

## **INTERRELATION OF VARIOUS PARAMETERS OF REFLECTION OF STUDENTS**

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### **Abstract**

In the paper the problems of reflection of high school students in connection with their educational activity are discussed. The short theoretical analysis of a problem is presented. The author's method of separate reflection parameters diagnosis is offered where starting mechanisms of reflective activity, the maintenance of reflective images, results of reflective activity are allocated. The results received by means of the presented method on the sample of students of the courses "Pedagogical education" and "Psychology-pedagogical education" (N=72) are discussed. Numerous significant correlations between separate indicators of the method are presented, that give reasons for its validity and possibility of further diagnosis and research use.

**Key Words:** reflection, learning activity, characteristics of reflection, starting mechanisms of reflection, reflexive image, result of reflection.

### **Introduction**

In this paper we represent a substantiation of an author's method of reflection studying designed for high school students. The applicability of its developing, in our opinion, is caused by the fact that the reflection is considered to be an essential component of intellectual culture, the major mechanism of self-control and development, a necessary component of professional competence. In this regard the

research of conditions and ways of reflection formation, identifying re-flection characteristics are becoming of immediate interest.

### **Theoretical analysis of the problem**

Present stage of higher education development assumes qualitative change of approaches to definition of its maintenance, and also forms of learning activity of students. It is connected with formation of a new paradigm of higher education based on the idea of student personality development and skills of professional mobility and success training in rapidly changing labor market [1]. The ability to reflect gets particular importance in an investigated question which is also included into the skills set, obligatory for mastering by high school students. However now, despite old discussion of a category of a reflection in the philosophical and psychology-pedagogical literature, deficiency of scientifically-practical knowledge of methods and techniques of development of a reflection among students of a higher educational institution is observed. The reflection helps students to comprehend and acquire gained knowledge, to formulate values, to estimate results, to define the purposes of the further work, to correct the educational way [2].

A.A. Bodalev allocates following kinds of reflection in education: social-perceptual reflection (focused on reconsideration and recheck by the subject of their own representations and concepts about the cognizable person); personal reflection of the dialogue with other people and the qualities of their own personality shown in dialogue with the others (actually self-knowledge); communicative reflection which consists of representation of the subject how they are perceived and evaluated by the others; a meta-reflection, that is representation of what other people think of themselves[3].

Besides, many authors notice that the reflection is the theoretical activity focused on the judgement of their own actions and rules. The reflection, finally, is practice comprehension. V.I. Slobodchikov allocates three contexts in which the

reflection problem is developed: in studies of theoretical thinking (in philosophy, methodology); in studies of processes of communications and cooperation of actions of these processes participants; in studies of self-consciousness associated with problems of identity formation, education and self-education [4]. Currently, there are three leading directions of reflection problems development in a structure of actually psychological knowledge: research of reflective consciousness of a person, work on creative thinking and reflection study as an individual perception of the phenomena of stranger's consciousness [5]. All three aspects are important for studying of reflective processes in activity of high school students.

As the conducted research shows, the analysis of materials of conversations with pupils and students, their representations how they are reflected in consciousness of teachers, makes essential impact on the relation to these teachers and their subjects, and as a result affects the performance of these subjects [6]. For many students it was difficult to answer a question why they devote much time to studying of one subject but not another. Some students notice that they like the teacher and, as a matter of fact, it is not the teacher who is important, but how they perceive students. It is quite logical, after all students cannot change the teacher, but they can change their visions about students.

For students of psychological and pedagogical specialties these moments of social perception are especially significant, since the teacher is a reference person in the future professional work [7]. The positive reflective image, especially based on opinion of emotionally significant teacher, inspires self-belief, challenges to activity. Negative reflective image, absolutely on the contrary, is capable to push to self-improvement only if it is short-term and situational. The long negative reflective image provokes activation of psychological defense which prevents productive interaction with the teacher.

