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## **Milestones and logic of formation of reflexive psychology at the turn of XX-XXI centuries**

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### **Abstract**

One of the innovations of humane perception at the second half of the XX century was its heuristic achievements in psychological and cross-disciplinary study of reflection. It led, in particular, to formation of such an exploding innovative research trend as reflexive psychology at the turn of the XX-XXI centuries. The author brings the methodological distinction of reflection psychology.

The research starts from the moment of conceiving reflexive psychology in innovative examination of creative thinking.

As a result of conceptual generalization of experimental researches of discursive solutions of creative tasks by means of system methodology a "four-level model" of organization of efficient and intellectual activity while solving creative tasks was created. The dominance of reflexive component of thought in its structure was educed; the productive role of reflection ahead of insight as well as its regulating function in the process of creative research was specified. As a result of experimental verification of the model and generalization of the theory of level deep organization of efficient thought later on originated the concept of reflexive psychology and the research program of study of its reflexive-personal and discursive-communicatory dependence was developed.

On the practical level it made it possible to explicate applied reflexive-psychological investigations in five focal points in the 1980's: 1) psychological-

pedagogic; 2) pathopsychological; 3) engineering-psychological; 4) ergonomic; 5) research on research.

In the 1990's the study was carried out broadwise, generally with prepotency of applied aspects of humanitarian-reflexive psychology: 1) psycho-physiological, 2) psychological-pedagogical, 3) social-psychological, 4) psychological-acmeological, 5) psychological-political. As a result of the research the school "reflexive psychology" was differentiated into the three scientific schools: "reflexive-humanitarian psychology", "reflexive-humanistic acmeology", and "reflexive-didactical pedagogics".

As a result of reflexive-psychological investigations in the 2000's the typology of reflexive processes was widened, According to that some of its kinds are differentiated – reflection: emotional, intellectual, personal, dialogic, communicative, cooperative, social, cultural, existential, spiritual. Hence such an innovative sphere of modern human study as reflexive psychology assumes All-Russia scale and integrates into the system of psychological sciences and becomes a smoothly part of socio-humanitarian perception.

### **Keywords**

Reflection, reflexive psychology, innovations, creativeness, personality.

### **Introduction**

One of the innovations of humanitarian knowledge of the second half of the twentieth century are its heuristic achievements in the study of psychological and interdisciplinary study of reflection. This has led, in particular, to the emergence of such a booming at the turn of the twenty-first century innovative research directions as reflexive psychology.

### **The genesis of reflexive psychology in an innovative study of creative thinking**

This genesis of reflexive psychology is associated with such innovative research as we conducted at MSU in 1965-1973 the theoretical and experimental study of the organization of creative thinking in order to develop methods for the formation of solving problems "for consideration". Initially, this study

was conducted in line with my thesis intended by the supervisor P.Y. Hal'perin the strategies for the transition in the formation of thinking techniques from cognitive thinking processes, providing the solution of educational problems (Obukhov L.F.) to the creative processes (N.P. Vasilenko, I.N. Semenov). Prerequisite for the realization of this transition was a replication of my experiences of gestaltist on productive thinking K. Duncker. Experiments have shown that K. Duncker analyzed only half of language output of probationers – as in called by myself a meaningful, objective-operational plan of thinking, abstracting from the discovered in this intellectual sense its semantic, reflexive and personal plan.

Assimilation of systemic pragmatist methodology of G.P. Shchedrovitsky and its implementation for a regulatory pragmatist analysis of typical problems – arithmetic (Shchedrovitskii, Jacobson S.G.) and physical (N.G. Alekseev, 1968), made it possible to go for a constructive research of thinking organization not only by formation of mental actions of P.Y. Hal'perin, but also by its modeling by means of linking with a system-psychologically created ratio (N.G. Alekseev, E.G. Yudin, 1971) of mental activity in the form of an "ideal reasoning" (I.N. Semenov, 1973) on the

discursive solving of creative tasks, characterized by uncertainty of conditions and multiplicity of possible solutions. As a result, in a sign of regulatory prehensive intellectually meaningful plan of thinking was isolated a sense (I.N. Semenov, 1968), personal and reflexive plan (1971), that has become the source of theoretical and experimental study of reflection in the structure of discursive creative thinking (1973, 1976).

