Jaroslava BUHERKO, Dina KUZMYNSKA

REFLEXIVE ORGANIZATION OF DECISION-MAKING PROCESS IN YOUTH

БУГЕРКО Ярослава Миколаївна, КУЗЬМИНСЬКА Діна Миколаївна

РЕФЛЕКСИВНА ОРГАНІЗАЦІЯ ПРОЦЕСУ УХВАЛЕННЯ РІШЕНЬ В ЮНАЦЬКОМУ ВІЦІ

Formulation of a scientific problem. In recent years, reflexive processes have become the subject of versatile philosophical, psychological, epistemological and thematic scientific cognition. The concept of reflection is actively used to solve such methodological problems as the organization and conduct of interdisciplinary researches, the promising development of comprehensive study's means of systemic objects of designing collective thought-activity, and the explanation of social and cultural integration mechanisms. The boundaries of the application of this category have expanded to general scientific use, where it is an explanatory principle of the socio-humanitarian sciences.

Multidirectionality and multiplicity of reflexive problems studies lead, on the one hand, to the division of reflexive studies into separate approaches, when the unity of reflection as a multifaceted phenomenon is lost (although the concept of reflection was introduced to overcome the locality of individual psychological knowledge) **[5, p. 33]**, and on the other – to the institutionalization of reflexive psychology, its transformation from a scientific movement (as it became in the last third of the twentieth century) into the scientific discipline.

A significant expansion of the field of philosophic-psychological analysis of reflection, combined with an increase in complex interdisciplinary developments of this problem, requires generalizations of reflexive-psychological, reflexive-acmeological and reflexive-pedagogical searches in order to overcome such a situation in the field of reflection study, when through diversity, lack of structure and heterogeneity of the resulting epistemological material occurs devaluation of the content of the concept itself.

The state of the topic's scientific development. In modern psychology and related disciplines, the concept-representation of reflection is considered in the most diverse aspects. The definitions of this phenomenon of human consciousness are not only quite different, but also somewhat contradictory. This is due to the ambiguity of the content of the conceptually designated object of study itself, from which numerous subjects are distinguished, to which the acts of reflection (knowledge, concepts, representations, feelings, experiences, attitudes, desires, values, meanings, etc.) are processually directed, as well as the distinctive methodological approaches of researchers in their cognition and constitution. However, for the most part, the interpretation of *reflection as the fundamental ability of a person* to consciously relate to his own experiences, thinking, psycho-spiritual states, conditions and ways of carrying out life is common (see. **[6, p. 71]**).

In general, there are different understandings of the concept of reflection in the literature, from which two important aspects can be distinguished: a) *reflexive methodology* as a form of systemic theoretical human activity and b) *self-cognition activity*, which reveals the specifics of the personality's spiritual world. The origins of this two-aspectness are begun in the works of philosophers of past centuries, whose

148

2024. № 2 (90)
DOI: https://doi.org/10.35774/pis2024.02

ISSN 2523-4099 (Online)
ISSN 1810-2131 (Print)

Психологія
і суспільство

studies are based on the theoretical ideas of a certain era and are associated with the use of components of reflection or organization, namely reflexive schemes, reflexive position, reflexive work, reflexive output, reflexive cooperation, reflexive identification, reflexive closure of thinking, reflexive management, reflexive-deed competence, the genesis of methodological reflection, etc. (see details **[2; 5; 7; 10; 11]**.

The specificity of reflection as the basic ability of the subject is in the focus not on the outside world, but on the very way of its cognition, constitution, creation, thanks to which awareness and regulation of life activity are possible and the prospect of a fundamentally new type of interaction with reality, given not directly, but in forms of comprehension, thinking, theorizing, methodologization, appears **[7]**. Reflection opens to a person the ability to comprehend the world, allows to realize the cognitive attitude to the essence in general, to his here-existence, the ability to know and understand himself as a subject, as a personality, and as an individuality as well.

Analysis of the literature on this issue allows us to conclude that various mental and conscious processes are involved in the formation and functioning of reflexive thought-activity. The uniqueness of reflection lies in the fact that, being a result of the integration of other psycho-spiritual formations, reflexive thought-activity (a term introduced into scientific circulation in 2022) by A.V. Furman **[11]** can simultaneously turn on itself and on its other defining psycho-conscious processes for the sake of their analysis, control and regulation. As a multi-aspect phenomenon of the sphere of person's conscious perception, reflection can be described as his ability to realize, and thus to the organization and regulation of one's own mental processes, states, properties, trends, and as a complex-functional conscious process, and as an integral psycho-spiritual trait-quality, and as a metastate, that is, as a state over states, the meaning of which lies in the final awareness and subsequent possibility of a more perfect regulation of their own thought-active states **[8]**. Such a multi-faceted phenomenology of reflection objectively requires a holistic, metasystem, and especially cyclic-deed methodological approach to the construction of its theoretical concept.

The purpose of the article is to analyze the influence of the externally initiated educational problem situation on the reflexive components'

development of high school students and students' cognitive activity and on the organization of their thought-search decision-making process in complex contradictory situations.