Thus, development of reflection in the course of educational activity is characterised by increasing of adequacy of reflective representations of participants of a group about others and about themselves, deepening the level of analysis of the

interpersonal interaction situations, occurrence of new, non-standard ways of the educational and problem situations determination.

### **Organization and methods of research**

For students reflection parameters studying the special questionnaire has been developed by N.M. Golubeva. Its validity was checked by the correlation analysis of scales interrelations, and also comparisons of its results to the results of a method of reflexivity level detection (A.V. Karpov, V.V. Ponomareva) and Toronto Alexithymia Scale adapted at the Institute of V.M. Bekhterev.

The questionnaire offered to discussion contains 26 points. First six of them are standard personal data of a test person: 1. Name; 2. Sex; 3. Age; 4. Education; 5. Mode of study, major, course, group; 6. Marital status.

Substantial part begins with the seventh point. A test person is asked the question demanding a formulation of their own developed answer:

7. What do you mean by reflection? What is it? Tell, describe by your own words, develop your own understanding.

Further in points 8- 21 the test person gives answers, estimating the set parametre on a scale from 0 to 10 points.

8. Do you have a need for long-term thinking about your own actions and feelings? 0 – No, I absolutely do not have, 10 – Yes, I do have.

9. How long do you worry about your own failures or successes? 0 –I do not worry at all, 10 – I do worry for very long.

10. To what extend (brightly and strongly) to you worry about your own failures and successes? 0 –I do not worry at all, 10 – I do worry very strongly.

11. Do you often think about philosophical problems? 0 – never, 10 – very often

12. Do you enjoy reflecting (thinking about and considering)? Are you satisfied by these processes? 0 – I do not enjoy, do not like it, 10 – I enjoy, I like it.

13. Do you think that you are able to reflect, you do it well and qualitatively? 0 – I am not able, 10 – I am able very well.

14. Do you want to develop this skill or to stop reflecting? 0 – I want to stop, 10 – I want to develop.

15. Do you think that reflection is useful for educational problems solving? 0 – useless, 10 – useful.

16. How bright and clear images arising in your imagination are when you reflect or dream? 0 – images are absolutely indistinct, 10 – images are very distinct.

17. To what extent are these images dynamical (moving)? Do they change quickly they? 0 – they are static, 10 – they change very quickly.

18. When you have your internal dialogue, are you more emotional or rational? 0 – emotional, 10 – rational.

19. In the course of reflection are you keen on one course of events (solution of a problem) or various strategies simultaneously? 0 – one serial reflection line, 10 – several lines.

20. Do you consider yourselves as person well adapted for life? 0 – disadaptation, 10 – adaptation.

21. Do you consider yourselves as a student well adapted for high school? 0 – disadaptation, 10 – adaptation.

Further in points 22 and 23 a test person should choose a variant of the answer from the offered list:

22. How and under what circumstances do you start reflexive activity (starting mechanisms of reflection)? Mark 5 variants most suitable to you:

in a problem situation;

in a planning situation;

interpersonal conflict;

psycho-physiological recession;

past assessment;

prompting from the outside;

sense of duty,

sense of guilt;

success experience;

in situation of misfit of environment requirements and the possibilities;

in situation of misfit of their requirements and possibilities of environment to correspond to them;

in any situation of change of a habitual course of life.

23. During reflective activity one of the following prevails (choose one variant):

visual images;

sound images;

kinesthetic images;

logical schemes.

Points 24 and 25 assume the former scheme of answers of the test person – on a scale from 0 to 10 points:

24. Do generalized or detailed images prevail during your reflective activity? 0 – generalized, 10 - detailed.

25. Do simple or complex images prevail during your reflective activity? 0 – simple, 10 –complex.

In point 26 the test person has to choose variants of answers from the offered list again.