This discovery was made by means of the developed by myself methods of categorical normative analysis of intellectual activities to solve creative tasks and content-semantic analysis to find their solutions in the process of discursive thinking. As a result, the conceptual model of thinking organization was built, according to which its structure is formed by hierarchically superordinate levels: communicative, personal, reflexive, objective, operational (1973). General psychological consequence of this concept of creative thinking was the selection of reflection as a subject of special study (1973), which was immediately investigated experimentally (1976, 1977) according to a specially developed research strategy (1977). Its implementation resulted in many of our experimental studies with V.K. Zaretsky, E.M. Gassel, V.P. Panyushkin, E.A. Sirotnina, S.Y. Stepanov, A.B. Kholmogorova.

Consequently, innovative research of productive thinking organization (based on the discursive search for consideration tasks), held first in the psycho-pedagogical context of the development of formation techniques for solving creative tasks, departed from this psycho-didactic logic and transformed into the study of reflection as a regulator of the thinking process<sup>1</sup>. In future studies of reflexive thinking, personality, group dynamics led to the formation first of scientific school of reflexive humanitarian psychology, and then became a conceptual and methodological basis for the formation of reflexive psychology as a general psychological direction of interdisciplinary studies of reflection as one of the main psychological categories (along with memory, attention, thinking, understanding, consciousness and self-communication).

In parallel with our research the interest in the reflection study at the turn of 1960-1970-s began to show N.G. Alekseev, V.V. Davydov, V.A. Lefebvre, A.P.

Ogurtsov, G.P. Shchedrovitsky. Their research with the followers (primarily of V.A. Lefebvre – V.E. Lepsky, P.V. Baranov, G.L. Smolyan, A.F. Trudolyubov and of V.V. Davydov – L.V. Bertsfai, M.E. Botsmanova, N.I. Gutkina, A.Z. Zach, A.V. Zakharova, V.V. Rubtsov, V.I. Slobodchikov, G.A. Zuckerman, as well as of I.N. Semenov – V.K. Zaretsky, A.B. Kholmogorova, S.J. Stepanov, M.I. Naydenov, L.A. Naydenova, L.V. Grigorevskaya, N.B. Kovaleva, I.V. Palagina, A.V. Sovetov) resulted then in psychology of reflection, which in the 2000s is being developed by O.S. Anisimov, V.P. Zinchenko, A.V. Karpov, S.V. Kondratyeva, Y.N. Kulyutkin, D.A. Leontiev, V.E. Lepskyi, V.A. Petrovskiy, V.A. Rossohin, V.I. Slobodchikov, E.B. Starovoitenko etc.

### **Methodological difference between psychology of reflection and reflective psychology**

Unlike the psychology of reflection, which explores reflexive processes as aspects of mental functions or features of mental functions by various original or complexified conventional techniques, reflexive psychology studies reflexivity as a special psychological reality by means of specially designed approaches

1 Cf. Luk'yanchikova, A.L. (2012), "The development of creative flairs of students in the process of research activity on the study of "Surrounding world" ["Razvitie tvorcheskikh sposobnostei uchashchikhsya v protsesse issledovatel'skoi deyatel'nosti po izucheniyu "Okruzhayushchego mira""], *Pedagogical Journal*, No. 5-6, pp. 104-115.

and methods. Psychology of reflection usually borrows the ontology and methodology of general psychology and other branches of this science.

Reflexive psychology itself as an innovative area of the science leading edge opens a new realm of psychological reality (phenomenology of reflection), develops its own axiology (pushing the social value of reflection), epistemology (integrating reflection into knowledge), ontology (of reflexivity), develops adequate methodology (of reflective analysis) and its implementing specific approaches and methods (of reflexive research), builds appropriate experimental studies (with a reflexive interpretation and generalization of empirical data), conceptology (model and theory) and praxeology (reflexive technology of knowledge management in social practice). Thus, reflexive psychology is a grounded system of substantiate scientific knowledge, rather than the individual (albeit interesting and useful) precedents of resort to issues of reflection or its episodic studies as in psychology of reflection, a wider, but due to that less developed field of modern psychology.

Indeed, as shown by the scientific analysis, not all works on reflection respond to these criteria we selected. Therefore, not all works on issues

related to the psychology of reflection (consciousness, understanding, sense, thinking, memory, attention, etc.) refer specifically to the reflexive psychology. Generalization of works on psychology of reflection requires special codification, special analysis and synthesis that still remain outside the scope of this Anthology.

Philosophical origins of psychology of reflection date back to the New Era of European culture – to the writings of Descartes and Locke, Pascal, Leibniz, Maine de Biran, and later Kant, Fichte, Hegel, Husserl. In the late XIX century a little-known philosopher and journalist V.E. Shperk publishes first book in Russia "On reflection" (St. Petersburg, 1895).

