

MANIFESTATION OF REFLEXIVITY AND REFLEXIVE COMMUNICABILITY AS A STUDENT

Alimova Yayrakhon Khatamovna

Teacher of Kokand State Pedagogical institute, Uzbekistan

Annotation. This article analyzes the manifestation of reflexivity and reflexive communicability as a student. Based on the conclusions drawn, proposals were developed. It has also been stated that reflection is the ability to perceive personal characteristics, how they are perceived by those around them, and to shape their own Hulk taking into account the reactions to be expected.

Keywords: reflection, reflexive communication, psychic acts, identification, negative attitude.

INTRODUCTION

In the encyclopedic Dictionary of pedagogy, reflection is interpreted in a different way. Reflection – (from Latin reflexio – looking back) - reflection, self-observation.

In philosophy – a form of human theoretical activity aimed at reflection on personal behavior and their laws. The desire to understand one's own actions and feelings and their laws, to learn from the mysteries of the universe is being identified early on; at all stages of Culture, a person began to think about the motives of his actions.

Nevertheless, most of these behaviors do not have conscious motives. It is for this reason that secondary explanations are sought for simple behavior that do not belong to their historical origin, but reflect conclusions based on the general knowledge of the people in question. The existence of such secondary annotations is considered one of the main anthropological phenomena. At the same time, most human beings initially commit behaviors, and then try to justify them.

In the psychological dictionary, the concept of reflection is explained as follows: reflection (lot. reflexio-hindsight) is the process of perception of internal psychic acts and states by a subject.

METHODOLOGY

There are many approaches to the problem of reflex in the scientific literature. In modern encyclopedias, reflection is indicated as a mental process that is directed towards self-awareness, understanding, analysis in general-its behavior, behavior,

speech, experience, emotions, States, character, attitude towards oneself and others, tasks, tasks.

LITERATURE ANALYSIS

According to J. Locke, reflection is an observation that engages the mind's activity. In a short psychological dictionary, the concept of reflection is explained as follows: reflection (lat. reflexio - looking back, reference) is the process of self-awareness of internal psychological acts and situations by the subject. The concept of reflection arose in the science of philosophy, and it means the process of thinking about what is happening in the mind of an individual.

R. Descartes coordinated reflection with the individual's ability to distance himself from all external, physical things and focus on the content of his thoughts.

Dj. Locke distinguished intuition and reflection, interpreting reflection as a separate source of knowledge (an internal experience that is distinct from an external one based on the senses).

Among the psychologists B.G. Anan'ev, N.V. Kuzmina, N.F. Talzina, V.Y. Lyaudis, I.S. Cohn, V.T. Lisovsky, A.A. Bodalev, A.V. Retrovskiy, M.G. Davletshin, I.I. Ilyasov, A.V. Dmitrieva, Z.F. Yesareva, AA. Verbisk, VA. According to the research of Tokareva, E.G.Ghozieva, R.Z.Gainuddinov and others, it is difficult for students to get an education in higher educational institutions, because during this period, the complex qualities and qualities of a person improve.

In these views, a person's ability to self-report on the phenomena of consciousness experienced by him, and to analyze his personal psychic states, has changed inadequately.

DISCUSSION

Reflection is the ability of a person to look back, that is, to refer to his thoughts, the initial state of his behavior in a nutshell, to be able to stand in place of an external observer, to know what he is doing, how he is realizing, including in what way he is realizing himself. But it is not just the self-concept and knowledge of the subject, but also the determination of how those around them know and understand it, their personal characteristics, emotional reactions and cognitive (related to cognition) perceptions. When the subject of cooperative activity is manifested as the essence of these visions, a special form of reflex – the subject – reflexive relationship develops.

Reflection is formed as a mechanism somewhat later than identification. While the child shows a much earlier ability to identify, the first signs of reflection develop in the child in preschool age, and as a source of the person's acquisition of new knowledge, it develops in students of junior school age. Reflection helps to deviate, to acquire various states, which, in turn, makes it possible to conduct a deep and complete analysis of oneself. At the age of a small school, the ability to reflexion Slightly increases, only its initial foundations develop. By the end of the younger school age, reflexive abilities are increasing, which expand the possibilities of self-awareness as well as serve as the basis for the creation of his new "I", his inner world, during his student life.

Reflection is not just a process of self-understanding, self-awareness. It also takes the processes of understanding and evaluating others into its composition. With the help of reflection, the Coordination of one's own consciousness, values, thoughts related to values with the surrounding people, groups, society and, finally, Universal thoughts, relationships is realized.

The analysis of something is the experience, the transfer from one's own inner world, the assessment. Each person's world of reflection is individual, diverse and rich in content. It is the ability to reflex that allows a person to form behavior, the meaning and imagination of life, to eliminate those with low efficiency.

