



Psychological Mechanisms Of Reflexive Abilities In The Student Period

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Abstract: The article presents a theoretical and analytical analysis of the psychological mechanisms that shape reflexive abilities during the student period. The student period is considered one of the most complex and dynamic stages of personality development, during which self-awareness intensifies, personal identification becomes more active, and the need to analyze one's own thoughts, emotions, and behavior increases. As a result of the analysis, the main mechanisms that activate reflexive abilities were systematized, including the activation of inner speech, perception and regulation of emotional experience, social comparison and identification based on social roles, independent self-evaluation, motivation for change, as well as the integration of psychological defense and self-regulation processes. Based on the scientific views of scholars who studied the problem of reflection in Uzbek psychology (R.I. Sunnatova, A.A. Fayzullaev, N.S. Safaev, E.M. Mukhtorov, E.A. Quljonov, N.I. Khalilova, B.G. Gappirov, V.M. Karimova, Sh.R. Baratov, E.G. Goziev, A.M. Jabborov, Z.T. Nishonova, R.Z. Jumayev, Sh.V. Azizova, E.A. Khakhlina, O.B. Shamsiyev, and others), an integrative model of reflexive abilities is proposed.

Keywords: Reflection, reflexive ability, self-awareness, inner speech, social comparison, motivational self-regulation, psychological defense, emotional stability, identification.

Introduction: During the student period, personality development accelerates significantly in terms of internal content: the student's inner world changes, personal identification intensifies, and the need for self-awareness and self-evaluation increases. It is precisely during this period that reflexive processes manifest themselves as mechanisms aimed at deep reflection on one's own thoughts, emotions, and behaviors, their conscious control, and correction when necessary. The

active development of reflexive abilities serves as a decisive factor in the formation of emotional stability, decision-making skills, critical thinking, and a sense of responsibility.

The generalization of existing scientific views shows that during the student period reflection functions as:

- an internal mechanism of self-awareness and self-evaluation;
- a means of analyzing and regulating behavior;
- a factor that strengthens the acceptance of social values and the sense of personal responsibility.

Research in Uzbek psychology has examined reflection in close connection with personality development, self-awareness, social adaptation, psychological defense, motivational self-regulation, and moral self-consciousness. In particular, R.I. Sunnatova analyzes individual-typological characteristics of thinking, constructive and destructive forms of self-evaluation, and aspects related to independent decision-making; A.A. Fayzullaev presents motivational self-regulation as a step-by-step mechanism; E.A. Quljonov examines self-evaluation and impulsivity/aggressiveness within the framework of social readaptation and correction of maladaptive behavior; N.S. Safaev demonstrates the relationship between components of self-awareness and social activity; V.M. Karimova [1] emphasizes the connection between family cooperation and social reflexivity; Sh.R. Baratov [2] substantiates that the roots of aggressiveness lie in incorrectly formed psychological defense mechanisms; E.M. Mukhtorov develops indicators and a model of psychological self-defense in students [3];

Z.T. Nishonova links reflexivity with emotional-volitional balance and behavior modification training.

The purpose of the study is to systematize the psychological mechanisms shaping reflexive abilities during the student period and provide an integrative description based on the presented scientific content.

The objectives of the study include:

- revealing the functional role of reflexive abilities during the student period;
- identifying cognitive, emotional, motivational, and social determinants that activate reflection as mechanisms;
- presenting an integrative explanatory model based on studies of Uzbek psychologists;
- substantiating practical directions for developing reflexive abilities in the educational environment.

METHODS

This article has a theoretical-analytical (conceptual)

character and relies exclusively on the scientific ideas presented in the provided text. The following methods were applied:

Theoretical analysis and generalization: ideas about reflection and reflexive abilities during the student period were structurally differentiated.

Content analysis: the presented mechanisms (inner speech, emotional perception, social comparison, independent self-evaluation, motivational regulation, psychological defense) were coded into thematic blocks.

Logical integration: based on studies of Uzbek psychologists, an integrative model explaining reflexive abilities (inter-block relationships) was described.

RESULTS

As a result of the analysis, the psychological mechanisms ensuring the formation and development of reflexive abilities in students were systematized into seven main mechanism blocks.

1. Mechanism of Activating Inner Speech. Reflexive processes intensify through the student's "inner address" to oneself: justification of one's own thoughts, conscious regulation of emotional responses, and critical evaluation of situations are organized through inner speech. Inner speech serves as the "operational field" of reflection, where the student becomes aware of oneself, evaluates behavior, and constructs a plan for correction.

2. Mechanism of Perception and Regulation of Emotional Experience. During the student period, reflection is not only a cognitive process but also a process of understanding and regulating emotional experience. Emotional stability appears as both an important result and a prerequisite of reflexive activity: resilience in stressful situations, maintenance of motivational stability, and decision-making based on moral and ethical principles are associated with reflexive analysis.

In Z.T. Nishonova's approach, the formation of reflexive abilities is closely related to emotional-volitional balance; lack of empathy and uncertainty in identification are noted to cause difficulties in self-awareness. The behavior modification training developed by Nishonova serves to enhance reflexivity by regulating emotions, analyzing negative behaviors, and understanding interpersonal conflicts [4].