In the early XX century O. Külpe referred to the problematics of reflection and his created Würzburg school of cognitive psychology, and the concept of the reflection was used by J. Dewey for characterization of "Psychology and pedagogy of thinking" (St. Petersburg, 1916). In the 1920s in the USSR on the reflection as self-observation and conceptualization wrote S.V. Kravkov and M.M. Rubinstein, and in Germany A. Busemann studied the reflection of personality on the material of students' compositions that was interpreted in 1930s in the Soviet Union by L.S. Vygotsky.

At the same time the experimental role of reflection in the mnemonic processes became explored by P.P. Blonsky. Later an important role of reflection in the mental life of a human being noted psychologists (J. Piaget, S. Rubinstein, B.G. Ananiev, A.N. Leontiev and others) and philosophers (A. Marcus, V.S. Bibler, V.A. Lectorskiy, M.K. Mamardashvili, A.P. Ogurtsov, G.P. Shchedrovitskiy etc.). However, reflection became experimentally studied only at the end of the 1960s (A.Z. Zak, V.N. Karandashev, V.A. Lefebvre, I.N. Semenov, etc.).

In the national science in the mid-1970s formed two research schools, which hold themselves out as reflexive psychology. Founder of one of them is V.A. Lefebvre, who since the late 1970s maintains its logical-psychophysical studies in the U.S. and designates them as "reflexive psychology of Vladimir Lefebvre", and on the other – I.N. Semenov, summarizing the research of his established scientific school in the form of "reflexive humanitarian psychology".

### **Genesis of reflection studies at the turn of 1960-1970**

Philosophical-scientific prerequisite for research of reflection in the USSR by V.A. Lefebvre was his resort with O.I.

Genisaretsky, G.L. Smolyan and others in the late 1960s to this concept (along with other philosophical categories) from the standpoint of content-genetic logic in Moscow Methodological Circle (MMC), headed by G.P. Shchedrovitskiy. It should be noted the relevance of reflexive problematics in connection with the publication in 1967 of the fundamental article of A.P. Ogurtsov "Reflection" in the 4th volume of "Philosophical Encyclopedia", which was edited by E.G. Yudin – the co-author of V.A. Lefebvre and G.P. Shchedrovitskiy according to a series of articles on semiotics and logic. The discussion at the turn of 1960-1970 of problematics of reflection in this set of persons (who communicated with philosophers E.V. Il'enkov, V.A. Lektorskiy, M.K. Mamardashvili, F.T. Mikhailov, V.A. Rozoviy, V.S. Shvyrev and others, with psychologists N.G. Alekseev, F.D. Gorbov, V.V. Davydov, V.A. Kostelovsky, N.I. Nepomnyashaya, V.N. Pushkin, I.N. Semenov, G.L. Smolyan and others as well) served as a source of national philosophy, psychology and pedagogy of reflection.

In this social context appear first publications on specific scientific developments in the field of reflection of V.A. Lefebvre's system analysts (G.L. Smolyan, V.E. Lepskiy, P.V. Baranov),

methodologists of G.P. Shchedrovitskiy (with N.G. Alekseev, I.S. Ladenko, V.M. Rozin), M.A. Rozova, Yu.A. Schreider, psychologists of G.M. Andreeva, V.A. Danilin, V.N. Karandashev, M.M. Mukanov, E. and A. Sopikovs, as well as in scientific psychological schools of V.V. Davydov (with A.Z. Zach, L.V. Bertsfai, M.E. Botsmanova, V.I. Slobodchikov) and of I.N. Semenov (with V.K. Zaretsky, E.A. Sirotina, S.Yu. Stepanov, A.B. Kholmogorova). If followers of V.V. Davydov studied reflection (A.Z. Zach, V.V. Rubtsov) as an aspect of conceptual and theoretical thinking and self-esteem (A.V. Zakharova), and N.G. Alexeev connected it with awareness and understanding of the ways of solving typical learning tasks, then I.N. Semenov examined its component of productive thinking in the discursive solving creative task.

