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THE ESSENCE OF REFLECTIVE IN THE CONTEXT OF METACOGNITIVE DEVELOPMENT

Сущность рефлексии в контексте метакогнитивного развития

In the modern world, a person's reflexive abilities – their ability to recognize and adequately evaluate both themselves and the surrounding reality – are becoming increasingly important for effective functioning in a constantly changing environment. In this context, psychological analysis of the reflexive aspects of personality, related to the concepts of reflection, reflexivity, and reflective skills, is particularly important and relevant. These issues remain understudied in the field of psychology.

The aim of our study is to examine the concept of reflection from a psychological point of view and determine its role in science.

Reflection is an important aspect of educational activity, representing a process of self-knowledge and analysis of one's actions and inner life. It helps individuals understand how they are perceived by others and promotes the development of spirituality. Reflection is essential for understanding free choice and comparing what is desired with what is actually possible [4].

Developing reflection in the educational process helps bridge the gap between theory and practice by integrating active and student-centered approaches. This requires changes in the pedagogical conditions of the educational process [3].

Great importance is attached to the fact that reflection is also a metacognitive strategy that encourages teachers to critically analyze their actions and decisions. It is essential for understanding the teacher's role and promotes the establishment of trusting relationships between teacher and student, regardless of academic performance. The systematic study of reflection in Russia began in the late 1950s with the work of N. G. Alekseev, who developed the philosophical, methodological, and psychological aspects of reflection in the social sciences. Important contributions were also made by philosophers and psychologists such as V. F. Asmus, P. Ya. Galperin, and others.

Modern research shows that reflection is a synthesis of holistic processes and an important individual characteristic influencing behavior. The development of reflexive technologies in education is based on the principles that goals and reflection should occur in the context of both knowledge acquisition and personal development [2].

The outcome of reflective activity is the development of the student, transforming learning content into a means of enhancing learning abilities. Effective reflective technologies in education rely on principles that integrate goal-setting and meaning-making within knowledge assimilation and personal development, achieved through dialogical communication with others [1].

The role of reflection in creative and intellectual activity lies in setting goals, establishing and adjusting adequate expectations for oneself, based on comparing external demands with the specific situation and the individual's characteristics. In modern educational settings, the emphasis is on the personal development of participants, and this development is an internal process that can be assessed, first and foremost, by the individual. Reflection, as an act of self-observation, introspection, and self-reflection, enables such an assessment. In the educational process, reflective skills help participants organize and record the results of their development and self-improvement, as well as identify the causes of positive or negative dynamics in this process.

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BEYOND THE TERMS:

TRANSLATING THE LINGUACULTURAL CODE OF FOOTBALL DISCOURSE

За пределами терминов:

перевод лингвокультурного кода футбольного дискурса

Football has long transcended the boundaries of a simple sport becoming a global socio-cultural phenomenon. This phenomenon is built and maintained by creating