The main research material presentation. An important factor in the development of modern psychological science is the complexity, inter-disciplinarity and polyparadigmality of its re-searches. The growing complexity of conceptual constructions, means and methods of psycho-logical cognition naturally requires the use of a reflexive-oriented methodological approach to their analysis, the allocation of principles, "norms" of their life activity, to the disclosure of implicit prerequisites, modular and integral developmental characteristics **[21]**. If we analyze the development of reflection's psychological studies, we can clearly see the influence on the development of its theoretical, methodical and experimental groundworks of methodological orientations of various types: natural-scientific, engineering-technological, formal-consensual, humanitarian-cultural, system-acting, vitacultu-ral. The nature of the interaction of these orien-tations is synchronic, when searches and develop-ments conducted from different methodological positions coexist simultaneously. Naturally, they reveal a generalizing effect on each other in both theoretical and applied terms. This explains the avalanche-like increase in the number of scien-tific explorations from the sphere of psycho-logical substantiation of reflection in the last decade.

This interaction of diverse methodological approaches in the development of reflexive problematics is actualized in two tendencies: firstly, in the development of various aspects of reflection interpretations, and secondly, in the use of various methods of its research regarding the identification of individual empirical features and phenomenal appearances. Analysis of the basic conceptual ideas about reflection, which have developed in multi-oriented psychological directions and which are methodological in na-ture, allows us to formulate such generalizations.

In the format of *natural-scientific* methodo-logical orientation, an important condition is to obtain reliable knowledge as a result of a laboratory experiment, for the requirements of full controllability of all the factors under study. All phenomena, including the subject of research, are interpreted in terms of object-object inter-actions. Reflection here is defined as an

intentionally present natural feature of the psyche, which is manifested in the inertia of thinking, or is likened to a feedback mechanism. With such a naturalistic understanding, the qualitative specificity of reflection as a special, exclusively human, culturally predetermined trait and feature of psyche-consciousness is lost.

A feature of the engineering-technological direction is the orientation towards recipe-technologized knowledge, which can be implemented as an algorithm for studying and transforming an object. Representatives of this direction focus on standardized procedures for achieving specified reference results at the guaranteed minimum level. Indicated methodological orientation in psychology became the impetus for such interpretations of reflection as: 1) the property to be aware of the means and methods of one's thought-activity, 2) the ability to identify oneself and others on the display of consciousness, 3) the thought-activity of establishing a relationship between activities, or their individual structural entities (let's say, motives, representations, methods, means).

A remarkable feature of this direction is a certain formality of the meaningful characteristics of the image of oneself and one's activity in the subject, and the understanding of reflection is characterized mainly only by a reproductive and retrospective view, when it provides the subject with the foundations of search and awareness of the tools already available in the sociocultural context. Specified features lead to a synonymous identification of the reflection concept with the act of awareness, which actually limits the creative potential of reflection and presents it only as a set of a certain number of potentially possible combinations of existing knowledge tools.

Humanitarian-culturological orientation comes from ideas about the expanded reproduction of sociocultural experience and assumes an active human position. Knowledge is revealed in terms of subject-subject interactions, and the development and self-development of personality is not uniquely fixed, but implies variability and sometimes (in a certain sense) unpredictability (unplannedness) of the results. Therefore, reflection as going beyond the intended becomes an important source of personality development. In psychological studies of this direction, reflection is considered as a process of comprehension, rethinking an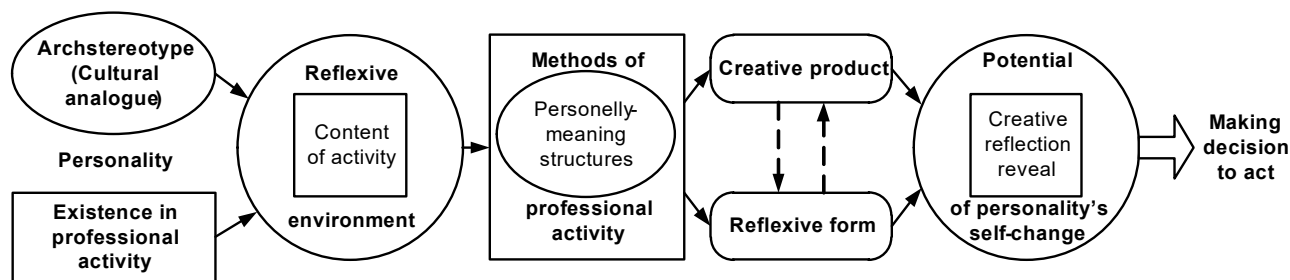d transformation by the subject of the content of consciousness, activity, communication and forms of his socio-cultural experience.

From the standpoint of *content-genetic logic and system-activity methodology*, category-normative analysis of knowledge becomes of paramount importance. The work of methodological seminars as a complex collectively distributed communication and thought-activity organizationally built the very practice of reflection. In fact, the scheme of thought-activity by P. G. Shchedrovytsky, in which reflection provides the possibility of transition between different types of intellectual activity and connects them into a single whole, was removed from the real life of the methodological circle of its participants, who demonstrated the most reflective practice, and at the beginning − freedom of critical thinking in the most complex forms of thought-communication. Here methodological reflection is understood as a mechanism or procedure that connects knowledge of two different types − about the object and about the activity − and is considered in the unity of their activity, communicative and epistemological characteristics.

