

## THE EFFECT OF REFLECTION ON THE DEVELOPMENT OF THE THINKING PROCESS IN ADOLESCENCE

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### ABSTRACT

*The article analyzes the relationship between reflection and thinking processes during adolescence. Also, in the development of thinking during adolescence, the formation of reflexive processes in the individual, such as self-awareness, self-control, self-knowledge, understanding, is a key condition for the development of thinking. In particular, empirical experiments have been conducted to study the relationship between the thought process and reflexivity, and a unique approach has been proposed.*

**KEYWORDS:** *Adolescent Personality, Thinking, Reflection, Self-Awareness, Self-Esteem, Mental Activity, Personal Orientation, Thinking Activity, Knowledge, Ability, Skill, Cognitive Process, Word-Logic.*

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### 1. INTRODUCTION

Adolescence is an active period for the development of self-awareness. And the means of its development is personal reflection. Adolescents deepen their self-awareness by enriching their self-awareness with new material. He explores his personality traits, relationships with others, opportunities and aspirations, strengths and weaknesses. Reflection connects the future and the past, comparing their expectations about adulthood in childhood. The meaningful plan of reflection is so broad that the adolescent analyzes the environment, other people's self and personal reflection. An important feature of reflection is its rich emotionality. Rapidly changing appearance, self-awareness, success and abilities in learning activities are always in the focus of reflection and create strong experiences, as a result of which they are also reflected.

Another important feature of adolescence reflection is its free association. The teenager is preoccupied with his mental experiences and thoughts coming from different directions under the influence of the external situation. However, at the center of the reflection is himself, that is, the individual. It is in reflection that it satisfies the need for self-identification, which is most interested in its "I".

### 2. MAIN PART

The teenager tries to understand the "I", "Who am I?" The answer to this question is the main problem of this period. Obviously, reflexive abilities are not the same in all adolescents. The intensity and breadth of reflection during adolescence is directly related to the influence of factors such as family upbringing in childhood, family traditions, reading and discussing good books, paying attention to other people's thoughts and experiences, and marveling at the creation of the universe. However, a characteristic feature of all adolescents is the ability to raise themselves to a high level of spirituality in the short time given to them by nature. It should be noted that L.I.

According to Bojovic, during this period a new stage of self-consciousness emerges, characterized by the emergence of needs and abilities to understand oneself as a person with unique, distinctive qualities. This period is characterized by an increase in the self-expression and self-discipline of the adolescent [1].

It can be said that reflection develops rapidly during adolescence, which allows it to be studied in the processes of self-knowledge (thinking, memory, attention, etc.) as a manifestation of its personal characteristics in communication and behavior with people. It is known that A. Buzeman, in his research, based on the opinion of LS Vygotsky, notes that there are 3 conditions that characterize the development of reflection in adolescence:

First, reflection and the self-awareness based on it will focus on the development of the adolescent personality. Self-awareness is not only taken as a phenomenon of consciousness, but is more broadly seen as a biologically and socially assimilated variant. A. Buzeman emphasizes that the root of reflection should be deeply sought in the living world, the biological basis of which is manifested everywhere not only in the reflection of the external world, but also in the self-reflection of the organism.

Second, A. Buzeman emphasizes the connection between the development of adolescent self-awareness and social development. In his view, the development of self-awareness may be related to some aspect of his spiritual life in the cultural environment.

Third, it calls attention to the fact that self-awareness is not as a metaphysical being that cannot be analyzed, but that it can affect reflection by itself as an image that transforms into a subject [2]. During adolescence, a person finds special pleasure in entering his own world, analyzing his own thoughts, feelings, and behaviors.

Today, the normative approach to the study of reflection occupies a leading position in the structure of thinking. Its theoretical foundations were interpreted in a unique way by G.T.Shedrovitsky, V.A.Lefevr, V.V.Davidov, I.S.Ladenko, I.N.Semenov, S.Yu.Stepanov, N.G.Alekseev . In these studies, the formation of reflection is described as a specific type of mental activity aimed at its basics and its appropriateness and evaluation, control over the correctness of their application.

It should be noted that the research of G.Ya. Galperin, V.L. Danilov, B.D. Elkonin and others reveals the problems of methods of linking operations in the thought process. In seeking answers to these questions, the focus is on indirectly replacing the relationship of one transaction with another, in particular. Accordingly, thinking activities emphasize the reflection of new cognitive issues into reflexive aspects [3]. In these studies, it was noted that the mechanisms of development of the thinking process depend on the development of reflection.

Also, in the opinion of N.I. Semenov and C.Yu. Stepanov, aspects of the situation are highlighted in such a solution to the intellectual problem. At the same time, the tools, knowledge and skills available to the subject do not meet the conditions for solving the problem and must be adequately reshaped in accordance with the requirements for finding a solution. It is well known that the mechanism of thinking includes aspects of the individual that ensure the integrity of the thought process through its reflection. The person who reflects on the activity and the private "I" is the subject of thinking, and the direct object of thinking is the operations performed and their subject basis.

