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Psychological bases of Development of cognitive, action, emotional reflection of students

The study considers the psychological aspects of the development of language reflection of the individual. The relevance of the article is the study of the current state of reflection, the study of the student's inner feelings and thoughts, emotional state, the specifics of their actions, thereby developing the student's reflection, based on the scientific views of psychologists of different centuries. The novelty of the research is to determine the need for the student not only to understand himself, but also to take into account the actions and cognitive concepts of the external environment, to recall actions, to develop consciousness, cognition, thinking, to determine the impact of correct thinking on future plans. The author expresses his scientific views and fresh ideas, based on the scientific concepts of domestic and foreign scientists. The methods of induction, deduction, generalization, analogy, modeling were used in the study. As a result of the research, the author proposed a new model for the development of cognitive and intellectual reflection of young people in the country, based on the concept of the famous scientist Shchedrovitsky to study the situation, identify difficulties in action, identify the causes of difficulties, self-criticism. In addition, based on the views of domestic and foreign scientists, a model for the development of cognitive reflection of the student was proposed, taking into account the development of the ability to think through comprehension and attention.

Keywords: reflection, psychology, cognition, thinking, comprehension, emotion, action, feeling, consciousness.

Introduction

Linguistic reflection plays an important role in the formation of each person as an individual. Therefore, the issue of language reflection is relevant. From this point of view, linguistic reflection has become an object of study in various fields of linguistics: psycholinguistics, cognitive linguistics, ethnolinguistics, Internet linguistics. In this unit we can fully determine the role of linguistic reflection in science.

What are the links between linguistic reflection and psycholinguistics?

- A person performs the functions of thinking and language unity for language reflection. Both thinking and language come from feelings and understanding.
- An individual can make emotional reflections by understanding and controlling their emotions.
- Linguistic reflection is one of the main problems of human psychology.

There are many factors that affect the formation of an individual, physiological and spiritual development. It is, first of all, the correctness of the upbringing of the child in the family, secondly, the impact of the environment, and thirdly, the individual's accountability, evaluation and control of their actions and emotions. Unfortunately, it is well known that the reflections of many children and adolescents are psychologically young due to certain circumstances in society or in the family. In this regard, domestic and foreign scientists are trying to find a solution to the problem by considering reflection from a psychological point of view. The main purpose of this scientific article is to address these pressing issues, which are still not fully resolved in science, to suggest new ways to develop the action, emotional, cognitive reflection of the emerging personality.

In psychology, the topic of reflection is studied in detail. First of all, what is reflection? Let's answer this question psychologically. In the psychological dictionary, reflection is defined as the process of recognizing the inner mental acts and states of a person [1; 256]. Internal mental acts, in our opinion, are a person's cognition, inner thoughts and concerns, and the response of those thoughts and feelings to the external environment. That is, a person must not only understand himself, but also take into account the thoughts and cognitive concepts of the external environment.

V.P. Zinchenko's psychological dictionary describes reflection as a type of theoretical activity aimed at determining human actions and their patterns [2; 431]. How can anyone know the rightness of their actions? Of course, he knows through certain rules and regulations. For example, a student complains about misbehavior in the classroom, rudeness, failure to fulfill the task given by the teacher on time, and yet

underestimated the teacher. In order not to repeat such a disorder, he must know the rules of classroom behavior, the culture of student behavior, the culture of speech. If it is not first taught by the parents at home, if the teacher does not warn in the classroom, the student's reflection will remain the same.

According to foreign scientists, reflection is the subject of research in the psychology of cognition and virtue. The psychology of humanity is a conscious understanding of human actions [3].

In psychology, there are many scientists who study the cognitive, emotional, or action reflexes of man. The reflection of students studying in higher education institutions is determined differently depending on their age. Foreign scientists who considered reflection psychologically: A.V. Karpov, D.A. Leontiev, VA Лефевр, A.B. Rossokhin, I.N. Semenov, S.Yu. Stepanov, V.D. Shadrikov and others.