The most thorough study of methodological reflection as one of the levels of professional methodologization was carried out by Prof. A.V. Furman (see [12]). The deployment of methodological reflection ensures the transition of the researcher from a certain thought-act to the exit into a reflexive position and the achievement of a complete reflexive-deed closure of methodological thinking with various reflexive identifications [11, p. 76-86]. In particular, the reflexive position provides "an objective mechanism for the development of activity: from the impossibility of goal-setting through the awareness of marked forms of activity and its functional enrichment to the search for adequate means-new-formations of an acceptable solution to systemic problems" [12, p. 57].

The development of a thought-reflexively oriented methodological approach in psychology led to the emergence and institutionalization of such a direction as *reflexive psychology*, providing this discipline with the necessary theoretical-methodological base, in particular, in the form of the concept of refletechnology and refleprojection, game reflexology, reflepractice.

An essential feature of the reflexive cultivation methods is the use in the process of their design and scripting of ontological prerequisites of the reflexive-co-creative human's here-exis-

Archstereotype (Cultural analogue) — Personality — Existence in professional activity → Reflexive [Content of activity] environment → Methods of [Personally-meaning structures] professional activity → Creative product / Reflexive form → Potential [Creative reflection reveal] of personality's self-change → Making decision to act

Fig. 1.
**Conceptual scheme of personality's creative reflexivity emergence
in thought-practice of decision-making** (*created by the authors in 16.08.2024*)

tence. The uniqueness and difference of reflepractice from other training or game practices of development and diagnostics demonstrates *the method of reflexive inversions*. Its essence lies in the fact that the participants of reflepractics create special psychological "werewolves" on the basis of reinterpretations of cultural analogues and thus build their own psychovirtual "otherworld," that is, the conditional time space of the fantastic existence of their "otherness" in contrast to the normal, habitual world and everyday style of existence existing in their lives – being [**1, p. 26**]. Besides reflexivity, participants intensively reveal their creative capabilities, thus expanding the potential for self-fulfillment and self-change of the personality. The latter, according to N.V. Grishina, contains three components: the ability and readiness of a person to understand the challenges of the situation and the importance of change; readiness to accept this importance and the ability to act in accordance with conscious challenges (cited in [**3, p. 25**]).

Schematically indicated process is fixed by us as follows **(*Fig. 1*)**.

Although such an "irreal-fantasy" being of a person resembles virtual reality, but it has a more psychoplastic and more organic character. The immersion of a person into the irreal reflexive otherworld created by him makes it possible to understand and remove his own programmatic-behavioral limitations by activating and realizing the previously closed and weakly reflexive structures of individual and collective subconscious experience, and then activate *creative reflexivity*, which, by definition of one of the authors (D.N. Kuzmynska) is the potential of "creative, non-standard, in-depth self-cognition and self-construction of the personality, especially his needs, motives, actions and

his ability to self-awareness, self-development, self-improvement, self-creation" [**4, p. 167**].

A special, actually methodological, meaning acquires the problem of developing reflexive problematic in education, since it is here that the actions of reflexive regularities are with exceptional completeness and significance. The study of these regularities and their corresponding reflexive mechanisms has, in addition to its immediate significance, a broader, purely methodological content [**14**].

One of the universal socio-psychological forms of specifically-practical organization of parity educational activity, which ensures the full-fledged development of reflection, is a model of the training module full functional cycle, proposed by A.V. Furman [**13**]. It substantiates a relatively independent integral part of real developmental interaction with successors, characterized by a complete set of interdependent training, upbringing, educational and self-realization rhythms, consists of four periods, each of which has its own tasks, psychological-didactic content, develops certain aspects of the inner world of the personality, promotes the deployment of various types of reflection **(*table*)**.

A detailed analysis of the features deployment of reflection varieties by one of the authors was carried out earlier (see [**2, p. 784-796**]). In the perspective of the declared problematics, we will consider the features of the reflection formation on the first, namely informational-cognitive, period of the modular-developmental educational cycle, when the organization of primary perception, discovery and intellectual comprehension of a specific educational content occurs, which is realized using the problem-situational technology of obtaining theoretical knowledge. A special role at the same time belongs to *the innovative-psychological climate* of the

Table

The relationship of reflection varieties with periods of the modular-developmental educational cycle

	Periods of modular-developmental process (according to A.V. Furman)			
	Information-cognitive	Normative-regulatory	Value-reflexive	Spiritual-creative
Types of reflection	**Intellectual –** reflection of knowledge about the object and the learning and educational interaction subject's methods of actions with it	**Personal –** reflection on one's standards of deed and images of your own Self as a responsible personality	**Semantic –** reflection of value-semantic comprehension of oneself, the other in the cycle of value individual deed	**Spiritual-existential –** reflection of ideas about the psycho-spiritual world of a person as a universum, the causes and consequences of his deeds and his comprehension of the meaning of life

educational institution (O.Ye. Furman), which epistemologically fixes the self-sufficient integrity of the well-established characteristics organically inherent in modular-developmental learning: dialogicality, trust, attentiveness, mutual assistance, empathy, productivity, efficiency, demanding, benevolent criticism [19].

