

The Influence of the Reflexive Position on the Regulation of the Students' Emotional Sphere

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ABSTRACT

Modern psychological studies of the problem of reflection show its variety and importance. The emotional sphere of an individual also does not lose its significance for psychological research, mediating human behaviour. The article considers the conducted research of the influence of the reflexive position on the regulation of students' emotional states. It is revealed that various indicators of students' reflection (retrospective and prospective reflection of activity, reflection of communication, self-reflection and socioreflexion, differential type of reflection) are developed at an average level, manifestations of the emotional sphere (well-being, activity, mood, emotional experiences, self-control in the emotional sphere, activity and behaviour) of students are most favourable. The conducted one-factor analysis of the data obtained showed that the formed reflexive position affects the emotional sphere of students. The following characteristics of the reflexive position have the most significant influence on the emotional sphere: reflexivity, self-reflection, introspection and socioreflexion. The primary influence of the reflexive position is aimed at such features of the emotional sphere of students as mood, positive emotions and self-control of emotions.

Keywords: Reflection, Reflexive position, Emotions, Emotional states, Students.

1. INTRODUCTION

A large number of works by domestic and foreign authors are devoted to the scientific research of reflection, in which it is shown that the problem of reflection is multifaceted, represented by the presence of various aspects of its understanding. It is characteristic of Russian psychology that the analysis of the reflection phenomenon is associated with the characteristics of self-knowledge, regulation and self-development. The psychological mechanism of reflection is considered the ability of a person to turn consciousness on himself arbitrarily [1]. Reflection is defined as a principle that explains the organisation and development of the human psyche and its highest form - self-consciousness. The mechanisms of reflection perform the function of self-regulation and control, contribute to the harmonious development of personality [2-4]. Reflection makes it possible for a person to discover the meanings of his actions, to comprehend the problems of his character, worldview, attitude towards himself and other people, and also allows him to determine the perspective of

others towards him [5]. S.L. Rubinstein pointed out that reflection takes a person beyond the limits of the life process, makes it possible to withdraw, to take a position outside of it. Reflection is considered an appeal to experience and planning, and designing a life path [4]. A.V. Karpov believes reflexivity to be a meta-ability controlled by the cognitive area of the psychic and acting as a regulator for the entire system [6]. N.F. Talyzina [7] defines reflection as "the ability of a person to be aware of what he is doing, and to argue, justify his activities."

Based on the analysis of modern psychological studies of reflection, we proposed the concept of a reflexive position. A reflexive position is a set of a person's reflexive qualities that determine the general orientation and main functions of a person's interpretation of a subjective reflection of reality. The reflexive position determines the place of reflection, interpretation and analysis of one's personality, behaviour, relationships in human life.

The regulation of the emotional sphere of the individual, the ability to understand his emotional state and adequately build communication and activity on this basis is a significant psychological problem, both in theoretical and applied aspects. Studies of emotions and emotional states and associate them with the needs, desires and aspirations of a person, with his capabilities, with environmental conditions [8-12] Emotional states have a significant impact on actual human behaviour and are a reliable indicator of psychological well-being.

Emotional stability is essential for the successful learning process at the student age, fully manifested in mental balance. Students' emotional reactions are expressed in subjective experiences, their attitude to everything they learn and do, to the world around them [13]. Reflection makes it possible to avoid negative emotions and their consequences, errors of perception and understanding, the interpretation of actions and actions distorted by emotions, which positively contributes to the organisation of constructive psychological communication and interaction [14, 15].

Understanding the influence of reflection and the reflexive position of students on the regulation of the emotional sphere is of great practical importance for the organisation of the educational process at the university, for psychological and pedagogical support for the development of students' personalities.

2. RESEARCH METHODS

To identify the features of the influence of the reflexive position on the regulation of students' emotional states, we conducted an empirical study, during which the following methods were used:

1. Methodology for determining the level of reflexivity (A.V. Karpov, V.V. Ponomareva);
2. Methodology of the expression level and direction of reflection (M. Grant);
3. Questionnaire "Differential type of reflection" (D.A. Leontiev, E.M. Lapteva, E.N. Osin, A.Zh. Salikhova).