Methods and materials

In order to study, identify and develop the cognitive, action, emotional reflection of students in the scientific article used the following scientific methods: analysis, synthesis, induction, deduction, generalization, analogy, modeling. The scientific article refers to the works of domestic and foreign scientists.

Results and discussion

A.V. Karpov emphasizes the broad meaning of the psychological interpretation of reflection and describes it as follows: Reflection is a mental process, which can be a synthetic mental reality, a mental property, as well as a mental state. However, in terms of function, it does not apply to any of them [4; 198]. In fact, reflection is a phenomenon designed to reconsider the outcome of one's own actions. The reason why the scientist says "does not apply to any of them" is that reflection, is related to consciousness, cognition. Whether he is in a mental state or confronted with some reality, his job is to reconsider. And we consider the reconsideration of actions as the development of the phenomena of memory, consciousness, cognition, thinking.

As a result of psychological research, A.V. Karpov grouped reflection into the following groups:

1. Situational (present)
2. Retrospective (past)
3. Prospective (future)

Situational reflection determines a person's ability to reflect on what is happening at the moment. In order to develop the student's emotional, action or cognitive reflection, we need to study the issues that are relevant today.

Retrospective reflection involves thinking about what happened in the past, that is, reporting on your actions. By reporting and evaluating the actions taken in the past, the student can learn to make the right decisions in the present.

Perspective reflection is the ability of a person to plan his actions and emotions in relation to future plans. By making the right plans for the future, the student ensures that there are no gaps in their actions, cognitions or emotions.

According to I.G. Herder, man determines his own future. He can control his cognition, emotions and actions through "spiritual exercises". In this regard, we would like to take the example of the world-famous film "Secret". In the plot of the film, the author wants to say, "Everything is in your hands". Every thought about you, in fact, shows that your future, your plans, your emotions are going through space. We just need to be able to think correctly and visualize correctly. We need to establish good thoughts in our minds.

Some students do not understand the concept of visualization. For example, a first-year student is always in conflict with a senior student. At first, it seemed to be a very difficult task for them to reduce it, but later they got used to it. It has become normal for them to abuse and degrade themselves. And how to teach this person to work with his own consciousness and knowledge? Like the characters in The Secret, he has always nailed the notion of "I'm not lucky" in his mind. In order to change this notion, he must believe in his own consciousness, psychology, and power. Self-esteem and self-confidence are important steps. He needs to understand that his life is in his hands and that his knowledge has great power.

German scientist K.F. Moritz in the novel "Anton Reiser", describes how everyone can control their thoughts and have a unique ability to think. A person can plan a bright future for himself by correcting his mistakes by regulating and controlling his thoughts. A person who is unable to develop himself cannot contribute to the development of the world [5, 125]. Through the character in the novel, the author advises not to give in to the difficulties of life, and not to repeat the mistakes made as a result of those difficulties.