It is important to note that in modular-developmental learning, a student or a pupil is not just a passive object of influence of a teacher/lecturer who must assimilate a certain amount of knowledge, but also an active subject of his own cognitive-search activity. He analyzes his own thinking tools in comparison with the goals and conditions of searching, turns to the principles of his mental experience, examines them for compliance with the internal conditions of the problem, the features of its structure. Such cognitive activity of the subject, being aimed at awareness of the educational activity carried out, is a reflection, or reflexive mental action. A separate subject of its modeling is the search for its own solution of educational problems and tasks, their schematic implementation in various forms. The use of reflection aimed at transforming the method of educational action that modifies an object, that is, provides a "transformation of (the transformation itself) transformation," indicates its special character – the subject consciously refers to himself, to his own search-cognitive actions [15; 17].

This period of modular-developmental learning develops the search cognitive activity and independence of successors through situations of personal uncertainty, intellectual difficulty, cognitive-semantic contradiction [20, p. 91]. Creation of educational problem situations as a set of meaningfully caused internal conditions of externally initiated cognitive activity actualizes the course of reflexive processes in boys and girls. Studies by A.V. Furman showed that the functioning of the educational problem situation is two-phase (two-part) in nature. The first phase contains all those psychic, mainly mental and purely cognitive, processes that ensure the formation of a problem situation, and consists of the stages of formation and emergence, and the second – the processes that organize its solution (overcoming), and differentiated into stages of solving and removing the problem [18, p. 62].

The meaningful characterization of the four stages of the problem situation, carried out in this theory, indicates the presence of *reflexive components* in the search cognitive activity of high school students (students). Already the stage of the emergence of educational problematicity characterizes the transition of the subject to a fundamentally different form of organization of activity – reflexive, in which participants in the training psychologically give their own activity the object direction of their educational actions, identify and analyze inconsistencies between the desire, the need to solve the problem and the inexpediency of continuing the previous cognitive action. There is a reflexive *intention* of the mental search for mastering their own

search activity, for its regulation, modification, comprehension of the results obtained. The functioning of this reflection component determines the activity of a young person in relation to his educational activity of scientific-cognitive content filling [16].

The intensive formation of an internal problem situation, which determines the deployment of processes of search, evaluation and testing methods of educational and cognitive actions at the second stage of formation an educational problem situation, organizes the activity of manifestation of such a component of reflection as *construction*, that is, the delineation of the known and unknown in a problem situation and the use of elements of educational activity determined by the subject to the subject of reflexive analysis [2, p. 785].

Designing a problematic situation imperceptibly brings it closer to resolution and disappearance. Thus, when solving a training situation (the third stage), the subject carries out a meaningful analysis of the relations between the conditions and requirements of the problem task, uses such a reflection function as *schematization*, that is, resorts to "depicting an activity or its individual components using special graphics, various sign-symbolic means, as well as in the form of a folded, abbreviated language" [ibid.]. This allows young men and women to define the problem, put forward and substantiate the most constructive hypothesis and predict the result of their own search work.

Removal of the problem situation at the fourth stage of its solution is ensured by the subject's *objectification* of his own cognitive activity, which implies his exit into a special *reflexive position*, external and detached in relation to his own educational activity. Thanks to this, it becomes possible to analyze the result obtained, check the solution, determine the level of generalizability of the knowledge obtained, transfer the identified new ways, means and techniques of thinking, which become objectified subjects of effective action-solution, to solving other problem tasks.

When solving educational problem situations, pupils / students learn to distinguish structural relations and genetic relationships in the object, and the use of thought schemes, models allows them to find the principle of constructing a task, abstract it from specific conditions of existence, and analyze their own thought-reflexive actions from clear criterion positions. Together, this de-

velops another of the personality's fundamental properties − the ability to make decisions. Let's recall that according to the concept of making life decisions of the personality by O. I. Sannikov [9], the psychological system of such making covers three functional subsystems: a block of personal components (a set of corresponding features-properties that ensure the adoption of a specific situation, substantiation of options for choosing actions and making a decision); block of interaction components with the environment (features-qualities of a person that make it possible to search for its strategies, actions for implementation; assessment and prediction of the appropriate decision consequences); block of solvability components (selection coordination, method and procedures for its implementation and forecast of obtained consequences). In this regard, the intellectually-reflexive process of thought-realization can be presented in the form of four stages *(Fig. 2)*. Let's interpret them.
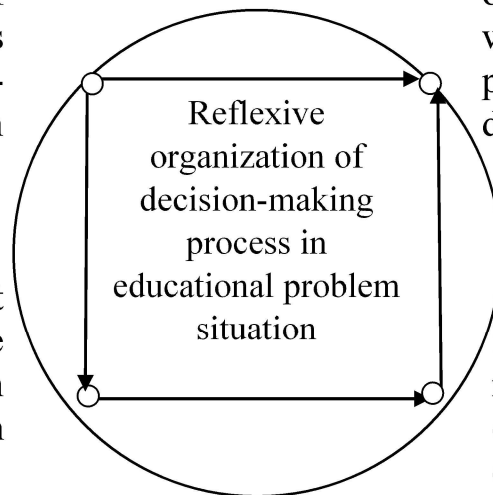
In the educational problem situation, characterized by uncertainty of circumstances and the polysemy of possible solutions, the successors are aware of the intellectual contradiction in the form of a collision of knowledge and skills known to them with difficult conditions of the educational situation. To overcome this difficulty, boys and girls create a thought model of a problem situation as a situational abstraction, single out in it only those connections and relations that correspond to a given goal of search.