4. WBAM method: well-being, activity, mood (V.A. Doskin, N.A. Lavrentieva).

5. The method "Scale of differential emotions" (K. Izard, in the adaptation of A.B. Leonova).

6. Questionnaire to identify the severity of self-control in the emotional sphere, activity and behaviour (G. S. Nikiforov, V. K. Vasiliev and S.V. Firsova).

Statistical data analysis methods included single-factor analysis of variance (ANOVA), using the IBM SPSS Statistics 21.0 software.

The study involved undergraduate students of various study fields of the Bryansk State University named after Academician I.G. Petrovsky, Bryansk (Russia) (N=70).

3. RESEARCH RESULTS

The results of studying the features of the reflexive position of students using the method of determining the level of reflexivity (A.V. Karpov, V.V. Ponomareva, Table 1) show that students have average indicators for the types of reflection presented (retrospective reflection of activity, reflection of present activity, consideration of future activity, reflection of communication). Consequently, the analysis of activities already performed in the past and upcoming activities, planning, analysis of activities and behaviour in the current situation, and relationships with others for effective interpersonal interaction is sufficient.

Next, we will consider the results according to the method of M. Grant, which allows us to identify the features of self-reflection and socioreflexion. The average value for the first indicator is 37.2 points and for the second indicator 36.2. Students are able to analyse other people's ideas about them and their activities and build effective interaction based on socioreflexion.

Table 1. Average values according to the characteristics of students' reflection

Types of reflection	Indicators
Retrospective reflection of activity	27,7
Reflection on the present activity	28,9
Consideration of future activities	29,1
Reflection of communication	30,2
General reflection	115,65

Table 2. The results of the study of students' emotional experiences

Levels	Index of positive emotions	Index of negative emotions	Index of anxiety-depressive emotions
High	34	32	43
Average	40	42	37
Low	26	26	20

Let's consider students' results using the method "Differential type of reflection" (D.A. Leontiev et al.). Systemic reflection, which allows you to look at yourself from the outside, has indicators of 29.4 points; indicators of introspection, concentration on your own experiences and states are 29.1 points. The average values on the "Quasi-Reflection" scale, reflecting reflections that are not directly related to the current life situation, are within the average range and amount to 28.5 points.

Next, we will analyse the data on the characteristics of the emotional sphere of students.

To study the emotional state of students in different areas of training, the WBAM method of V.A. Doskin, N.A. Lavrentieva was used.

A high level of well-being, energy, and cheerfulness was revealed in 32% of students, an average level in 40%, and a low level in 28% of students. According to the "activity" scale, the following features were revealed: the high level is 46%, the low level of activity was detected in 28% of students, and the average is 26%. During the study of students' mood, it was revealed that 44% of students have a good mood, 36% have an average mood, and 20% have a low mood. If we analyse the severity of a particular condition in the whole group, we can say that students have the most marked activity and mood and a little less pronounced well-being.

The method "Scale of differential emotions" of K. Izard, adapted by A. Leonova, was used to study the nature of emotions. The results are presented in Table 2.

The data presented in the table show that students have a high and average level of both positive and negative and anxiety-depressive emotions.

In our study, the methodology of G. S. Nikiforov, V. K. Vasiliev and S. V. Firsova aimed at identifying the level of self-control in the emotional sphere, activity and behaviour was used (Table 3). It was revealed that 49% of students have an average level of self-control in the emotional sphere. 31% of the subjects have a high level, and 20% have a low level. Consequently, most students show stability in emotions and behaviour in various life situations.

4. RESULTS DISCUSSION

The comparative analysis of the data obtained by the students' levels and characteristics of reflection showed some features in the formation of this quality in the subjects. It was revealed that almost all aspects (retrospective and perspective reflection of activity, reflection of current activity, reflection of communication, self-reflection and socioreflexion, differential type of reflection) belong to the average indicators. Therefore, it can be noted that students' reflexive skills are developed at a sufficient level, a reflexive position concerning their personality, to other people, to activities, communication and interaction is formed.