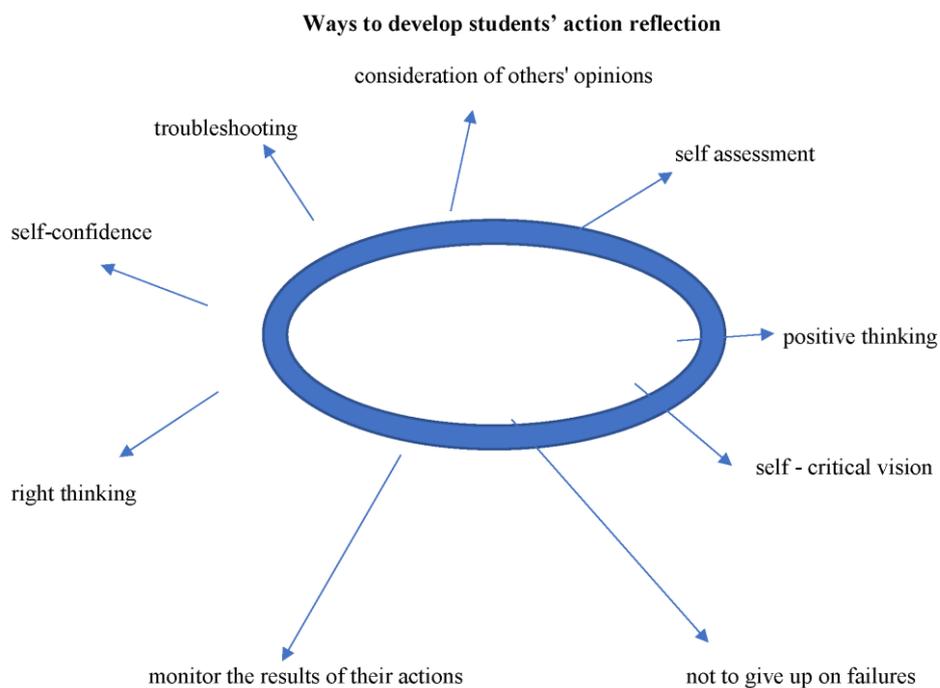
Reflection is a positive effect on the psychological development of students. Through reflection, the student is able to determine the "I-society" relationship, to understand that it can influence the changes taking place in society, and thus to be an individual.

In his book "Reflection" V.A. Lefevr said: "From a philosophical and psychological point of view, reflection is the ability to be an "observer", but also to be a "researcher" - to be in these positions not only in their actions and thoughts, but also in relation to others" [6; 215].

V.A. Lefevr introduced the concept of "conflict" into science. In a conflict situation, a person's internal "currency" is visible. By obeying the rules of the game, the student clearly controls the cognitive values of himself and others. Through the effects of defeat or victory, the student can evaluate his actions. This game can be used both scientifically or in practical lessons.

Action reflection

About the stages of reflection of actions G.P. Shchedrovitsky made the following conclusions: the study of the situation, the identification of difficulties in action, the identification of the causes of difficulties, self-criticism [7; 29]. The issue of self-criticism has become a topical issue as society has changed. In the minds of today's youth, self-esteem and pride in their actions prevail. He makes a lot of mistakes on his Instagram pages, without stopping or restricting his actions and emotions, under the pretext that "everything should be true". Even the feedback on the action, that is, the comments under the picture, has little effect on it. This is because a person cannot look at his actions in depth, look at himself critically, and stand up to criticism without first studying the situation and identifying the difficulties. This is clear evidence of inability to reflect. On the contrary, there are students who pay too much attention to the words and thoughts of others. They are more shy than the first ones and try not to put information about themselves on their page. Students who do not want to be different from the group, but know their value, want to remain a mystery, not to talk about themselves much during the lesson. Rather than self-promotion, he wants others to notice his qualities and to hear praise and praise from him. We think that the functional reflection of such students is well developed, but it is difficult to determine the causes of difficulties. In any case, he does not try to determine the cause of the problem, to discuss it in a group. Because they are not interested in the opinions of others. In society, you can reflect on your actions by taking into account the views of others. For this purpose, we propose the following model for the development of action reflection:



The concept of reflection plays a very important role in the science of psychology. It considers mental abilities, self-knowledge. The broad meaning of reflection is thinking, self-monitoring, recognition, evaluation.

Using these methods, we can determine the behavior of students in the group, the level of communication with friends, group activities.

Through cognitive or intellectual reflection, we can determine a person's self-knowledge, evaluation of their actions. Only the most active students from different villages, cities and families can stand out. And students who are shy, do not talk much, do not reveal many secrets, remain in the shadow of the group. If we look at each of these students individually, we can see that they are careful, responsible and self-critical. To do this, we need to consider not only their actions in the classroom, their behavior, the level of knowledge of the task, but also how they performed the task, what methods they used, whether they performed on time or creatively. Even if all these requirements are met at a high level, self-doubt prevails, and the student is unable to self-assess, it means that his action reflection is underdeveloped; or, conversely, if they continue to repeat their mistakes without seeing the flaws in their actions, so that there is no progress in their actions, such students need to develop action reflection.

