research results:

1. During the transition from adolescence to adolescence, along with other age changes, the relationship and characteristics of reflexivity with social intelligence change.
2. The increasing association of reflexivity with empathic experiences with age suggests that self-awareness activates changes in social behavior as well.
3. The development of reflexivity has a positive effect on the ability of a person to motivate himself.
4. The development of reflexivity in a person is related to the development of cognitive processes. In particular, if there is a correlation between the self-oriented type and attention, it was observed that there is an inverse relationship between reflection on current and future activities, and objective-practical, abstract-symbolic, literal-logical, vivid image thinking.

References

1. PF-60 of January 28, 2022 of the president of the Republic of Uzbekistan "on the development strategy of the new Uzbekistan for 2022-2026 » <http://lex.uz/docs/3107036>
2. Danilin K.E. Formation of intragroup attitudes and reflexive group structure //Interpersonal perception in a group. M., 1981. pp. 124-152.
3. Derner D. Logic of failure. – M.: Smysl, 1997. – 238 p.;
4. Zinchenko V.P. The problem of "forming" consciousness in the active theory of the psyche // Bulletin of the Moscow State University. Series 14 "Psychology". 1989. – No. 3.;
5. Perls, F. The experience of psychologists of self-knowledge [Text] / F. Perls, R. Hefferlin, P. Goodman. - M.: Gil-Estelle, 1993. - 195 p.
6. Petrov L.P. The connection between the development of verbal and semantic memory with theoretical age: on the example of adolescence / L.G.Petrova//Psychology. -2001-No.15- from 56-59
7. Rozin V. M. Reflection in the structure of personality consciousness // Problems of reflection. Novosibirsk, 1987. pp. 222-228.
8. Sapozhnikova on the correlation of self-esteem and self-esteem of adolescents with their education// collection: Theoretical and applied problems of psychological cognition of people of each other- Krasnodar, 1975
9. Safaev N.S. Psychological features of the national identity of students. Abstract of the dissertation of the Doctor of Psychological Sciences. – T.: NUUZ, 2005. – 38 p.
10. Slobodchikov V. I. The formation of reflexive consciousness in early ontogenesis // Problems of reflection. Novosibirsk, 1987. pp. 60-68.
11. Tikhomirov O.A. "Psychology of thinking" - M. 1984. 272 p
12. Sharov A.S. A limited person: significance, activity, reflection: monograph Omsk: Publishing House OMTPU 2000