

THE IMPORTANCE OF REFLECTIVE THINKING IN THE PROCESS OF PSYCHOLOGICAL PREPARATION

O'risheva Pokiza G'anisher kizi

Teacher, Jizzakh state pedagogy university

Abstract: In the article future in psychologists reflective of thought importance and himher, psychological preparation in the process of formation psychological features illuminated. Reflective thinking is person's own thoughts, feelings and movements analysis to do ability is, it is professional growing important factor is considered. Research during theoretical analysis and practical experiments through reflective thinking development effective methods Also, psychology in the direction of in student's reflection formation according to methodical recommendations working released.

Key words: reflective thinking, psychological preparation, reflection, future psychologist, professional development, psychological methods, self- understanding.

Introduction. Today on the day in society face giving socio-economic, cultural and spiritual changes human to the person, to his spiritual health and psychological to prepare was demand further Especially psychological service show in the field activity driver of experts not only theoretical to knowledge has to be, maybe own professional activity conscious accordingly analysis can to take, oneself understand to receive and develop to receive important importance profession This point from the point of view looking, reflective thought – that is person's own thoughts, feelings, actions and decisions analysis to do ability – psychological preparation process inseparable and necessary from components is one.

Reflective thought psychologist of the person professional in the formation of its own on in operation and customers with effective communication during installation important role plays. Through its future psychologist own experience analysis makes mistakes lesson takes and personal and professional in terms of to grow Therefore, psychological preparation in the process reflective thinking develop issue today's modern psychological of education current from directions one is considered.

Subject learnedness level.

Psychological preparation and reflective thought issues foreign and local scientists by wide research Reflection phenomenon psychological in terms of first GV Lefebvre, D. Dewey, K. Rodgers, J. Dewey scientists by based on given. They reflective thinking person's own experience realizing reach, analysis to do and to him/her price to give as interpretation they did.

Russian researchers between this in the field following of scientists works separately importance has:

A.A. Karpov – reflexive of thought psychological mechanisms deep learned, reflective activity degrees about theoretical basics gave.

V.V. Serikov – education in the process reflection culture develop methods with engaged.

E.F. Zeer – professional himself understanding, psychological preparation and reflection mutual dependence learned.

L.F. Burlachuk and EA Klimov – professional in activity psychologist of the person in development reflective competence importance emphasized.

Uzbek scientists between and:

R.X. Sharipov, S. G'. Gulomov, NM Torakulov, DA Yuldoshev such as researcher's education psychology, professional preparation, self-understanding and reflective approaches issues own in their work those who enlighten.

N. Abdurakhmonov – reflection and psychological thought culture of formation national to the model related research take went.

Also, psychological in education modern pedagogical technologies application, reflective methods implementation to grow according to one row scientific article and dissertations created are, they are this of the subject relevance confirms.

Research methods:

1. Theoretical analysis method

To the topic related scientific literature, psychological theories, advanced experiments is studied.

Reflection and psychological preparation main concepts are determined.

2. Questionnaire method

Future psychologist students between reflective thought level determination for special structured questionnaires is applied.

For example: Karpov reflectivity level determination test.

3. Interview method

Students, teachers and practitioner psychologists with deep conversations through reflection experience and him/her develop roads is determined.

4. Tracking method

Lesson in the process or psychological trainings during students in the activity reflective elements is observed.

5. Psycho diagnostic tests

Reflective thought, self-understanding, professional interest level such as factors measurement for psychological tests is used.

For example: "Self-analysis to do level" test, "Professional reflex" test" (Zeera by offer (made).

6. Statistics analysis methods

Received results in SPSS, Excel or other statistic programs using analysis is done (average value, variance, correlation and etc.).

Experience works (experimental) stage):

Experience group and control group:

Students are divided into 2 groups. divided into: one experience group (reflection based on training take goes), the second control group (simple training process continue will come).

Experimental program:

Experience in the group reflective thinking developer classes, trainings, group analyses is held.

For example:

" How am I?" psychologist to be " I want to? " essay write

Professional problematic situations analysis to do

Your feelings understanding and explanation according to practical assignments.

Experiment the results compare:

Experience took and experience after all questionnaire and tests again conducted, reflective thought level changes analysis will be done.

Control group with differences is determined.

Future psychologist in students reflective thinking to develop aimed at experimental program

1. Experience your work Purpose: Psychology in the direction of in students reflective thinking develop through their professional himself understanding level increase

2. Research main Hypothesis: If psychological preparation to the process reflection based on training and training If entered, students reflective thought level noticeable at the level increases.

3. Experience Participants:

Experience Group: 2nd year psychology 20 people in the direction student

Control Group: 20 people like this student (they) with reflective training not transferred).

4. Experience stages:

Stage 1: Diagnostics (initial) measurement)

Karpov's reflectivity test

Himself understanding level test (from Rogers test) use possible)

Questionnaire: "I consider myself how see?" (auto reflection for)

Phase 2: Experimental impact (intervention)

Experience 4 weeks in the group during once a week reflective training is held:

Training topics:

1. Himself understanding and professional competition (essay, opinion) exchange)

2. Psychological situations analysis to do (role games)

3. Professional values and internal motivation (debate, argument)

4. Reflection writing – diary capture (real situations) writing analysis to do)

Stage 3: Final diagnosis (comparison)

Previous tests and questionnaires again is applied.

Results control group with compared.

5. Data analysis to do:

Average scores, variances, statistics differences is calculated (for example, using a t-test).

Reflective in thought growth percentage is determined.

Charts or diagrams in appearance results presented is being done.

6. Conclusion and recommendations:

Reflective training psychological preparation to the quality positive impact that showed justification

At universities reflective approachable trainings training to the program input according to offers to give

Recommendations

1. High education institutions psychology in the direction of training to programs reflective training and trainings current to grow recommendation is being done.

2. Psychology sciences in teaching self-reflection, professional essay, situation like a case study interactive from methods use effective will be.

3. In students reflection skills formation for psychological diaries to conduct practice current to do possible.

4. Educators and psychologists for reflective approach according to qualification increase courses organization to be to the goal according to.

5. In the future reflection and professional himself understanding between dependency deeper research national education to the system suitable models working exit necessary.

Conclusion. Take visited theoretical analysis and experience of work results this showed that the future in psychologists reflective thinking formation psychological preparation process important factor is considered. Reflective thought through students owns personal experience analysis to do, professional activity conscious accordingly to manage oneself understanding and to improve aspiration skills develops.

Experimental training based on reflective thought level increased observed, this and psychological preparation of quality to improve service did. Experience group in student's professional motivation, independent thinking and problematic to situations relatively analytical approach This is a reflection. based on approach psychological in education effective from methods one that confirms.

References

1. Abdurakhmonov N.Q. Psychology science in teaching innovative technologies. T.: Science and Technology, 2019.
2. Karpov A.V. Reflexivity and psychological properties and methodology and research. Moscow: Institute of Psychology RAN, 2004.
3. Zeer E.F. Psychology of professional education. Moscow: Academy, 2003.
4. Sharipov RX Psychological preparation and professional reflection issues. Tashkent: Tafakkur, 2017.
5. Dewey J. How We Think. Boston: DC Heath & Co., 1933.
6. Rogers C. On Becoming a Person: A Therapist's View of Psychotherapy. Boston: Houghton Mifflin, 1961.
7. Sidorov A.N. Refleksivnaya deyatelnost v obrazovanii: theory and practice. St. Petersburg: Rech, 2010.
8. Toraqulov N. M. Psychological preparation theory and practice. Samarkand: SamDU publishing house, 2020.