



## FEATURES OF THE DEVELOPMENT OF PROFESSIONAL REFLECTION OF FUTURE OFFICERS

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**Abstract:** *The article is about the correct formation of the attitude of future officers to military service, to the results of military professional activity, a positive attitude towards commanders and subordinates, as well as responsibility, conscientiousness in the performance of their training duties, about the origin of the development of a conscious attitude to professional activity.*

**Keywords:** *officer's service, personal-activity and functional-genetic approaches, military-professional activity, purposeful activity of a serviceman, professional activity of a modern officer*

### INTRODUCTION

In order to meet the modern requirements of life and profession, a future officer must improve in intellectual, moral, communicative and emotional terms. The mechanism of this improvement is professional reflection, which contributes to a creative approach to military professional activity, achieving its maximum efficiency and effectiveness. It is reflection that "gives birth" to the personal and professional meanings of servicemen of all ranks. The reflective commander contributes to the military team reaching a qualitatively new level of military professional activity. Reflection helps military personnel, even with an outwardly successful course of professional activity, to experience dissatisfaction and, consequently, to think about their professional growth.

The term "reflection" comes from the Latin word reflexio, which means "turning back" and calls the process of self-knowledge by the subject of internal mental assets and states. The



Philosophical Encyclopedic Dictionary gives the following definition: "Reflection is a term meaning reflection, as well as the study of a cognitive act" [1, p.579].

The concept of reflection was introduced into science by the great French scientist Rene Descartes (1596-1650), who considers consciousness primarily as thinking. His words: "To be conscious means to think and reflect on one's own thinking" [3, p. 113]. In the XVII century, the English philosopher John Locke (1632-1704) first used the concept of "reflection" in the modern sense, interpreting it as consciousness of consciousness. Immanuel Kant (1724-1804) considered reflection not in the understanding of the individual, but in the understanding of the collective, implying that it "realizes" itself in a group of subjects. Georg Hegel (1770-1831) strictly distinguished reflection into subjective, related to self-consciousness, and objective, or one that is related to practical activity, describing it as the ability of human consciousness to become the subject of comprehension [4].

Thus, the scientific study of reflection began to be carried out by classical philosophers in the XVI-XIX centuries, who defined it as a new (analytical) state of consciousness, as thinking about thinking, as the idea of an idea, as knowledge about knowledge, as an area between being and a concept that forms reflexive concepts.

## **MATERIALS AND METHODS**

Reflection is a multidimensional, interdisciplinary category, being the subject of study not only of philosophy, but also of psychology, pedagogy, sociology, engineering disciplines, scientific fields related to management, cybernetics, etc.

The problem of reflection attracted the greatest psychologists: B.G.Ananyev, J.Piaget, S.L.Rubinstein [5;138]. In the course of these studies, the importance and significance of reflection for the formation and development of a person's personality, the implementation of many types of professional activities were revealed. It was found that reflection is a complex education, having a complex and multilevel structure. Later, special studies of the problems of reflection appeared in Russian psychology, carried out under the guidance of G.A.Antipov, A.V.Karpov, V.A.Lefevre, A.A.Mukanov, V.V.Ponomareva, I.N.Semenov, S.Yu.Stepanov, G.P.Shchedrovitsky [2].



In modern psychology, there are a number of approaches to understanding abilities. E.P.Ilyin identified two main directions in the course of which the problems of abilities are being developed: personal-activity and functional-genetic approaches [5, p.ZZ].

Representatives of the personality-activity approach consider abilities as properties (or a set of properties) of a personality that affect the performance of any activity (A.G.Kovalev, Ch.Kh.Kuli. N.S.Leites, B.M.Teplov) [6;]. According to this point of view, abilities do not exist before the activity and any abilities can be developed in accordance with the requests of a specific activity [6 p. 186].

The service of an officer, as a specific type of professional activity, requires a special approach to the problem of reflection. This is explained by the fact that military professional activity is a purposeful activity of a serviceman, the process of performing specific functions and job responsibilities in specific conditions of their implementation. For its successful implementation, sufficiently formed knowledge, skills and abilities, mental qualities and personal positions are necessary. Military professional activity has its own characteristics, consisting in the priority of the principle of unity of command, the limitation of the degree of personal freedom, constant readiness to fulfill their professional purpose.