German psychologist A. Buzeman proposed to consider the field of reflexology psychology as a special branch of psychology in 1925 [8; 25].

Russian scientists B.G. Ananyev, L.S. Vygotsky, B.V. Zeigarnin, A.V. Karpov, S.L. Rubinstein and others studied reflection from a psychological point of view. These scientists believe that the following 4 methods are effective in the study of reflection:

1. Cooperative. In this method, the subject-subject statement plays a key role; a person's behavior in the group, cognitive activities are taken into account.
2. Communicative. At the same time, it is intended to consider human cognition in a social, interpersonal way through communication.
3. Cognitive or intellectual. This method studies a person's ability to evaluate, analyze and compare their actions.
4. Situational. The purpose of the situational method is to study the peculiarities of human decision-making in time periods.

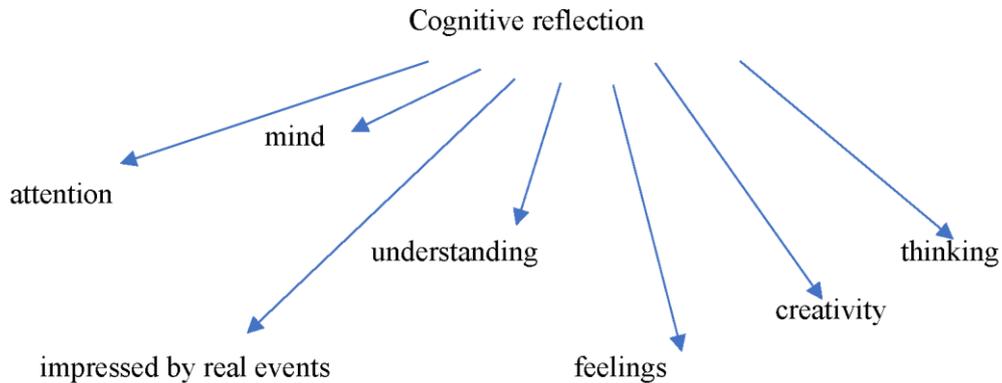
Using these methods, we can determine the behavior of students in the group, the level of relationships with friends, group activities.

Recently, in addition to the above 4 aspects of reflection, scientists have noted the existential, cultural and sanogenic forms [9]. Existential reflection is an in-depth study of the individual. A psychologist or group mentor is a person who looks at the students in a group individually and studies their personality. Cultural reflection studies the spiritual culture of a person. In order to develop students' cultural reflection, their behavior during the lessons, the culture of speech, the culture of thought are taken into account. Sanogenic reflection is defined by failures in life, shame, guilt, resentment, and other negative emotions. Students try not to show their inner emotions during the lesson. Every student is a world. By keeping his secret, a person also preserves his inner culture. However, it is necessary to try to prevent failures in life by subduing negative emotions and creating a sanogenic reflection. Psychological surveys are very helpful in this regard.

Cognitive reflection

Cognition is a person's inner feeling. Intuition begins with thinking. Thought is associated with the cumulative reflection of phenomena that are not available for sensory perception of objects. Thinking comes from consciousness. Consciousness is the highest form of truth. Cognition, then, is the act of thinking through the influence of real events in the mind. One of the main components of cognition is understanding [10]. The knowledge of the student who does not understand the topic in the lesson is not determined. Because only by understanding can he think about that topic. Information enters the mind through the mind, and through it the cognition and attitude are observed.