26. As a result of reflective activity you usually form (choose 3 variants):

image of achievement;

motive;

purpose;

psycho-physiological recession;

psycho-physiological tonus;

impulse to action;

changes in an emotional condition to the best,

emotional pressure;

certain intellectual result (made decision, answers to the vital issues, the plan of action);

feeling of end (solving) of a problem;

nothing (process ends with nothing).

Here we represent results of research of 72 test persons, the students of the Saratov State University trained in the courses "Pedagogical education" and "Psychology-pedagogical education".

### **Analysis and discussion of results**

At the beginning we want to present results of those points of a technique in which a test person should make a choice between several offered variants of the answer. We remind there were three of them: 22 – starting mechanisms of reflection, 23 – reflective images, 26 – results of reflection.

The following data on diagnostics of starting mechanisms of reflection has been obtained: circumstances of the beginning of reflective activity ranged in decreasing order of quantity of the respondents who have chosen them. Problem situations – have been chosen by 58 respondents (80,5 %); Past assessment – by 54 respondents (75 %); Sense of guilt – 40 respondents (55,6 %); Planning situations – by 39 respondents (54,2 %); Interpersonal conflicts – by 37 respondents (51,4 %); Life change – by 36 respondents (50 %); Misfit of requirements of environment and the possibilities – by 21 respondent (29,2 %); Psycho-physiological recession – by 17 respondents (23,6 %); Sense of duty – by 17 respondents (23,6 %); Success experience – by 15 respondents (20,8 %); Misfit of their own requirements and possibilities of environment – by 15 respondents (20,8 %); Impulse from the outside – by 5 respondents (6,9 %).

Results of diagnostics of reflective images have shown the following:

visual images – by 31 respondents (43,1 %);

logical schemes – by 30 respondents (41,67 %);

sound images – 7 respondents (9,7 %);

kinesthetic images – 4 respondents (5,6 %).

Answers to a question on results of reflective activity were distributed as follows:

Impulse to action – 50 respondents (69 %);

Occurrence of the purposes – 42 respondents (58 %);

Intellectual result – 31 respondents (43 %);

Occurrence of an image of achievements – 28 respondents (38 %);

Changes in an emotional condition to the best – 20 respondents (27 %);

Feeling of solving the problem – 16 respondents (22 %);

Motive imagined – 13 respondents (18 %);

Psychophysiological tonus – 8 respondents (11 %);

Emotional pressure – 6 respondents (8 %).

From all above-stated it is possible to draw a conclusion that the majority of students have noted positive result of reflective activity. And only 2 respondents have noted psycho-physiological recession as result of their reflective activity, and 1 student has allocated that reflective activity ended with nothing for him.

Among the students participating in diagnostics, the obvious prevalence of high level of the general reflection is noted. Also high expressiveness of a retrospective reflection is revealed. The retrospective reflection is shown in propensity to the analysis of activity already executed in the past and events happened. In this case reflection subjects are preconditions, motives and the event reasons; the maintenance of last behaviour, and also its productive parameters and, in particular, the mistakes made. This reflection is expressed, in particular, in how often and how long the subject analyzes and estimates; the occurred events, whether it is inclined in general to analyze the past. Similarly, high indicators of a perspective reflection are diagnosed. The perspective reflection corresponds with function of the analysis of forthcoming activity, behaviour, planning as that, forecasting of probable

outcomes. The high indicator of reflection of dialogue testifies to an orientation of reflection of respondents on other people. The high indicator of reflection of the present activity provides direct self-checking of behaviour of the person in an actual situation, judgement of its elements, event analysis, ability of the subject to correlation of the actions with a situation and their coordination according to changing conditions and own condition. Behavioral manifestations and characteristics of this kind of reflection are, in particular, time of considering the subject of the current activity; that, how often they recourse to the event analysis; degree of expansion of decision-making processes; tendency to self-study in specific situations.

Further we established interrelations between the separate parameters of a reflection from our questionnaire by means of the correlation analysis. Following significant communications have been revealed.