As a sociocultural context for socio-technical studies of V.A. Lefebvre served the problematics of decision-making in operational systems, and as their methodological basis – physicalist ontology of natural science interpretation of the human psyche in a logic-based operating description in terms of cybernetic interaction paradigm of hypostatized subjects in a game during their conflict interaction. Established by V.A. Lefebvre concept of "reflexive control"

and logical-mathematical methods of its implementation in the form of standards of "reflexive games" appeared to be constitutive for decision-making system studies, and particularly for engineering psychology of control. But they were clearly insufficient for general psychological study of such complex phenomena as personal development or creativity. V.A. Lefebvre merit (defended the first dissertation on the study of engineering and psychological study of reflection in the USSR in 1971) is an appeal to the logical-psychological analysis of the problematics of reflection, the use of this concept in engineering and psychological context, its operationalization by specially designed logical-mathematical apparatus, as well as practical applications through the design and organization of "reflexive games" from the standpoint of the concept of "reflexive control" based on system-cybernetic methodology. However, from the general psychological position that meant a cybernetic reductionism concerning such complex mental phenomena as reflexivity of the creative and personal development.

Against this background of cybernetic reductionism and its alternatives (subjectively explained by my initial interest in the cognitive processes of thinking, creativity, personality) I turned to

the development of reflection problematics not from the standpoint of scientific knowledge and logical-psychophysical ontology as V.A. Lefebvre did, but in the context of socio-humanitarian knowledge. Although, as he and my teacher in methodology N.G. Alekseev, I also came from MMC of G.P. Schedrovitskiy, still in my psychological investigations I was interested in investigation of the role of reflection precisely in learning of the personal plan of creative thinking.

### **The origin of reflexive psychology from the experimental study of creative thinking**

Its experimental prerequisite was the set of my teacher in psychology prof. of the MSU P.Ya. Hal'perin towards the study of creative thinking on the material of tasks solving "for savvy" or, in the words of academician A.I. Hinchin, "for consideration". Having selected a number of these tasks requiring solutions in discursive form, I (including works of N.G. Alekseev, E.G. Yudin, G.P. Shchedrovitskiy, S.G. Jacobson and N.F. Prokina) began to develop regulatory activity-based model of creative thinking and realizing its methodologi-

cal tools of systemic functional analysis for logical-psychological teachings the roles of reflection on empirical material of discursive search of problem solving for consideration. In this case, unlike the procedures of V.A. Lefebvre's logical-mathematical apparatus, that provides a formal description of the processes of "reflexive games", I created the environment of a systematic psychological analysis of the objective content of mental activity and structural and functional analysis of the process of its productive development in the discursive process of creative thinking.

These procedures have been created by myself in a paradoxical way – through the application to the study of creative, unconventional thinking of facilities of normative pragmatist analysis (G.P. Shchedrovitskiy and S.G. Jacobson, N.G. Alekseev and E.G. Yudin). If normative analysis was relevant to the study of intelligent, meaningful plan of thinking, then to the study of its semantic, personal and reflexive plan the systemic-functional approach proved its adequacy, which later enabled to research the reflexivity of creative thinking.

As a result, based on the conceptual generalization of experimental studies of discursive creative problem solving by means of a systematic methodology, we



(1973, 1976) have developed a "four-level model" of organization of productive mental activity in solving creative problems, revealed the dominance of reflexive component (with respect to an operational, substantive and personal components) of thinking in its structure, evaluated the productive role of reflection in front of the insight and its regulatory function in the process of creative exploration. As a result of the experimental verification of this model (in our experiments with E.M. Gassel, V.K. Zaretsky, V.P. Panyushkin, E.A. Sirotina, S. Yu. Stepanov, A.B. Kholmogorova at individual, paired, group search for a solution), and generalization of the theory of level organization of productive thinking hereafter the concept of reflexive psychology has been conceived and the research program of examining its personal and reflexive and discourse and communicative conditionality has been developed.

### **The evolution of research in reflection in 1980s**

In practical terms, it made possible to expand in the 1980s applied reflexive-psychological research in five major areas in our scientific school: 1) psycho – pedagogical (with E.V. Bodrova, L.A. Grigorovskaya, V.K. Zaretsky,

L.A. Naidenova, S.Yu. Stepanov); 2) pathopsychologic (with V.K. Zaretsky, V.E. Ren'ge, A.B. Kholmogorova); 3) engineering-psychological (with M.I. Naidenov, A.V. Sovetov); 4) ergonomic (with N.G. Alekseev, V.K. Zaretsky, N.B. Kovaleva); 5 ) scientific (with N.G. Alekseev, V.V. Umrikhin, A.B. Shein).