The analysis of the characteristics of the emotional sphere of students based on the results of the conducted methods shows that all indicators are presented at medium and high levels (well-being, activity, mood.

Table 3. Manifestations of self-control in the emotional sphere, activity and behaviour

Levels	Self-control in the emotional sphere	Self-control in the activity	Social self-control
High	31	43	29
Average	49	34	40
Low	20	23	31

Table 4. Significant indicators of one-factor analysis of variance in terms of reflection and students' emotional sphere

		Sum of squares	Average Square	F	Value.
Introspection and self-control emotions	Between groups	122,577	61,288	3,682	,030
	Within groups	1115,195	16,645	34	40
Socioreflexion and self-control of emotions	Between groups	87,897	43,949	2,561	,045
	Within groups	1149,874	17,162		
Self-reflection and mood	Between groups	8,161	4,080	2,763	,050
	Within groups	98,931	1,477		
Reflexivity and positive emotions	Between groups	627,750	89,679	1,690	,012
	Within groups	3290,035	53,065		

emotional experiences, self-control in the emotional sphere, activity and behaviour). This may indicate that students have positive emotions, favourable emotional states, psychological comfort.

For a more detailed analysis of the data, statistical processing of the results was used. One-factor analysis of variance (ANOVA) was applied using the IBM SPSS Statistics 21.0 software (Table 4).

Considering the data of one-factor analysis of variance, we can say that the statistically significant influence of reflection on the emotional sphere of the subjects was revealed by the following characteristics:

- introspection and self-control of emotions ($F=3.682$, $p>0.05$, at $r= 0.030$). The expressed ability to deeply understand oneself, analyse one's actions affects the self-control of emotions in students of the entire sample. The ability to understand themselves, analyse their thoughts, feelings allow students to control their emotions in various life situations;

- socioreflexion and self-control of emotions ($F=2.561$, $p>0.05$, with $r= 0.045$). The ability to understand the feelings, motives of behaviour, actions of other people allow the subjects to control their own emotions;

- self-reflection and mood ($F=2.763$, $p>0.05$, at $r= 0.050$). The intensity of self-reflection affects the subjects' mood, helps them realise their emotional states, and regulates them. The constant analysis and control of their actions by students affects their mood;

- reflexivity and positive emotions ($F=2.69$, $p>0.05$, at $r=0.012$). The ability of the test students to analyse their activities, behaviour in specific life situations cause them a positive emotional response. The revealed connection indicates that focusing on their state and

experiences allow the subjects to have positive emotions.

5. CONCLUSIONS

The conducted research, based on the analysis and interpretation of data, allowed us to identify the features of the reflexive position and reflection of upcoming activities and communication, self-reflection and socioreflexion, various types of reflection, showed that the reflexive position of students is formed at a sufficient level, work on understanding their personality, activities and behaviour bring significant results, students are aware of themselves as subjects of their own life and actively act in a social environment.

The study of the reflexive position, covering indicators of the general level of reflexivity, a retrospective reflection of activity, a reflection of upcoming activities and communication, self-reflection and socioreflexion, various types of reflection, showed that the reflexive position of students is formed at a sufficient level, work on understanding their personality, activity and behaviour bring significant results, students are aware of themselves as subjects of their own life and actively act in a social environment.

The study of the emotional sphere of students, including the diagnosis of emotional states, well-being, activity, mood, differential emotions, identification of the level of self-control in the emotional sphere, activity and behaviour, showed the presence of positive emotions in students, favourable emotional states that contribute to efficiency and effective activity.

The conducted one-factor analysis of variance of the data obtained showed that the formed reflexive position affects the indicators of the emotional sphere of students.

Such characteristics found the most significant influence on the emotional sphere: reflexivity, self-reflection, introspection, and socioreflexion. The most significant influence from the reflexive position is such features of students' emotional sphere as mood, positive emotions, and self-control of emotions.

The obtained results show that the development of the reflexive position of students contributes to the regulation of the emotional sphere of students. In this regard, there are opportunities for students' psychological support to develop reflexive skills and emotional self-regulation. Such a direction of psychological work may include educational training, group discussions, and individual and group tasks within the framework of the studied disciplines.

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