The next step is the reflexive-subject transformation by applicants of the educational problem situation. This means that in the process of finding a solution, each of them leads a kind of *reflexive game*: allows himself to choose a particular hypothesis, gives the right to attempts and mistakes. The ultimate idea here is to identify during "scrolling" conditional assumptions the necessary, but insufficient, information, which is more or less not enough to solve the task. The role of reflection at this stage is manifested in organization the movement-flow of thought to clarify all the obstacles by the subject and exhaust possible solutions.

The reflexive efforts of personality aimed at understanding and rethinking the inconsistency and conflictness of conditions of the problem educational task lead to the formation of a productive personal position. By anticipating the results of their future actions in the form of assumptions, hypotheses, models, programs, the

1 - subject-operational movement-flow of thought in the process of finding a solution-removing a problem situation

4 - active self-restructuring of the subject associated with the exit to reflexive position and making a decision

Reflexive organization of decision-making process in educational problem situation

2 - reflexive-subject transformation of the educational problem situation

3 - activation of the need for understanding and rethinking of educational-cognitive tasks and educational assignments

Fig. 2.
Reflection in organization of the thought-search personality's decision-making process in the life *(in particular educational)* **problem situation**

applicant of higher education compares them with what is achieved in reality. Thus, the initial forecasts are specified, clarified or corrected. Experimental data show that with age there are changes in intellectually-reflexive mechanisms of thinking, which seem to reject obviously incorrect decisions without bringing them to operational implementation and block the formulation of the wrong answer. The result of such reflexive activity is to solve a specific problem situation by overcoming the usual stereotypes of thinking. New knowledge becomes a student's own achievement, develops his mental abilities, and most importantly − forms the experience of making reasoned cognitive and life decisions.

The transfer of successors from incomplete knowledge of experience to a more perfect and comprehensive is accompanied by the emergence of such intellectual neoplasms as the discovery of new properties and connections of the subject world, with which it actively interacts as a subject and personality, strategically and tactically coordinating the means of its transformation. This intensifies the intellectual and psychocultural development of the young man.

CONCLUSIONS

1. The specificity of reflection as a basic ability of a subject lies in the focus not on the outside world, but on the very way of its cog-

nition and construction, which makes it possible to realize and regulate its life activity as personality and there is a prospect of a fundamentally new type of interaction with reality, given not directly, but in forms of thinking. The complexity of considering this ability is in the fact that reflection as a specific psycho-conscious reality synthesizes the main features of basic components of the psyche, first of all such as "ability − process − state − trait − property − tendency."

2. The use of reflepractice methods in educational activity contributes to the intensive development of creative reflexivity, expands the potential of creative, non-standard, in-depth self-cognition, self-construction, self-realization and self-change of the personality, its ability and readiness to realize the challenges of situation and the need for change, readiness for their acceptance and a desire to act in accordance with conscious challenges of the educational and social everyday life.

3. One of the universal socio-psychological forms of a specific-practical organization of parity educational activity in high school, which ensures the full-fledged development of personality's reflexive-creative potential, is the model of a full functional cycle of the educational module proposed by A.V. Furman. The problem-situational technology of obtaining theoretical knowledge in the information-cognitive period

of modular-developmental learning provides the transformation of successors from passive consumers of educational services into active subjects of their own cognitive-search activity, which at the same time accelerates their psycho-social and self development as personalities and individualities.

4. The emergence of educational problema-ticity characterizes the subject's transition to a fundamentally different form of organization of his search activity – reflexive, in which the parti-cipant of study transforms his own actions as the object of his purposeful actions, identifies and analyzes inconsistencies between the desire, the need to solve a problem and the inexpediency of continuing previous search efforts. This de-velops one of the important properties of persona-lity – the ability to make personal decisions. The very decision-making process in a learning problem situation consists of four stages of reflexive thought-fulfillment, starting from the subject-operational progress of thought in the process of finding a solution-removal of the prob-lem situation through a reflexive-subject trans-formation of the educational problem situation and activation of the need for understanding and rethinking of educational-cognitive tasks and educational assignments to the active subject's self-transformation, associated with the exit to a reflexive position and making a decision on the personal level of the psycho-conscious orga-nization of one's own Self.