In the first aspect, starting from teaching of P.Ya. Hal'perin on orientation as a subject of psychology and on the method of gradual formation of mental actions, as well as works of his followers, that worked out the development of methods for solving problems (L.F. Obukhova, N.P. Vasilenko), we formed them with an emphasis on the activation of reflexive personal, meaningful plan of creative thinking (in dissertations of E.V. Bodrova, 1984; L.A. Grigorovskaya, 1987; V.K. Zaretsky, 1984; I.V. Palagina, 1986; S.Yu. Stepanov, 1984).

Earlier established general psychological laws of reflexive regulation of the process of productive thinking<sup>2</sup> have been also verified in pathopsychologic aspect<sup>3</sup>.

In engineering and psychological terms a reflexive organization of projec-

2 In the dissertations of I.N. Semenov, 1980.

3 In the dissertations of A.B. Kholmogorova, 1983; V.E. Ren'ge, 1984; N. Lavrinovich, 1986 and others.

tive thinking<sup>4</sup> was studied and optimized, and optimum readiness for intellectual work in group decision-making<sup>5</sup> was formed through the activation of reflection. In ergonomic terms the reflection was interpreted as a backbone factor of the thought activity organization, providing the design of conceptual schemes of effective cognitive search activities and decision-making<sup>6</sup>.

In scientific aspect the reflexivity of conceptual schemes treated as a constructive tool for analyzing the research activities in the field of differential psychophysiology (in the dissertation of V.V. Umrikhin, 1984).

The totality of all these fundamental and applied studies let us create a site at MSU, IIEiT AN USSR, VNIITE at the turn of 1970-1980s of the scientific school of reflexive humanitarian psychology. Its findings are covered in our publications with colleagues in the "Psychological Journal" (Psikhologicheskii zhurnal), "Problems of Psychology" (Voprosy psikhologii), "MSU Bulletin" (Vestnik MGU), in scientific publications of the Institutes of Psychology of the Academy of Sciences of the USSR and the Academy of Pedagogical Scienc-

es of the USSR, as well as in Bulgaria, Germany, USA, Finland, Czech Republic. Generalization and interpretation of our system-methodological and reflexive psychological research is available in the extensive work of the German scientist Volfgart Matteus "Soviet psychology of thinking"<sup>7</sup>, where not only cycles of our reflexive psychological research described and characterized<sup>8</sup>, but also multipage protocols of our experiments with discursive creative tasks decision and examples of their processing by a laborious method of semantic analysis provided.

By the mid-1980s began to accumulate a "critical mass" of booming philosophical, psychological and educational research in reflection (including our ongoing at the VNITE and NIIOPP APN USSR), that require a scientific discussion of the results in order to determine their significance in fundamental and applied terms. In this regard were held scientific conferences on the problems of reflection.

The country's first philosophical conference "Problems of reflection in scientific knowledge" was organized in 1983 by V.N. Borisov in the Kuibyshev

4 In the dissertation of A.B. Sovetov, 1986.

5 In the dissertation of M.I. Naidenov, 1989.

6 In the dissertation of A.B. Sovetov, 1986.

7 About Volfgart Matteus: Semenov, 1989.

8 Thesis of this book: Zaretskii, Ladenko, Semenov, 1990.

University as an interacademic scientific seminar with the support of the chief editor of the journal "Problems of Philosophy" (Voprosy Filosofii) V.A. Lektorskii, and the second – "Reflection in science and education" – in 1984 in Novosibirsk University by I.S. Ladenko (where the class on psychology of reflection was organized by I.N. Semenov) and by himself as well – in 1986, the third: "Problems of logical organization of reflexive processes", where I.N. Semenov organized the psychological class.

The first psychological conference in the country was organized in the spring of 1983 at the Faculty of Psychology of the MSU by I.N. Semenov and S.Yu. Stepanov under the patronage of Patriarch of national psychology P.Yu. Hal'perin, the second – by themselves in Moscow with the support of E.P. Grigoriev in 1984. At that in Kuibyshev and Novosibirsk collections of reports on reflection have been published.