In particular, according to research conducted by O.K.Tikhomirov and representatives of his school, it shows the possibility of increasing the effectiveness of thinking through the identification of motivations and goals of a certain nature, as well as the emotional management of intellectual pursuits [4].

It should be noted that it is important to pay serious attention to the development of the thinking process during adolescence. Indeed, thinking is the basis of human mental activity and the problem of identifying and developing the intellectual approach of young people is relevant. J. Piaget, who studied the features of adolescence, analyzes youth in terms of the specificity and development of cognitive processes. During this period, creative opportunities in adolescents expand, and as a result, egocentrism begins to manifest in thinking.

According to V.P. Dzukaeva, with the end of the transition to adolescence, there is a gradual development of theoretical thinking. Adolescents already think logically and are able to work with theoretical foundations as well as introspection [5]. According to L.G. Petrova, with the onset of adolescence, the following changes occur in the characteristics of thinking:

Thinking has the ability to change the direction of thought by returning to the original state of the object;

- Interest in general theories and formulas;
- Age-related manifestation of the desire for theoretical thinking;
- Thinking is characterized by greater formation and consistency, logic, depth and thoroughness;
- Interest in explaining the cause of events;
- Disorders of thinking, the creation of scientific hypotheses and independent examination.

During adolescence, different aspects of personal thinking are highlighted, which are manifested in the preference for certain topics, as a result of solving different tasks, and especially for cognitive purposes [6].

The study of the effect of reflection on the development of thinking during adolescence suggests the need for scientific research in this regard. For this purpose, the selected group of subjects was tested "Determining the type of thinking" (G.S. Nikiforova) and "Methodology to determine the level of reflexivity" (V.V. Ponamaryov) and "Determining the priority strategies of reflexivity."

**TABLE 1 THE RELATIONSHIP BETWEEN THOUGHT TYPES AND REFLEXIVE ORIENTATIONS DURING ADOLESCENCE**

Directions of reflexivity	Types of thinking			
	Subjective practical	Abstract symbolic	Word-logic	Clearly figurative
Spontaneous	-0,05	0,28**	0,19	0,06
To other people	0,000	0,17*	0,12	0,08
To past activities	0,09	0,02	0,08	0,11
Current activities	-0,03	-0,10	0,01	-0,10
For future activities	0,01	0,06	0,06	0,12
Collaborate and communicate with others	-0,05	0,07	0,01	0,16*

If we look at the results presented in the table, during adolescence there is a strong correlation between self-orientation and abstract-symbolic thinking ( $r = 0.28$ ;  $p \leq 0.01$ ). It should be noted that

the development of reflection during adolescence is explained by the fact that they have developed an abstract-logical type of thinking process. Indeed, the result and causal relationship of any activity performed by man is observed in contemplation. It should be noted that people with a developed type of abstract thinking have a wide range of knowledge, worldview, thinking, as well as a strong tendency to organize their activities. Orientation to other people was found to have a significant association with abstract-symbolic thinking ( $r = 0.17$ ;  $p \leq 0.05$ ). At the same time, it should be noted that the existing quality in a person is based on the type of abstract-symbolic thinking in the process of understanding the inner potential. It goes without saying that abstract-symbolic thinking plays an important role in the formation of knowledge about the relationship between things and events in reality, people's inner experiences and situations.

During adolescence, distance from adults and alienation occur. Indeed, the opposition to adults is clearly manifested in the separation of oneself, one's own opinion, as an independent subject. Therefore, a teenager's attitude toward adults is complex. Adolescents, on the one hand, are required in principle to have equal rights with adults, on the other hand, they need the support and protection of adults. For adults, adolescence is embodied in a unique way. Therefore, in the personality of the adolescent, empathy for adults is strong, but in practice, the "childish" form of control is maintained and resisted, over-caring.

A necessary condition for establishing a favorable relationship between adolescents and adults is to create common ground in their lives at the initiative of adults, expand areas of cooperation, make meaningful contacts, create an atmosphere of mutual support and trust [7].

The study found that collaboration and communication with others were significantly correlated with figurative thinking ( $r = 0.16$ ;  $p \leq 0.05$ ). It is obvious that the development of vivid thinking during adolescence is observed in the ability to establish cooperation with others, to communicate, to effectively manage the processes of communication.

From the above considerations, it can be seen that the development of thinking during adolescence is closely related to the characteristics of reflexivity. In particular, self-centeredness and abstinence have been found to be strongly associated with abstract-symbolic thinking, while reflection on cooperation and communication with others is clearly associated with figurative thinking.

### **3. CONCLUSIONS**

Based on the above, it is expedient to draw the following conclusions:

- Rapid development of thinking during adolescence, depending on age;
- The development of such processes in the personality of the adolescent as self-awareness, self-control, self-education and management are among the factors that shape their verbal-logical and abstract symbolic thinking;
- Relationship between the process of thinking and reflexive features in adolescence, according to which the predominance of abstract-symbolic thinking in self-directed and other people, cooperation and communication with others is clearly associated with figurative thinking.

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