СПИСОК ВИКОРИСТАНОЇ ЛІТЕРАТУРИ

1. Бугерко Я.М. Концептуальні засади рефлепрактики як методу рефлексивного самопроєктування і само-визначення особистості. *Вітакультурний млин.* 2008. Модуль 8. С. 25-27.

2. Бугерко Я.М. Рефлексія – засаднича умова самобуття людини як носія духовності. *Методологія і психологія гуманітарного пізнання.* До 25-річчя наукової школи професора А.В.Фурмана: колективна монографія. Тернопіль: ТНЕУ, 2019. С. 753-802.

3. Казанжи М.Й., Вдовіченко О.В. Креативність та рефлексія як особистісні механізми збагачення потенціалу самозмінювання. *Вчені записки ТНУ імені В.І. Вернад-ського.* Серія: Психологія. Том 32 (71) № 3. 2021. С. 24-29.

4. Кузминська Д.М. Ідея креативної рефлексивності та її психологічне обґрунтування. *Психологія і суспільство.* 2024. № 1. С. 159-170. DOI: https://doi.org/10.35774/pis2024.01.159

5. Найдьонов М.І. Формування системи рефлексивного управління в організаціях. Київ : Міленіум, 2008. 484 с.

6. Пеньковська Н.М. Рефлексія як об'єкт психологічного аналізу. *Психологія і суспільство.* 2000. № 2. С. 66-73.

7. Савченко О.В. Рефлексивна компетентність особистості: монографія. Херсон: ПП Вишемиський В.С., 2016. 596 с.

8. Савченко О.В. Свідомість і рефлексія у базисі психологічного теоретизування. *Психологія і суспільств.* 2018. № 3-4. С. 67-89. DOI: https://doi.org/10.35774/pis2018.03.067

9. Санніков О.І. Психологія прийняття життєвих рішень особистістю: автореф. дис… доктора психол. наук: 19.00.01. Одеса, 2016. 41 с.

10. Система сучасних методологій: хрестоматія у 4-х томах / упоряд., відп.ред., перекл. А.В. Фурман. Тернопіль: ТНЕУ, 2015. Т.1. 314 с. Т. 2. 344 с. Т. 3. 400 с. 2021. Т. 4. 400 с. 2023. Т. 5 (додатковий). 605 с.

11. Фурман А. В. Архітектоніка теорії діяльності: рефлексивно-вчинковий сценарій матаметодологування. *Психологія і суспільство.* 2022. № 1. С. 7-94. DOI: https://doi.org/10.35774/pis2022.01.007

12. Фурман А. В. Ідея і зміст професійного методоло-гування : монографія. Тернопіль: ТНЕУ, 2016. 378 с.

13. Фурман А.В. Модульно-розвивальне навчання: принципи, умови, забезпечення : монографія. Київ: Правда Ярославичів, 1997. 340 с.

14. Фурман А. В. Модульно-розвивальний оргпростір методологування: аргументи розширення. *Психологія і суспільство.* 2017. № 1. С. 34-49. DOI: https://doi.org/10.35774/pis2017.01.034

15. Фурман А. В. Особистісні сценарії: сутність, композиція, принципи створення. *Психологія і суспільство.* 2009. № 3. С. 174-192.

16. Фурман А. В. Психолого-педагогічна теорія навчальних проблемних ситуацій: автореф. дис…. доктора психол. наук: 19.00.07. Київ, 1994. 63 с.

17. Фурман А. В. Теоретична концепція інноваційного програмово-методичного забезпечення освітнього процесу *Психологія і суспільство.* 2008. № 3. С.123-159.

18. Фурман А. В. Теорія навчальних проблемних ситуацій: психолого-дидактичний аспект : монографія. Тернопіль: Астон, 2007. 164 с

19. Фурман (Гуменюк) О. Є. Теорія і методологія інноваційно-психологічного клімату загальноосвітнього закладу: монографія. Ялта-Тернопіль: Підручники і посібники, 2008. 340 с.

20. Фурман (Гуменюк) О.Є. Феномен полімотивації: сутнісний зміст взаємин за модульно-розвивальної орг-системи. *Психологія і суспільство.* 2001. №1. С. 74-123.

21. Buherko J. Philosophical approaches to the study of the spiritual human being: naturalistic interpretation of spirituality. *Психологія і суспільство.* 2016. № 3. С.46-52.

REFERENCES

1. Buherko, Ya. (2008). Kontseptualni zasady reflepraktyky yak metodu refleksyvnoho samoproektuvannia i samovyznachennia osobystosti [Conceptual principles of reflexology as a method of reflexive self-design and self-determination of the individual]. *Vitakulturnyi mlyn. – Vital culture mill,* 8, 25-27. [in Ukrainian].

2. Buherko, Ya. (2019). Refleksiia – zasadnycha umova samobuttia liudyny yak nosiia dukhovnosti [Reflection is a fundamental condition of a person's self-existence as a bearer of spirituality]. Metodolohiia i psykholohiia humanitarnoho

piznannia. Do 25-richchia naukovoi shkoly profesora A.V.Furmana [Methodology and psychology of humanitarian knowledge. To the 25th anniversary of professor A. V. Furman's scientific school]. Ternopil: TNEU [in Ukrainian].