An important aspect of reflection is the ability to manage personal activity in proportion to personal values and thoughts, to form and switch to new mechanisms in connection with the changed tasks, goals and conditions of activity. Reflection serves to reflect on the past and to be able to see the future.

The commonality in all tariffs is that reflex is the ability of a person to exalt himself from the outside, analyze his behavior, change them if necessary.

The student is the young people who are preparing for this production activity. Educating students is the influence on their psyche and activity in order to form personality traits and characteristics, such as Ability, Awareness, sense of duty, discipline, work with people, self-criticism.

The student period consists of the second stage of adolescence, includes 17-22-25 years of age and is characterized by a number of unique features and contradictions of its own. Therefore, adolescence begins with the realization of a person's social and professional position.

In this period, adolescence experiences a kind of mental crisis - or tension, seeks to quickly fulfill the roles of adults in different ways /regardless of whether they like it or not, begins to activate new aspects of their lifestyle. The transition process of the lifestyle of large people creates internal contradictions, depending on the characteristics of the person's maturation.

Students are taught independent education, self-organization, self-management, development of new ideas, etc. The main factor in the implementation of these tasks is the transition from a monological lecture to a dialogical /student and teacher dialogue — based/ lecture.

One of the features of social psychological growth at this age is increased reading motives. Although the growth of moral processes in students is slow, but the most important qualities of behavior-Independence, Initiative, resourcefulness, ingenuity, etc. — are improved. They also have an increasing interest in social situations, reality, moral rules, the desire to implement them.

During the student years, the process of self-maturation of the life and activities of young people plays an important role, but the components of reading BSc /self-control, analysis, assessment and verification, etc/ also have special significance. By comparing the Ideal /high, stable, harmonious/ “I” with the real /concrete event/ “I”, the components of self-control will have a practical expression.

The student's point of view is that the ideal “I” was also not sufficiently checked on the basis of a certain criterion, so it is inevitable that they will feel random, unnatural, consequently, the real “I” is also far from the real assessment of his personality, such objective contradictions in the improvement of the student's personality create an internal distrust of his personality, a negative attitude towards

The second period of adolescence is distinguished by the features of demand and rigor, in addition to the possibility of assessing behavior, reality. Therefore, students cannot always be principled. Some strictness also turns into a negative attitude towards adults. Students ' denial of teacher recommendations often creates conflict.

Knowing the structure and nature of this or that trait, educational opportunities of various subjects can be used: to educate in the Higher School the interest in the chosen profession and the liking of the chosen profession - to correctly imagine the social significance of the chosen profession in students, a

firm conviction about the suitability of each student for his profession, to understand the need to master all.

RESULT

It is known that the study of the factors that influence the formation of reflex during student life indicates how important the problem is. For this purpose, experimental work was organized using the methodology for determining the level of refraction of testers. The data from the results of the study was analyzed quantitatively and qualitatively.

Tester	Retrospective reflection of activity	Current (current, current) activity reflex	Review of future activities	Communication and interaction reflex with other individuals
Course 1	14,8%	26,2%	29,4%	29,6%
Course 3	15,3%	28,3%	31%	25,4%

Table 1. The degrees of manifestation of reflex during student life

If we analyze the results of the testers collected by methodology, then significant differences are visible between them. In particular, the methodology provides for the formation of refraction in the conduct and organization of its past activities, accounting for results on retrospective reflection of activity (14.8% and 15.3%).

According to him, such an occurrence of results in the group of Examiners in turn indicates that students of the 1st year do not have enough skills, independent vision in the performance of their assignments in educational activities. At the same time, they were known to have feelings of inner fear and anxiety when embarking on any activity or task. Especially since at first they were much more difficult to organize their activities, and later, they were enriched by an increase in skills and knowledge.

We can see that the course requirements of the 3rd course have grown in a certain sense. Because they can be explained by increased life experience and skills, knowledge. The main thing is that they actively analyze the surrounding events and the strength of an approach independent of it is noted.

If we analyze the results on the next scale of the methodology, it is in the group of testers (26.2% and 28.3%). This is distinguished by the stability of their aspirations in relation to the type of activity that they choose at the same time. Also, according

to the indicators of the testers, it turned out that the reflection of the current (existing, simultaneous) activity is significant in the group of students of the 3rd year. While this is the strength of the need for them to continue their chosen type of activity in the future, it is also possible that the activities they currently carry out in the 1st year students are unstable, subject to situational change.

In the group of examiners, it turned out that the indicators of students of the 3rd year in terms of the future activity review scale also differ significantly. According to him, 29.4% and 31 % accounted for the indicator, which indicates that their perception of the future is now somewhat, albeit Real. It should be remembered that the most important is the choice of a profession when they take their life paths, such a complex psychological phenomenon as formation as a specialist.