The requirement for reflection is positively correlated with indicators: duration of experience of failures/successes (0,309,  $p \leq 0,01$ ), weight of experience of failures/successes (0,300,  $p \leq 0,05$ ), meditations about philosophical problems (0,454,  $p \leq 0,001$ ), satisfaction reflection (0,459,  $p \leq 0,001$ ), ability to reflect (0,417,  $p \leq 0,001$ ), variety of strategy (0,301,  $p \leq 0,05$ ), adaptiveness to life (0,316,  $p \leq 0,01$ ), prevalence of difficult images (0,314,  $p \leq 0,010$ ).

Duration of experience of failures/successes is positively correlated with indicators: weight of experience of failures/successes (0,770,  $p \leq 0,001$ ), meditations about philosophical problems (0,292,  $p \leq 0,05$ ), desire to develop ability to reflect (0,328,  $p \leq 0,01$ ), advantage of reflection for study (0,249,  $p \leq 0,05$ ).

Weight of experience of failures/successes is positively correlated with indicators: meditations about philosophical problems (0,389,  $p \leq 0,001$ ), desire to develop ability to reflect (0,330,  $p \leq 0,01$ ), prevalence of difficult images (0,267,  $p \leq 0,05$ ).

Meditation about philosophical problems is positively correlated with indicators: satisfaction reflection (0,461,  $p \leq 0,001$ ), ability to reflect (0,407,  $p \leq 0,001$ ), desire to develop ability to reflect (0,399,  $p \leq 0,001$ ), advantage of re-reflection for study

(0,361,  $p \leq 0,01$ ), dynamism of images (0,244,  $p \leq 0,05$ ), prevalence of difficult images (0,289,  $p \leq 0,05$ ).

Satisfaction reflection is positively correlated with indicators: ability to reflect (0,636,  $p \leq 0,001$ ), desire to develop ability to reflect (0,513,  $p \leq 0,001$ ), advantage of reflection for study (0,481,  $p \leq 0,001$ ), clearness of images (0,386,  $p \leq 0,001$ ), a variety of strategy (0,335,  $p \leq 0,01$ ).

Ability to reflect is positively correlated with indicators: desire to develop ability to reflect (0,503,  $p \leq 0,001$ ), advantage of reflection for study (0,390,  $p \leq 0,001$ ), clearness of images (0,370,  $p \leq 0,01$ ), a variety of strategy (0,266,  $p \leq 0,05$ ), adaptiveness to high school (0,245,  $p \leq 0,05$ ).

Desire to develop ability to reflex is positively correlated with indicators: advantage of a reflection for study (0,674,  $p \leq 0,001$ ), clearness of images (0,457,  $p \leq 0,001$ ), a variety of strategy (0,259,  $p \leq 0,05$ ).

Advantage of a reflection for study is positively correlated with indicators: clearness of images (0,346,  $p \leq 0,01$ ), dynamism of images (0,302,  $p \leq 0,05$ ), a variety of strategy (0,278,  $p \leq 0,05$ ), adaptiveness to high school (0,357,  $p \leq 0,01$ ).

Clearness of images is positively correlated with indicators: dynamism of images (0,435,  $p \leq 0,001$ ), a variety of strategy (0,261,  $p \leq 0,05$ ), adaptiveness to life (0,266,  $p \leq 0,05$ ), adaptiveness to high school (0,272,  $p \leq 0,05$ ), detail of images (0,316,  $p \leq 0,01$ ), prevalence of complex images (0,291,  $p \leq 0,05$ ).

Dynamism of images is positively correlated with indicators: adaptiveness to life (0,282,  $p \leq 0,05$ ), prevalence of complex images (0,264,  $p \leq 0,05$ ).

Rationality of reflection is positively correlated with an adaptiveness to life (0,328,  $p \leq 0,01$ ).