Model of development of cognitive reflection of the student



Through the above-mentioned cognitive features, a person can develop his cognitive reflection. For example, suppose a teacher instructs students in a class to get out of a situation. Students must first read and understand the situation. Every student may understand differently. It all starts with this understanding. Understanding sends a signal to the human brain. This information affects a person's inner feelings, thoughts and cognitions through the transition to consciousness.

In the learning process, students develop their intellect, learn the environment, social stability, respect for the future profession and spiritual and moral values. During his student years, the young man continues to form his "I". That is, he is an incompletely formed person. Students learn to perceive the impact of the external environment through their inner feelings, developing cognitive reflection.

Communication in the learning process is important in the development of cognitive reflection of the student. In order for the relationship between teacher and student in the lesson to be correct, the language of instruction must be well organized. We believe that the test tasks developed by the teacher are in Kazakh, but if the meaning is not clear, if the student answers the question in Russian, the students' inner reasoning, cognitive reflection can not develop properly. Or, conversely, the language of instruction is Russian, but if the test items are not written correctly, if there is more information in Kazakh or English, the student's cognitive perception may slow down.

Emotional reflection

According to Rubinstein, "emotions play an important role in the formation of personality, human behavior, intelligence, relationships with other people — all phenomena are realized through emotions [11; 93]. Therefore, it is clear that the emotional stability of a person has a direct impact on his future life. There is emotional stabilization, and there is the problem of emotional management. When a person is able to control his actions and emotions and reflect, he can plan for the future. In this case, the individual behavior of each person is taken into account. Some people may become emotionally involved and easily upset. Such students may not be able to understand the topic of the lesson because they are worried about their problems during the lesson. Some students, on the other hand, are calm and easygoing. Such students try to understand the topic of the lesson and follow the flow of daily life. For example, in terms of sanogenic reflection problems, some students are vindictive and aggressive. These behaviors may be related to family problems, or they may be the result of a misunderstanding between adolescents.

While preparing for the exam, students are very anxious and worried about the results of the exam. Some are just anxious, others are very anxious and stressed. However, it is known that severe anxiety is caused by a lack of confidence in their knowledge. Too much worry and anxiety can lead to stress later in life.

Scientist S. According to Rosenzweig's concept, the behavior of a person in a difficult situation (frustration tolerance) means that the person is formed in a social environment [12; 487]. The response of a person to frustration may be different. It depends on the type of temperament, a person's natural behavior, life principles, cognition, consciousness, age, level of obedience to the laws of society. For example, some students may feel uncomfortable giving space to older people on public transportation, or giving space to their classmates. However, despite its internal contradictions, it obeys the laws of society. These people struggle

with internal disagreements and try to behave. Some students, depending on the type of temperament, react negatively to all the conditions of the environment. As a result, frustration resistance may be low.

Determining the emotional intelligence of students (experiment)

An individual's emotional state may vary. Could it be because of his character? Even the most articulate student in the group, who doesn't talk much, can sometimes get angry and can't hide his emotions. It is clear that the emotional stability of a person has a direct impact on his future life. In order to get a practical analysis of our research, we took a survey of first-year students and determined their emotional intelligence. According to D.V. Lussin's Emotional Intelligence Survey, there are 46 questions in total. The study involved first-year students of Zhetysu University named after Ilyas Zhansugurov, specialties "Kazakh language and literature" and "Philology". During the experiment, several types of work were performed:

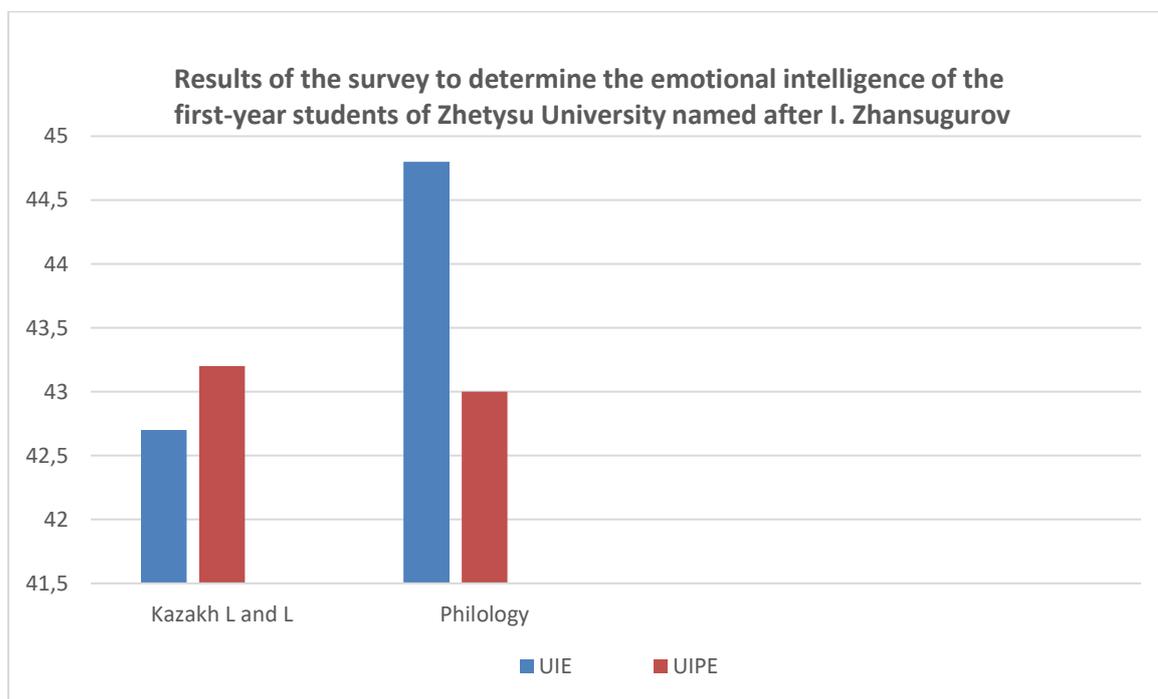
- 1) a certain amount of time is allocated for the experiment, i.e., the beginning, the end;
- 2) based on preliminary forecasts;
- 3) a plan is developed and implemented in order to achieve results organizational structure approved;
- 4) sorted by comparing the initial and final results of the study.

Students' knowledge, skills, abilities, efforts to achieve the set goals, responsibility, interest, curiosity, ability to apply the theory in practice with a scientific approach were defined during the investigation.

The number of students who participated in our research practice — 20 (from "Kazakh language and literature") and 4 (from "Philology").

As a result of the survey, the philologist showed that students' understanding of their inner emotions (44.8) was higher than the students of the specialty "Kazakh language and literature" (42.7). On the contrary, on the scale of understanding interpersonal emotions, students of the specialty "Kazakh language and literature" showed a higher level than philologists: TT-Phil — 43.0; KLL — 43.2.

According to the scale of general understanding of emotions, the same indicator was observed in both groups of respondents. According to the answers of philological students, they have a higher ability to control emotions:



Conclusion

In short, the action, emotional and cognitive reflection of students is characterized by a certain degree of manifestation of their inner world, attitudes to life, behavior in the group, regardless of the circumstances of life. In the science of psychology, many scientists have tried to study the aspects of reflection in detail. Despite the variety of definitions, the general meaning of the concept of reflection is to draw attention to oneself and

to be accountable to oneself. In the scientific article, aimed at the development of action, cognitive, emotional reflection of students, based on the views of domestic and foreign scientists, we propose the following concepts:

- Student must not only understand himself, but also take into account the actions and cognitive concepts of the external environment;
- Reconsideration of actions — the development of the phenomena of memory, consciousness, cognition, thinking;
- Right thinking is a guarantee of fulfillment of dreams and goals in consciousness;
- Regulating your actions by looking at yourself critically, trying not to repeat your mistakes — the actions of a person with a developed reflection;
- Cognitive reflection develops under the influence of thought through the influence of real events in consciousness.