The professional activity of a modern officer is very diverse. On the one hand, this is due to the complex structure of the Armed Forces, the presence of various military specialties, on the other hand, with the development of human society, military service itself becomes more complicated, but the directions of military professional activity remain unchanged.

Let's consider the connection of reflection with the main directions of the military professional activity of an officer.

I. One of the main tasks of training officers is to teach the art of managing people.

Military management is the directed influence of a commander on the personality of a serviceman, a military team or individual socio—psychological processes taking place in him, in order to change his condition or give him new qualities that contribute to the implementation of decisions and the achievement of the intended goals [3, p. 159].

It is difficult to find another similar field, the sphere of action of reflexive laws, where they would act with the same completeness and significance as in the field of management. The



more the managerial influence is mediated by reflexive processes, that is, the more consciously these influences are accepted by subordinates, the higher the final efficiency of the commander-manager will be. Management as a process, as the interaction of the "control center" and "controlled entities" is always mediated. It is always, as it were, "screened" by conscious — reflexive processes. The contact of subjects and their consciousnesses is simply impossible without reflexive means and processes. In this case, reflection should be considered as a professionally important quality (PVK) of a commander, and it is not "one of" such qualities, i.e. not an ordinary one, but the most significant property of a serviceman's personality.

Receiving an order from a superior, or giving it to his subordinates, an officer must: understand the task; assess the situation; develop a plan of action; make a decision; organize interaction; monitor the readiness and practical work of subordinates; manage the actions of subordinates during the performance of their assigned tasks; be able to rally subordinate personnel; report to a superior commander on the results of the execution orders. The analysis of the main managerial actions of the commander allows us to assert that each structural element of this activity is provided with appropriate reflexive skills.

Unfortunately, practice shows that when solving practical tasks, more than 50% of young officers do not know how to determine the core of their activities, divide tasks into main, secondary and additional ones. All this leads to "distraction" in the management of the unit, planning their work, resulting in an unnecessary waste of physical and mental strength. As a result of such activities, there are: a high level of mental tension, aggressiveness, bitterness, a tendency to affect and impulsive discharges of internal tension, a decrease in orientation to compliance with moral norms and rules [2, pp. 16-21].

When should we start purposeful work to develop the ability of future officers to professional reflection?

Many authors point to the need for its development during the period of study in educational institutions, which allows you to form the ability to design, predict and program your further professional activity. We also believe that purposeful, systematic and systematic development of professional reflection should be carried out within the walls of higher military educational institutions.



The processes of reflection develop at all age stages, but the teenage period is especially important, since it is during this period that there is a special sensitivity to the assessments of others, there is a surge of self-criticism. During this period, basic reflexive strategies develop, which become more complicated in the future, and the variability of the reflexive strategies used increases.

Cadets of military universities, as a rule, are young people aged 17-22 years. In psychological research, this age is classified as youthful, as the time of choosing a life path, social self-determination. V.I. Slobodchikov emphasizes that the discrepancy between the "I" as a subject of skills and experiences corresponding to the surrounding conditions, and the "I" that does not correspond to them (not able, not knowing) is not found between "we" and "they", but in their own view of themselves. Such a discrepancy should be understood as an awareness of one's own isolation from other people (a special form of "I am you" consciousness arises). From this moment begins the process of self-restraint, intense awareness of one's desires, goals, motives, abilities, personal qualities. V.I.Slobodchikov also notes that during this period there is a process of differentiation of the content of self-consciousness, the ability to auto-communication ("I- I"), the ability to distinguish oneself from "not oneself" inside yourself (internal reflection). Separating himself from the image of himself in the eyes of the immediate environment, objectifying many of his qualities as "not-me", a person in an internal dialogue is able to go beyond auto-communication as such and enter the realm of universal, vital meanings. At this time, the first assessment of their professional and personal qualities takes place.

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## CONCLUSION

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