3. Kazanzhy, M.I., Vdovichenko, O.V. (*2021*). Kreatyvnist ta refleksiia yak osobystisni mekhanizmy zbahachennia potentsialu samozminiuvannia [Creativity and reflection as personal mechanisms for enriching the potential for self-change]. *Vcheni zapysky TNU imeni V.I.Vernadskoho – Scientific notes of TNU named after V.I. Vernadskyi*, *3, 24-29* [in Ukrainian].

4. Kuzmynska, D.M. (2024). Ideia kreatyvnoi refleksyvnosti ta yii psykholohichne obgruntuvannia [Creativity and reflection as personal mechanisms for enriching the potential for self-The idea of creative reflexivity and its psychological justification]. *Psykholohiia i suspilstvo – Psychology and society*, 1, 159-170 [in Ukrainian].

5. Naidonov, M.I. (2008). Formuvannia systemy refleksyvnoho upravlinnia v orhanizatsiiakh [Formation of a reflexive management system in organizations]. Kyiv : Milenium [in Ukrainian].

6. Penkovska, N.M. (2000). Refleksiia yak obiekt psykholohichnoho analizu [Reflection as an object of psychological analysis]. *Psykholohiia i suspilstvo – Psychology and society*, 2, 66-73 [in Ukrainian].

7. Savchenko, O.V. (2016). Refleksyvna kompetentnist osobystosti [Reflective competence of the individual]. Kherson: PP Vyshemyskyi V.S. [in Ukrainian].

8. Savchenko, O.V. (2018). Svidomist i refleksiia u bazysi psykholohichnoho teoretyzuvannia. *Psykholohiia i suspilstvo – Psychology and society*, 3-4, 67-89 [in Ukrainian].

9. Sannikov, O.I. (2016). Psykholohiia pryiniattia zhyttievykh rishen osobystistiu [Psychology of making life decisions by an individual] : avtoref. dys… doktora psykhol. nauk: 19.00.01. Odesa [in Ukrainian].

10. Systema suchasnykh metodolohii: khrestomatiia u 4-kh tomakh (2015). [System of modern methodologies]. Ternopil: TNEU [in Ukrainian].

11. Furman, A.V. (2022). Arkhitektonika teorii diialnosti: refleksyvno-vchynkovyi stsenarii matametodolohuvannia [Architecture of the theory of activity: a reflexive-practical scenario of mathematical methodology]. *Psykholohiia i suspilstvo – Psychology and society*, 1, 7-94 [in Ukrainian].

12. Furman, A.V. (2016). Ideia i zmist profesiinoho metodolohuvannia [The idea and content of professional methodology]. Ternopil: TNEU [in Ukrainian].

13. Furman, A.V. (1997). Modulno-rozvyvalne navchannia: pryntsypy, umovy, zabezpechennia [Modular and developmental training: principles, conditions, provision]. Kyiv: Pravda Yaroslavychiv [in Ukrainian].

14. Furman, A.V. (2017). Modulno-rozvyvalnyi orhprostir metodolohuvannia: arhumenty rozshyrennia]. *Psykholohiia i suspilstvo – Psychology and society*, 1, 34 – 49 [in Ukrainian].

15. Furman, A.V. (2009). Osobystisni stsenarii: sutnist, kompozytsiia, pryntsypy stvorennia [Personal scenarios: essence, composition, principles of creation]. *Psykholohiia i suspilstvo – Psychology and society*, 3, 174-192 [in Ukrainian].

16. Furman, A.V. (1994). Psykholoho-pedahohichna teoriia navchalnykh problemnykh sytuatsii [Psychological and pedagogical theory of educational problem situations] : avtoref. dys…. doktora psykhol. nauk: 19.00.07. Kyiv

17. Furman, A.V. (2008). Teoretychna kontseptsiia innovatsiinoho prohramovo-metodychnoho zabezpechennia osvitnoho protsesu [Theoretical concept of innovative programmatic and methodological support of the educational process]. *Psykholohiia i suspilstvo – Psychology and society*, 3, 123-159 [in Ukrainian].

18. Furman, A.V. (2007). Teoriia navchalnykh problemnykh sytuatsii: psykholoho-dydaktychnyi aspekt [Theory of educational problem situations: psychological and didactic aspect].Ternopil : Aston [in Ukrainian].

19. Furman (Humeniuk), O. Ye. (2008). Teoriia i metodolohiia innovatsiino-psykholohichnoho klimatu zahalnoosvitnoho zakladu [Theory and methodology of the innovative and psychological climate of a general educational institution]. Yalta-Ternopil: Pidruchnyky i posibnyky [in Ukrainian].

20. Furman (Humeniuk), O. Ye. (2001). Fenomen polimotyvatsii: sutnisnyi zmist vzaiemyn za modulno-rozvyvalnoi orhsystemy [The phenomenon of polymotivation: the essential content of relationships under the modular and developmental organizational system]. *Psykholohiia i suspilstvo – Psychology and society*, 1, 74-123 [in Ukrainian].