3. Mechanism of Social Comparison and Identification. During the student period, attitudes toward social roles, values, and moral standards are formed. Reflection functions as the internal evaluative mechanism of these processes. Social comparison (comparing oneself with others), acceptance of social values, and the sense of

personal responsibility serve as the sociogenic foundation of reflexive abilities.

In R.Z. Jumayev's [5] approach, national self-awareness is interpreted as an important psychological regulator of social behavior: during the student period, reflective processes related to national identification intensify, strengthening moral standards and social responsibility.

4. Mechanism of Independent Evaluation and "Constructive Self-Evaluation"

Within the framework of individual-typological characteristics analyzed by R.I. Sunnatova, constructive and destructive forms of self-evaluation directly influence reflexive activity. When a person positively accepts oneself, self-esteem, congruence, and internal harmony increase, reflexive analysis acquires a constructive character, and the aspiration for independent development intensifies. Conversely, when internal conflicts increase and self-esteem decreases, self-evaluation takes a negative form, preventing the full realization of personal potential.

5. Mechanism of Motivational Self-Regulation (Stage Model). In A.A. Fayzullaev's research, motivational self-regulation is revealed as a step-by-step mechanism:

- emergence and awareness of internal arousal;
- internal acceptance of the motive (evaluation based on moral norms and values);
- transformation of the motive according to situational conditions;
- stabilization of the motive and its transformation into a character trait;
- activation of potential arousal (sometimes manifested in behavior without conscious awareness).

This stage-based structure demonstrates the close connection between reflection and motivation: reflection functions as an "evaluation filter" at each stage, strengthening the student's conscious choice and self-regulation.

6. Relationship Between Psychological Defense Mechanisms and Reflection. E.M. Mukhtorov analyzes indicators, formation, and group/individual manifestations of psychological self-defense in students and emphasizes the development of new methodological approaches. Psychological defense mechanisms play a dual role in reflexivity:

- a supportive role (maintaining internal stability and enabling continued reflection);
- a limiting role (if defense is incorrectly formed, reflexive analysis weakens and conscious behavioral regulation is disrupted).

E.G. Goziev [6] shows that when significant factors of the social environment and national values are insufficient, psychological stability weakens in students, leading to a decline in reflexive processes.

7. Mechanism of Reflexive Control of Maladaptive Behavior, Impulsivity, and Aggressive Reactions. Sh.R. Baratov links the emergence of aggressiveness to incorrectly formed psychological defense mechanisms: when emotional balance is disrupted, the student responds with aggressive reactions, which restrict reflexive activity and weaken regulation.

In E.A. Quljonov's research, maladaptive behavior, low self-evaluation, impulsivity, aggressiveness, and weak social adaptation are analyzed, emphasizing their direct relationship with reflexive potential and emotional stability.

A.M. Jabborov substantiates that under conditions of motivational deficiency, the inability to adequately express one's internal state leads to a decrease in reflexivity.

General result: reflexive abilities during the student period are formed based on the integration of (a) self-awareness–evaluation–regulation, (b) motivational regulation, (c) psychological defense, (d) emotional-volitional balance, and (e) social identification mechanisms.

DISCUSSION

The results indicate that reflexive abilities during the student period should be understood not merely as a cognitive phenomenon but as a complex regulatory system that stabilizes the inner world of the individual and ensures social adaptation.

First, reflection strengthens the student's "self-concept": justification of one's own thoughts, selection of personal values and moral standards, and clarification of positions toward social roles occur through reflexive analysis. In this direction, B.G. Gappirov highlights the dynamic development of moral self-awareness in the educational process, demonstrating the connection between moral reflection, responsibility, and decision-making.

Second, reflexivity enhances independent development of the student in combination with motivational self-regulation. Fayzullaev's stage model shows that reflexive evaluation determines the quality of each stage: internal acceptance and stabilization of motives are reflexive processes linked to personal values and moral norms.

Third, psychological defense mechanisms may either strengthen or weaken reflection. Mukhtorov's approach to psychological defense indicators in student groups demonstrates the importance of directing defense

mechanisms toward constructive forms in developing reflexivity. Baratov's and Goziev's views substantiate that incorrect defense and negative social environments limit reflexive processes.

Fourth, an effective way to develop reflection lies in the proper organization of educational and upbringing conditions: psychological trainings, diagnostic methods, and personality-oriented approaches can activate reflexive thinking, as also emphasized in the presented text. Nishonova's training approach and Khalilova's views on psychological characteristics of self-control indicate that reflexivity serves as the psychological foundation of self-regulation and social adaptation.

CONCLUSION

-during the student period, reflexive abilities represent one of the central mechanisms of personality development, integrating processes of self-awareness, evaluation, and regulation.

-psychological mechanisms of reflexive abilities are characterized by the integration of inner speech, perception and regulation of emotional experience, social comparison/identification, independent evaluation, motivational self-regulation, and psychological defense mechanisms.

-studies by Uzbek psychologists (Sunnatova, Fayzullaev, Safaev, Mukhtorov, Quljonov, Nishonova, Baratov, Goziev, Karimova, Jabborov, Jumayev, Khalilova, Azizova, Khakhlina, Shamsiyev, Gappirov, and others) substantiate reflection as a phenomenon closely related to social adaptation, moral self-awareness, emotional stability, and motivational regulation.

-to develop reflexive abilities, it is advisable to organize psychological trainings, diagnostics, and personality-oriented pedagogical conditions in an integrated manner within the educational environment.

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