

**ПСИХОЛОГИЧЕСКИЕ МЕХАНИЗМЫ РЕФЛЕКСИИ В  
ФУНКЦИОНИРОВАНИИ ТВОРЧЕСКОЙ ЛИЧНОСТИ  
PSYCHOLOGICAL MECHANISMS OF REFLECTION IN THE  
FUNCTIONING OF A CREATIVE PERSONALITY**

*Аннотация.* В данной статье рассмотрены психологические механизмы рефлексии в функционировании творческой личности.

*Ключевые слова:* Рефлексия, творческая личность, психологические механизмы.

*Annotation.* This article examines the psychological mechanisms of reflection in the functioning of the creative personality.

*Keywords:* Reflection, creative personality, psychological mechanisms.

The problem of psychological mechanisms of reflection in the functioning of a creative personality is studied in the context of the study of the productivity of thinking, which is a necessary condition for the creative process. The result of creativity as a thought process is new ways of solving a problem situation. At the same time, the thought process is presented as the movement of thought along the following levels: personal; reflective; substantive and operational.

Reflection dominates among other level components and plays a leading role in the implementation of the personal side of the creative process. Reflection is a source of inner experience, a way of self-knowledge and a necessary tool for thinking. L.S. Vygotsky emphasized the importance of reflectivity as a constructive characteristic of consciousness, indicating that the latter arises only with the emergence of self-consciousness (L.S.Vygotsky, 1982). An important moment in the development of reflection provides the emergence of verbal reflection of one's

own processes and actions, the basis for the development of self-awareness and higher volitional regulatory mechanisms. The concept of "reflection" arose in philosophy and meant the process of thinking of an individual about what is happening in his own mind. Reflection (from the Latin reflexio - turning back) is the process of self-knowledge by the subject of internal mental acts and states, a form of theoretical human activity aimed at comprehending his own actions and their laws. (SES, 1990: 1133) Reflection is the ability of a person's consciousness to focus on itself. Reflection in education is a thought-activity or sensually experienced process of the subject of education realizing his activity. Reflection goals: to remember, identify, understand the main components of activity - its meaning, types, methods, problems, ways to solve them, the results obtained, the attitude of students to each other, the teacher and the preschooler, the attitude to activity. Without an understanding of the ways of his teaching, education, knowledge of the mechanisms and intellectually th activity relationship during the exercise, the students will not be able to assign the knowledge, skills, ways of interactions that they have extracted. Reflexive activity allows the student to realize his individuality, uniqueness and purpose, which are manifested in the analysis of his objective activity and its products. P.G. Shchedrovitsky emphasizes that mastery occurs only when guided reflection is included in the matter, due to which the schemes of activity themselves are distinguished - methods of solving problems or reasoning. Assimilation appears as a direct product of such a reflexive process. Reflection as an educational activity refers to two areas:

1. Ontological, related to the content of subject knowledge;
2. Psychological, that is, addressed to the subject of activity and the activity itself. Comprehending his own educational activity, the student focuses on both the "knowledge" products of the activity, and on the structure of the activity itself, which led him to the creation of these products. Reflection implies the study of already carried out activities in order to fix its results and increase its effectiveness in the future. Based on the results of reflection, one can not only ponder future activities, but build its realistic structural basis, which directly

follows from the characteristics of the previous activity. (P.G. Shchedrovitsky, 1993).

A.V. Khutorskoy identifies the following stages of the organization of reflection in teaching:

1. Stopping objective (pre-reflective) activity. This activity must be completed or discontinued.

2. Restoring the sequence of actions performed.

3. Study of the compiled sequence of actions in terms of its effectiveness, productivity, compliance with the tasks. The parameters for the analysis of reflective material are selected from those proposed by the teacher or determined by the student based on their goals.

4. Revealing and shaping the results of reflection. Several types of such results can be identified: - Subject products of activity - ideas, suggestions, patterns, answers to questions; - methods that were researched or created (invented) in the course of activities; - hypotheses in relation to future activities.

5. Testing hypotheses in practice in the subsequent substantive activity. (A.V. Khutorskoy, 2001)

An important factor influencing the effectiveness of reflection is the variety of its forms, corresponding to the age and other characteristics of the participants in the educational process. The forms of educational reflection are different - oral discussion, written questionnaire, graphic representation of ongoing changes (well-being, level of knowledge of personal activity, self-realization). Reflexive children's records are invaluable material for the analysis and correction of the educational process by the teacher. In order for students to understand the seriousness of reflexive play, it is necessary to review their opinions, mark those whose depth of self-awareness increases. Educational activity is a movement of alternating activities - objective and reflective. The psychological approach to the organization of the preschooler's reflection is important. The task of the teacher is to create such conditions that he wants to talk about the lesson or his activities. Reflection of

feelings turns out to be effective that is, verbal and non-verbal description of feelings and sensations occurring in a particular educational situation. It is often difficult to adequately convey feelings in words, therefore non-verbal methods of sensory reflection (drawings, associations) are used. In this case, feelings are not translated into words, but feelings are expressed by various types of emotional language. When interacting with students, the teacher can use, depending on the circumstances, one of the types of educational reflections that reflect the four spheres of human essence: physical (had time - did not have time); sensory (well-being: comfortable - uncomfortable); intellectual (that he understood, that he realized - that he did not understand, what difficulties he experienced); spiritual (became better - worse, created or destroyed himself, others). If physical sensory and intellectual reflections can be both individual and group, then the spiritual should be carried out only in writing, individually and without publicizing the results. Thus, reflection can act as a form of theoretical activity, a way of thinking, revealing the goals, content, means, methods of one's own activity (intellectual reflection); reflect the inner state of a person (sensory reflection); be a means of self-knowledge. The introduction of the reflection procedure into the educational process of students allows them to learn to consciously plan their activities, to understand the goals of the activities of fellow students, teachers; track the implementation of the set goals and adjust further activities; analyze the successes and difficulties in achieving the goal of other students; apply methods of verbal and non-verbal reflection; to exercise a "side view"; to form professional pedagogical skills - to teach primary school children to use various options for its implementation. Reflection is a necessary condition for the preschooler and the teacher to see the scheme of the organization of educational activity, to design it in accordance with their goals and programs, to realize the emerging problems and other results. The study showed that reflection is a means of self-knowledge of a student in professional self-education and a way of forming a creative personality.

A creative person is understood as an individual who:

a) Has an intention to carry out creative activities, readiness for creative activities and

b) Knows how to implement it, that is, owns the means and methods of its implementation and has experience in using them in the process of his own creative activity.

In order for an individual to become a creative person, he must have a certain worldview, character logical characteristics, value orientations, in which creativity stands at a high place in the hierarchy of values, he must be trained in the means and methods of carrying out creative activity and have experience of their successful application in your life practice.

In order to form a personality with the ability and ability to carry out creative activity, it is necessary first of all to understand what the essence of creative activity is. Reflection or reflection is the basis for the formation of a creative person's ability to search for common sense, making an objective and logical decision, taking into account both his point of view and other opinions; the ability to let go of one's own biases, come up with new ideas and see new opportunities.

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