21. Buherko J. Philosophical approaches to the study of the spiritual human being: naturalistic interpretation of spirituality. *Психологія і суспільство*. 2016. № 3. С.46-52.

АНОТАЦІЯ

БУГЕРКО Ярослава Миколаївна, КУЗЬМИНСЬКА Діна Миколаївна.

Рефлексивна організація процесу ухвалення рішень в юнацькому віці.

У статті розглянуто рефлексію як складне багатоаспектне явище, котре описується з концептуальних позицій різних теоретичних підходів, що спричиняє різноякісність наповнення її категорійно-понятійного змісту та неоднозначну визначеність місця у системі психологічного знання. Феноменологічна складність структурно-функціональної організації рефлексивної діяльності об'єктивно зумовлює труднощі у визначенні її якісного узмістовлення і специфіки. Доводиться, що рефлексія може бути описана і як здатність людини до усвідомлення, а відтак до організації та регуляції власних психічних процесів, станів, властивостей, тенденцій, і як складноструктурований психосвідомісний процес, і як інтегральна психічна властивість, і як метастан, тобто як надстан, зміст якого полягає в усвідомленні і наступній можливості регуляції особистістю своїх же власних психодуховних станів. Аргументовано, що особливої вагомости набуває розробка рефлексивної проблематики у сфері національної освіти. Використання різноманітних тренінгових рефлексивних практик сприяє розвитку креативної рефлексивності, котра є важливим складником творчого поглибленого самопізнання і самоконструювання особистості. Однією з універсальних соціально-психологічних форм конкретно-практичної організації паритетної освітньої діяльності у вищій школі, яка забезпечує повноцінний розвиток рефлексії, є модель повного функціонального циклу навчального модуля, що запропонована А. В. Фурманом. Аналіз інформаційно-пізнавального періоду модульно-розвивального навчання вказує на істотний розвиток рефлексивних компонентів у пошуковій пізнавальній активності старшокласників і студентів, що сприяє інтенсивному формуванню такої важливої властивості особистості, як уміння самостійно

156

2024. № 2 (90)
DOI: https://doi.org/10.35774/pis2024.02

ISSN 2523-4099 (Online)
ISSN 1810-2131 (Print)

Психологія і суспільство

приймати рішення. Обґрунтовано, що рефлексивна організація процесу ухвалення рішень у навчальній проблемній ситуації містить такі етапи: а) предметно-операційний рух-поступ думки у процесі пошуку розв’язку-зняття проблемної ситуації; б) рефлексивно-предметне перетворення навчальної проблемної ситуації; в) активізація потреби в осмисленні і переосмисленні навчально-пізнавальних завдань та освітніх задач; г) активна самоперебудова внутрішнього світу суб’єкта, пов’язана із виходом у рефлексивну позицію та прийняттям ним рішення діяти.

Ключові слова: *суб’єкт, пізнання, рефлексія, види рефлексії, методологічний підхід, рефлексивна діяльність, креативна рефлексія, навчальна проблемна ситуація, рефлепрактика, модульно-розвивальний освітній цикл, пізнавальна активність, ухвалення рішень, юнацький вік.*

ANNOTATION

Jaroslava BUHERKO , Dina KUZMYNSKA .

Reflexive organization of decision-making process in youth.

The article considers reflection as a complex multi-aspect phenomenon, which is described from the conceptual positions of various theoretical approaches that causes different quality of filling its category-conceptual content and ambiguous certainty of place in the system of psychological knowledge. The phenomenological complexity of a structural-functional organization of reflexive activity objectively causes difficulties in determining its qualitative filling-with-content and specificity. It is proved that reflection can be described as the ability of a person to realize, and therefore to organize and regulate his own mental processes, states, properties, tendencies, and as a complexly structured psycho-conscious process, and as an integral mental property, and as a metastate, that is, as a superstate, the meaning of which is in awareness and subsequent possibility of the personality’s regulation of his own psycho-spiritual states. It is argued that the development of reflexive issues in the field of national education acquires special importance. The use of various training reflexive practices contributes to the development of creative reflexivity, which is an important component of personality’s creative in-depth self-cognition and self-construction. One of the universal socio-psychological forms of a specific-practical organization of parity educational activity in high school, which ensures the full-fledged development of reflection, is the model of a full functional cycle of the educational module proposed by A.V. Furman. Analysis of the information-cognitive period of modular-developmental education indicates a significant development of reflexive components in the search cognitive activity of high school students and students, which contributes to the intensive formation of such an important personality’s property as the ability to make decisions independently. It has been substantiated that reflexive organization of the decision-making process in an educational problem situation contains the following stages: a) subject-operational movement-advance of thought in the process of finding a solution-removal of the problem situation; b) reflexive-subject transformation of an educational problem situation; c) activation of the need for understanding and rethinking of educational-cognitive tasks and educational assignments; d) active self-restructuring of the inner world of a subject, associated with the exit to a reflexive position and deciding to act.

Key words: *subject, cognition, reflection, types of reflection, methodological approach, reflexive activity, creative reflection, educational problem situation, reflepractice, modular-developmental educational cycle, cognitive activity, decision-making, youth age.*