The main task of the dialogue of the student period is the identification and acquisition of elementary norms in friendship, sharing. The main feature of student communication is that it is subject to a full code of comradeship.

The character of the communication students make with their parents, adults, will be based on their sense of adulthood. They themselves are deeply saddened by the opposition and objections made by adults to their restrictions on student fees. They feel the need for adult support in communication. Joint activities will help the student to better understand adults.

CONCLUSION

The student feels a great need to blur with adults about the changes that are taking place in him, the problems that concern him, but never the first to start it himself. The student strongly disagrees with the treatment and attitude towards himself, which is done like young children, the student dialogue is characterized by its extremely variable nature. The student period is characterized by imitation of someone's act. Most often, they perform imitation, imitation of the actions of adults familiar and liked by them.

Communication is studied in the psychology of creativity, as a mutual interaction of people with each other and in the process of mutual action. Communication between people is a necessary condition for the existence of mankind. People behave differently when they are alone. They behave differently again when communicating with other people.

References

1. Muhsinovich, M. J. (2020). SOCIO-PHILOSOPHICAL INTERPRETATION OF THE CONCEPTS OF SPIRITUAL SAFETY AND HISTORICAL CONSCIOUSNESS. *European science review*, (9-10), 39-41.
2. Mirakhmedov, J. M. (2020). SOCIAL AND PHILOSOPHICAL INTERPRETATION OF THE CONCEPTS OF NATIONAL AND SPIRITUAL SECURITY. *Scientific Bulletin of Namangan State University*, 2(8), 171-174.
3. Muhsinovich, M. J. (2020). FEATURES OF MANIFESTATION OF HISTORICAL CONSCIOUSNESS IN NATIONAL-SPIRITUAL SECURITY. *Евразийский Союз Ученых*, (4-9 (73)), 65-66.
4. Мирахмедов, Д. М. ФИЛОСОФСКИЙ ПОДХОД ПРИ ИЗУЧЕНИИ ИСТОРИЧЕСКОГО РАЗУМА.
5. Aminjonovna, S. O. (2021). The Importance of The Spiritual Heritage of Uzbek Enlighteners in the Education of Youth.
6. Орипов, Э. Ш., & Худойбергганов, Ш. Ш. (2020). ВИРТУАЛЬНЫЙ МИР: СОДЕРЖАНИЕ И СУЩНОСТЬ. In *ВОПРОСЫ НАУКИ 2020: ПОТЕНЦИАЛ НАУКИ И СОВРЕМЕННЫЕ АСПЕКТЫ* (pp. 53-60).
7. Худойбергганов, Ш. Ш., & Орипов, Э. Ш. (2020). ШОТЛАНД ОЛИМИ УИЛЬЯМ ЭРСКИН НИГОҲИДА БОБУР ТИМСОЛИ. In *ИННОВАЦИОННЫЕ ПОДХОДЫ В СОВРЕМЕННОЙ НАУКЕ* (pp. 187-190).
8. Oripov, E. S. (2021). HISTORICAL AND PHILOSOPHICAL ROOTS OF THE DEVELOPMENT OF TRADITIONAL VALUES. *Journal of Central Asian Social Studies*, 2(01), 122-127.
9. Орипов, Э. Ш., & Абдурахмонов, З. М. (2020). ФИЛОСОФСКИЕ ОСНОВЫ НОВОЙ СИСТЕМЫ ЭКОЛОГИЧЕСКИХ ЦЕННОСТЕЙ. In *ВОПРОСЫ НАУКИ 2020: ПОТЕНЦИАЛ НАУКИ И СОВРЕМЕННЫЕ АСПЕКТЫ* (pp. 61-68).
10. Shavkatovich, O. E. (2022). MILLIY G'UYA VA AN'ANAVIY QADRIYATLARGA DIALEKTIV YONDOSHUV. *Oriental Art and Culture*, 3(1), 261-265.
11. Abdurahmonovich, A. H. (2021). THE ISSUE OF INTERPRETING THE WORLD (BEING) NATURE ON THE THEORETICAL AND METHODOLOGICAL BASIS OF NATIONAL EDUCATION OF THE UZBEK PEOPLE. *Web of Scientist: International Scientific Research Journal*, 2(07), 140-143.
12. Abdurahmonovich, A. H. (2022). A METHODOICAL AND TECHNOLOGICAL APPROACH TO INCREASE THE EFFECTIVENESS OF TEACHING 7TH GRADE EDUCATION IN A GENERAL SECONDARY SCHOOL. *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH ISSN: 2277-3630 Impact factor: 7.429, 11(12)*, 187-188.