A variety of strategy is positively correlated with indicators: adaptiveness to life (0,339,  $p \leq 0,01$ ), detailing of images (0,363,  $p \leq 0,01$ ). Adaptiveness to life is positively correlated with indicators: adaptiveness to high school (0,711,  $p \leq 0,001$ ), detailing of images (0,251,  $p \leq 0,05$ ). Adaptiveness to high school is positively

correlated with an indicator of detailing of images (0,282,  $p \leq 0,05$ ). Granularity of images is positively correlated with prevalence of complex images (0,427,  $p \leq 0,001$ ).

Starting mechanisms of reflection have been revealed as positive as negative communications with its separate parameters.

Problem situation is correlated with adaptiveness to life (0,425,  $p \leq 0,001$ ).

Planning situation is negatively correlated with duration of experience of failures/successes (-0,440,  $p \leq 0,001$ ), difficulty of experience of failures/successes (-0,361,  $p \leq 0,01$ ).

Psycho-physiological recession is positively correlated with duration of experience of failures/successes (0,290,  $p \leq 0,05$ ), difficulty of experience of failures/successes (0,358,  $p \leq 0,01$ ), satisfaction reflection (0,301,  $p \leq 0,05$ ), ability to reflex (0,376,  $p \leq 0,01$ ), desire to develop ability to reflex (0,370,  $p \leq 0,01$ ). Success experience is positively correlated with adaptiveness to high school (0,311,  $p \leq 0,01$ ).

Past estimation - is positively correlated with indicators: requirement for reflection (0,237,  $p \leq 0,05$ ), satisfaction reflection (0,242,  $p \leq 0,05$ ).

Impulse from the outside is negatively correlated with requirement for reflection (-0,245,  $p \leq 0,05$ ).

Misfit of the possibilities is negatively correlated with requirement for reflection (-0,257,  $p \leq 0,05$ ), and ability to reflex (-0,338,  $p \leq 0,01$ ).

Misfit of possibilities of environment is positively correlated with difficulty of experience of failures/successes (0,253,  $p \leq 0,05$ ) and negatively correlated with adaptiveness to high school (-0,355,  $p \leq 0,01$ ).

Images of reflection also have significant communications with its parameters and starting mechanisms.

Visual images are positively correlated with dynamism of images (0,272,  $p \leq 0,05$ ) and negatively correlated with a past estimation (-0,275;  $p \leq 0,05$ ).

Kinesthetic images are positively correlated with sense of duty (0,293,  $p \leq 0,05$ ) and misfit of possibilities of environment (0,323,  $p \leq 0,01$ ).

Logical schemes are positively correlated with the situation of planning (0,325,  $p \leq 0,01$ ), the past assessment (0,292,  $p \leq 0,05$ ) and negatively correlated with the interpersonal conflict (-0,248,  $p \leq 0,05$ ).

Significant communications between results of reflection and its parameters, starting mechanisms and the maintenance of images are observed also.

Image of achievement is positively correlated with satisfaction reflection (0,235,  $p \leq 0,05$ ). Image of achievement is negatively correlated with sense of guilty (-0,284,  $p \leq 0,05$ ), sound images (-0,261,  $p \leq 0,05$ ).

Motive is positively correlated with impulse from the outside (0,297,  $p \leq 0,05$ ). Purpose is negatively correlated with psycho-physiological recession (-0,259,  $p \leq 0,05$ ).

Psycho-physiological recession is negatively correlated with rationality of a reflection (-0,390,  $p \leq 0,001$ ) and positively correlated with impulse from the out-side (0,286,  $p \leq 0,05$ ).

Change of emotions to the best is negatively correlated with a planning situation (-0,238,  $p \leq 0,05$ ) and positively correlated with sense of duty (0,312,  $p \leq 0,01$ ).

Emotional intensity is negatively correlated with satisfaction reflection (-0,248,  $p \leq 0,05$ ), ability to reflex (-0,253,  $p \leq 0,05$ ), change of a course of life (-0,301,  $p \leq 0,05$ ).

Intellectual result is positively correlated with the situation of planning (0,261,  $p \leq 0,05$ ), sound images (0,272,  $p \leq 0,05$ ).