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А.К. Токтанова, М.Т. Джакыпбекова

Білімгерлердің танымдық, әрекеттік, эмоционалдық рефлексиясы дамуының психологиялық негіздері

Мақалада жеке тұлғаның тілдік рефлексиясын дамытудың психологиялық аспектілері қарастырылған. Әр ғасырда өмір сүрген психолог-ғалымдардың ғылыми көзқарастары негізге алынып, рефлексияның бүгінгі таңдағы келбетінің психологиялық тұрғыда зерттелуі, білімгердің ішкі сезімдері мен ойлауы, эмоционалдық жағдайы, іс-әрекеттерінің ерекшелігін зерттеп, сол арқылы білімгердің рефлексиясын дамыту — мақаланың өзектілігі. Зерттеудің жаңалығы — білімгердің тек өз-өзін түсініп қана қоймай, сыртқы ортаның да ой-әрекеттерімен, когнитивті ұғымдарымен санасуы қажеттілігін анықтау, әрекеттерді қайта қарастыру арқылы еске түсіру, сана, таным, ойлау құбылыстарын дамыту, дұрыс ойлаудың болашақ жоспарларға әсерін анықтау. Авторлар отандық және шетелдік ғалымдардың ғылыми тұжырымдамаларына сүйене отырып, өзінің ғылыми пікірін, тың идеяларын білдірген. Сонымен қатар мақалада индукция, дедукция, жалпылау, аналогия, модельдеу әдістері қолданылды. Зерттеу жұмысының нәтижесінде мақала авторлары белгілі ғалым Щедровицкийдің жағдаяттарды зерттеу, әрекеттегі қиындықты анықтау, қиындық себептерін табу, өзіне сын көзбен қарау тұжырымдамасын негізге ала отырып, еліміздегі жастардың когнитивті және интеллектуалды рефлексиясын дамытудың жаңа моделін ұсынды. Сондай-ақ отандық және шетелдік ғалымдардың пайымдауына сүйене отырып, түсіну, зейін

кою арқылы ойлау қабілеті дамитындығы нзарға алынып, білімгердің танымдық рефлексиясын дамытудың моделі көрсетілген.

Кілт сөздер: рефлексия, психология, таным, ойлау, түсіну, эмоция, әрекет, сезім, сана.

А.К. Тоқтанова, М.Т. Джакыпбекова

Психологические основы развития познавательной, деятельностной, эмоциональной рефлексии студентов

В статье рассмотрены психологические аспекты развития языковой рефлексии личности. Актуальность статьи заключается в изучении актуального состояния рефлексии, внутренних переживаний и мыслей студента, эмоционального состояния, специфики его действий, тем самым развивая рефлексию студента, опираясь на научные взгляды психологов разных веков. Новизна исследования заключается в определении потребности учащегося не только в познании самого себя, но и в учете мыслей и познавательных представлений внешней среды, в припоминании действий, в развитии сознания, познания, мышления, в определении влияния правильного мышления на планы на будущее. Авторы высказывают свои научные взгляды и свежие идеи, опираясь на научные концепции отечественных и зарубежных ученых. В исследовании использовались методы индукции, дедукции, обобщения, аналогии, моделирования. В результате изучения авторами статьи предложена новая модель развития познавательной и интеллектуальной рефлексии молодежи страны, основанная на концепции известного ученого Щедровицкого — изучить ситуацию, выявить трудности в действии и причины трудностей. Кроме того, на основе взглядов отечественных и зарубежных ученых, была предложена модель развития познавательной рефлексии студента, учитывающая развитие способности мыслить через понимание и внимание.

Ключевые слова: рефлексия, психология, познание, мышление, понимание, эмоция, действие, чувство, сознание.

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