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## **LEVEL OF DEVELOPMENT OF REFLEXIVE SKILLS IN STUDENTS**

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**ABSTRACT:** Reflexive skills are essential cognitive abilities that enable individuals to critically evaluate their thoughts, actions, and experiences, leading to enhanced self-awareness, decision-making, and personal growth. In this scientific article, we provide a comprehensive analysis of the level of development of reflexive skills in students across different educational contexts. Drawing upon empirical research, theoretical frameworks, and practical insights, we explore various factors influencing the development of reflexive skills, including educational approaches, pedagogical strategies, and individual characteristics. Additionally, we discuss the implications of reflexive skill development for academic achievement, social-emotional learning, and lifelong learning outcomes. By synthesizing existing literature and identifying gaps in current research, this article aims to inform educators, policymakers, and researchers about the importance of fostering reflexive skills in students and strategies for promoting their development effectively.

**KEYWORDS:** Reflexive skills, self-awareness, critical thinking, metacognition, student development.

### **INTRODUCTION**

It is known that the common related concepts for the comments on the term reflection are self-awareness, self-evaluation, self-observation, awareness of one's own situation, and so on. It should be noted that the formation of these currents from the point of view of developmental psychology begins in adolescence.

Mental development of a person, his formation as a person is related to the determination of self-awareness, that is, self-awareness as a physical, spiritual and social being. The development of self-awareness takes place in each child in its own way. However, in all individuals, usually by the end of the first year of life, signs confirming the emergence of self-awareness are observed; a person begins to separate himself, his body from the surrounding space. The further development of self-awareness is related to a person's understanding of his desires and motivations of his activity in general. Understanding the motives of one's activity helps a person to move to the next stage of self-awareness, that is, to be able to separate from one's actions. At first, a person perceives himself as a subject of activity. We will proceed to the analysis of the results obtained through the "Questionnaire for the Study of Student's Reflexive Abilities" developed together with our scientific supervisor (Table 1).

Table 1  
Level of development of reflexive skills in students (n=580)

Factors	1-course n <sub>1</sub> =320	3-course n <sub>2</sub> =260	p
	M	M	
Self-reflection	1,5	2,8	0,05
Socioreflexion	1,4	2,6	0,05
Communication with others	2,8	3,1	0,18
Self control	1,9	3,3	0,05

**explanation:** \*  $p \leq 0,05$ ; \*\*  $p \leq 0,01$ .

Differences in factors were observed in the results of the comparative analysis of the questionnaire on student's reflexive abilities in the cross-section of courses. Including "Autoreflexion" ( $t=2.2$ ;  $p \leq 0.05$ ), "Socioreflexion" ( $t=2.9$ ;  $p \leq 0.05$ ), and "Self-management" ( $t=1.9$ ;  $p \leq 0.05$ ) reliable differences were observed. No reliable differences were observed in the factor "Communication with others" ( $t=0.7$ ;  $p \leq 0.18$ ).

The initial factor "Autoreflexia" showed a high result in students of the 3rd year. This means that self-analysis, self-awareness functions and control of emotional states are relatively stronger in these students. Having a higher index of self-reflection in the 3rd year is inextricably linked with intellectual reflection in their professional formation. It was observed that their self-awareness is parallel to professional identity. J.D. Brown and M.A. Brown's research shows that the more people care about their own problems, the more likely they are to deal with other people's problems in the same way. Based on this, it can be said that the factor of self-reflection in students is directly related to their self-esteem.

Socioreflexion factor was also dominated by senior students. This means that the characteristics of understanding other people, trying to analyze their emotions, learning other people's experience, beliefs, behavioral motives, character and their relationship to other people are at a high level. Socioreflexion is related to student's entry into society based on their own knowledge, understanding and understanding of verbal expressions in communication, understanding of social perception.

The factor of self-management also prevailed among senior students. Components such as the conscious regulation of student's behavior, the collection and analysis of information about the goals of the activity, the conditions for the implementation of the activity, the selection of the essence and program of actions necessary to achieve the specified goal, 3rd year students are superior.

No significant differences were observed in the communication with others factor. As a result of communication and activity with other people, it is manifested in the formation of new images and is expressed in behavior. On the other hand, the ability to develop adequate knowledge about the world was recorded at an average level by students of both courses.

It is known that personality formation has its own development stage. In particular, it is characterized by the development of reflexive processes such as self-awareness, self-management, and self-education. At this point, priority strategies of reflexivity were determined in the group of testers, cooperation and communication with others. Now we will analyze this methodology in terms of gender.

**Table 2**  
**Gender differences in the level of development of reflexive skills in students (n=580)**

Factors	Boys n <sub>1</sub> =300	Girls n <sub>2</sub> =280	p
	M	M	
Self-reflection	2,2	3,1	0,05
Socioreflexion	3,4	2,1	0,05
Communication with others	3,3	2,1	0,05
Self-management	2,9	3,2	0,10

**Explanation:** \*  $p \leq 0,05$ ; \*\*  $p \leq 0,01$ .

Differences in the factors were observed in the results of the gender comparative analysis of the questionnaire on student's reflexive abilities. Including "Autoreflexion" ( $t=1.9$ ;  $p \leq 0.05$ ), "Socioreflexion" ( $t=1.9$ ;  $p \leq 0.05$ ), and "Communication with others" ( $t=2.1$ ;  $p \leq 0.05$ ) reliable differences were observed in the factors. No reliable differences were observed in the factor "Self-management" ( $t=0.6$ ;  $p \leq 0.10$ ).

The self-reflection factor showed a high result in girls. In our opinion, the fact that the characteristics of adequate perception of a person's emotional states, management of behavior, analysis of one's situation are higher in girls is the result of the influence of social relations that affect them. In addition, it was found that the process of self-knowledge of the subject, which is aimed at creating a self-image, revealing the structure and content of the inner world, is higher in girls compared to boys.

Socioreflexion prevailed in boys. This means that in order to understand the reflexive processes that take place in a person, first of all, the ability to understand other people, the decision of the

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system of emotional relations with the surrounding people, and the increased sense of respect for one's own person and others are better formed than girls.

Young men also dominated the factor of communication with others. It was found that boys are more active in social relations than girls, able to communicate with others, be a good conversationalist and listener, overcome psychological obstacles in educational activities and work on themselves.

No differences were observed in the final Self-Management factor. It means that the characteristics of the behavior and activity of both groups of respondents in external and internal interactions, in describing the functions of a person as a subject of activity, in managing their emotions and experiences and, as a result, their behavior, are at an average level.

Based on the above points, the following conclusions can be formed:

1. The manifestation of reflexive abilities in students has a dynamic character, communication with others and reflexive aspects of self-management are priority, communication with others in boys, and self-reflection in girls are observed;
2. Retrospective reflection of student activity includes auto-reflection, socio-reflection, communication with others and self-management, real reflection includes auto-reflection and self-management, and prospective reflection includes self-management reflection. integral development is determined;
3. Reflexive skills in students develop in harmony with the nature of self-management in behavior, self-reflection planning, independence, social reflection, flexibility, communication modeling with others, flexibility, self-management modeling, results proved to depend on assessment characteristics.

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