Feeling of problem solution is negatively correlated with desire to develop ability to reflex (-0,239,  $p \leq 0,05$ ) and with a variety of strategy (-0,263,  $p \leq 0,05$ ).

Absence of results of reflection is negatively correlated with dynamism of images (-0,267,  $p \leq 0,05$ ), variety of strategy (-0,247,  $p \leq 0,05$ ) and the problem situation (-0,241,  $p \leq 0,05$ ).

Thus, numerous correlations between parameters, starting mechanisms, images, results of reflection are noted. The requirement for reflection positively correlates with such indicators, as «duration of experience of failures/successes», «difficulty of experience of failures/successes», «meditations about philosophical

problems», «satisfaction a reflection», «ability to reflex», «a variety of strategy», «adaptedness to life», «prevalence of difficult images». According to the requirement for reflection, the more the need in reflection expressed, the longer and harder failures or successes are experienced, the person reflects on philosophical problems more often, the ability to reflex is developed and there is a satisfaction with this process, the quantity of prospective behavioural strategy in this or that situation is more extensive and there are more difficult images, above level of adaptiveness to life.

Positive interrelations of duration of experience of failures or success with following factors are revealed: «weight of experience of failures/successes», «meditations about philosophical problems», «desire to develop ability to reflex», «advantage of reflection for study». Differently, the longer the person experiences the failures or success, the more considerable weight of these experiences, the meditations about philosophical problems are more often, as well as more desire to develop ability to reflex, the advantage of the given ability for study is realized in a greater degree.

Difficulty of experience of failures or success is positively connected with meditations about philosophical problems, desire to develop ability to reflex and prevalence of difficult images in reflection process. It turns out, the harder the person endures the failures or success, more often they reflect on philosophical problems, the desire to develop ability to reflex is more developed and images in the course of reflection are more complex.

Also we had been revealed positive interrelations of meditations about philosophical problems with such parameters, as «satisfaction reflection», «ability to reflex», «desire to develop ability to reflex», «advantage of reflection for study», «dynamism of images», «prevalence of difficult images». That is, the more often the person reflects on philosophical problems, on satisfaction reflection, ability to reflex and desire to develop this ability is developed, they see the big advantage for study in this process, and images during a reflection are more complex and dynamic.

Also it is evident from the data that satisfaction reflection positively correlates with ability to reflex, desire to develop ability to reflex, advantage of a re-reflection for study, clearness of images and a variety of strategy. In other words, satisfaction reflection, especially develops ability to reflex and desire to develop this ability, in the given process the big advantage for study is evident, images are more accurate and prospective strategy is more various.

There is positive communication between ability to reflex and desire to develop this ability, advantage of a reflection for study, clearness of images, a variety of strategy and adaptiveness to high school. In other words, the ability to reflex is more developed, the desire to develop given ability is more expressed, advantage of this ability for the study is represented more considerably, more accurately arising images put forward behavioural strategy in this or that situation, above adaptiveness to high school.

The desire to develop ability to reflex is connected with advantage of a reflection for study, clearness of images and a variety of strategy. It turns out that the desire to develop ability to reflex is more expressed, the big the advantage of the given ability for study is evident, reflective images are more accurate and prospective strategy are more various.

We have revealed positive interrelations of advantage of reflection for study with clearness and dynamism of images, a variety of strategy and adapted-ness to high school. The more advantage of a reflection for study, the more accurately and dynamism of images arising in the course of a reflection, then more variously put forward strategy and above adaptedness level to high school is represented.

Clearness of images positively correlates with dynamism of images, a variety of strategy, adaptiveness to life and high school, granularity and complexity of images. Accordingly, the more accurate images arise in the course of a reflection, the more dynamic, detalized and more complex they are, the more quantity of prospective strategy is , the higher level of adaptedness to life and high school is.

It is evident that the higher adaptedness of the person to life is, the higher adaptedness to high school is, the more rational reflection, more variously strategy of behaviour put forward by it in various situations, more dynamic the images arising in the course of a reflection.

Further we had been revealed correlation communications of starting mechanisms of a reflection with various factors.

So, the problem situation causes process of a reflection in people with high level of adaptedness to life is more often; prompting from the outside – at people with not developed requirement for reflection; success experience – at people with high level of adaptedness to high school; change of a course of life – at people with limited enough quantity of supposed behavioral strategy.

Situation of planning provokes the beginning of a reflection at people with insignificant weight and duration of experience of failures or success is more of-ten; a past estimation – at people with the developed requirement for reflection and enough satisfied with the reflection; discrepancy of the possibilities – at people with low expressed requirement for a reflection and with low level of ability to reflex; discrepancy of possibilities of environment – at people with high level of adaptedness to high school and enough own failures taking hard situation or success.

Positive correlation communications with such starting mechanism of a reflection as psychophysiological recession, we see with following parameters: «duration of experience of failures/successes», «weight of experience of failures/successes», «satisfaction a reflection», «ability to reflex», «desire to develop ability to reflex».

Then we had been revealed correlation communications of images of a reflection with various parameters.

So, visions images are positively connected with dynamism of images and is negative – with such starting mechanism of a reflection, as a past estimation. That is, at an estimation of the past the person seldom enough resorts to visions. It is possible to explain it to that in due course visions become more indistinct, are erased from

memory. Also it is possible that visions of last situations strengthen traumatic effect of memoirs, and the person subconsciously avoids to come back to them.

To kinesthetic images are resorted when starting mechanisms of a reflection are call of duty and discrepancy of possibilities of environment. It is possible to explain it to that in such situations the person searches for possibilities of the active action embodied in movement.

Logic images of a reflection are in positive interrelation with a situation of planning and an estimation of the past and in negative interrelation with the interpersonal conflict.

Following our step had been revealed correlation communications of results of a reflection with its other parameters.

As we see, the image of achievement is positively connected with satisfaction a reflection and is negative – with sense of guilt and acoustical images. Differently, when as result of a reflection the image of achievement then above satisfaction of the person a reflection, the trigger mechanism of a reflection is sense of guilt less often acts, and acoustical images are to a lesser degree involved.

Motive acts as result of a reflection at prompting from the outside as the trigger mechanism of a reflection is more often, and the purpose is rarer at psychophysiological recession.

Psychophysiological recession as result of a reflection is often observed at insufficient rationality of a reflection and at prompting from the outside; intellectual result – at prevalence of acoustical images and in planning situations.

Such result of a reflection as emotional intensity, it is possible to observe at insufficiently developed ability to reflex and low satisfaction this process more often. Also reflection given result is seldom observed at change of a course of life.

From the table it is visible that change of emotions to the best occurs at such trigger mechanism of a reflection, as «a planning situation», and more often – at such mechanism, as "call of duty" less often.

In addition to everything, it is revealed that than more poorly at the person the desire to develop ability to reflex is expressed and the quantity of prospective strategy of behaviour in this or that situation is more poor, the it is less result of a reflection the feeling of the permission of a problem acts.

Absent result of a reflection negatively correlates with dynamism of images, a variety of strategy and a problem situation. In other words, then more dynamic images and more various put forward strategy, than happens less often so that in general there is no result of a reflection. Also when the starting mechanism of a reflection is the problem situation then absence of result of a reflection is less probable.

### **Conclusion**

During discussion of a problem of a role of a reflection in educational activity of students there is obvious a necessity of diagnostic-methodical device specially focused on these problems. The technique of studying of parameters of reflection offered by us among students unites in itself diagnostics of such different parameters as starting mechanisms, images and results of a reflection, and also degree of expressiveness of its concrete properties. Numerous significant correlations between technique indicators confirm its validity and possibility of further use in the diagnostic and research purposes.

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