The most representative was an organized by I.N. Semenov and S.Yu. Stepanov under the patronage of Ya.A. Ponomarev class "Pedagogical psychology of creativity and reflection" with the publication of a volume of reports "Reflexive – psychological aspects of creativity and reflection" within the Conference "Creativity and Pedagogy" of the

Moscow branch of the Philosophical Society of the USSR. There participated a core group of the created in 1978 by N.G. Alekseev, I.A. Ponomarev, I.N. Semenov Union class "Psychology of Creativity" of the Society of Psychologists of the USSR, where systematically discussed the problematics of reflection. The activities of this class (held in IP RAS USSR with the support of the directors B.F. Lomov and A.V. Bruschlinskii) are reflected in three collective monographs published in 1983 and 1990 in the publishing house "Nauka", and in 1986 in Finland, edited by the chairman of the class Ya.A. Ponomarev. These books highlighted major achievements of reflexive psychology of creativity at the turn of 1970-1980s, i.e. from its genesis and in the most intensive period of the development of deep study of the fundamental issues of reflection, especially in general psychological and methodological aspects, but also taking into account the applied positions into pedagogy, psychiatry, ergonomics, science of science.

### **The evolution of research in reflection in 1990s**

Since the beginning of the 1990s, during the completion of the Perestroika and formation of the Russian statehood,

we conducted this study broadwise, mainly to the dominance of applied aspects of humane-reflexive psychology: 1) psychophysiological; 2) psycho-pedagogical; 3) socio-psychological; 4) psycho – acmeological; 5) psycho-politological.

In reflexive-psychophysiological terms we (together with S.V. Dmitriev, S.V. Kuznetsov) investigated reflexive mechanisms to solve motorial-creative problems of athletes.

In psychological and pedagogical terms we (with V.M. Dyukov, M.V. Klarin, N.B. Kovaleva, G.F. Pohmelkina, A.N. Tremasov and others) built reflexive psychological support of sociocultural design and the development of play reflexics of innovative education (schooling, supplementary, higher, postgraduate) by means of reflexive technology.

In socio-psychological terms we (with N.A. Alyushina, R.N. Vasyutin, A.V. Losev, Yu.A. Repetskii and V.V. Ushakov) examined reflexive acmeological features of diagnostics and the development of social thought in solving organizational problems and organizing promotional activities.

In psycho-acmeological terms we (with S.Yu. Stepanov, I.V. Bayer, O.A. Polishchuk, N.N. Kuz'minov) studied

mechanisms and developed reflexive technologies of the development of reflexive culture at managers and professional competence of civil servants.

In psycho-political terms we together with S.Yu. Stepanov, I.V. Bayer, G.N. Bershatskii, V.M. Dyukov, S.N. Maslov, M.I. and L.A. Naydenovs, O.A. Polishchuk, G.F. Pohmelkina, A.V. Rastyannikov, Yu.A. Repetskii, A.N. Sukhorukov and others conducted research on the mentality of the electorate and built reflexive-acmeological support of political projects with the aim of the development of reflexive political culture by means of humane-innovative methods of reflexive practice (S.Yu. Stepanov, 1996).

Theoretical basis of everything above-mentioned was the generalization of achievements of reflexive psychology in the country's first psychological book (1990) and doctoral dissertation in reflection by I.N. Semenov (1992), as well as a fundamental formulation of S.Yu. Stepanov on the typology of reflection forms (intellectual, personal, communicative, cooperative), on the conceptual model of reflexive innovative process (1990) and its implementing reflexive technologies of reflexics, play reflexics and reflexive practice. Orientation of reflexive psychology to social practice was

contributed (besides a new socio-cultural context of society democratization and transition to the market economy) by both critical productive and constructive heuristic assimilation of achievements of the national system-pragmatist playing technique (N.G. Alekseev, G.P. Shchedrovitskiy), integrative acmeology (A.A. Bodalev, A.A. Derkach, E.A. Klimov, A.K. Markov), socio-communicative training (L.A. Petrovskaya, G.F. Pokhmelkina), as well as foreign humanistic psychology and psychotherapy (K. Rogers) and active methods of vocational adult education (J. Kleene, J. Spiro).

These reflexive-psychological studies and findings have been conducted under our supervision at the PI RAS, RAGS (and at its Bryansk, Novosibirsk and Komi branches), at the Russian-American Center of Vocational Education of the Institute of Education RAO, as well as at Biysk, Orel, Nizhny Novgorod, Novosibirsk, Tambov universities in Russia and at Zaporizhzhya and Vinnitsa universities in Ukraine. The results obtained in the applied study on reflection are featured in dissertations in psychology, acmeology and pedagogy, written under the guidance of I.N. Semenov (S.Yu. Stepanov, 1984; I.A. Palagina, 1986; A.V. Sovetov, 1987; M.I. Naidenov, 1990; N.B. Kovaleva, 1994;

G.F. Pohmelkina, 1993; S.V. Kuznetsov, 1997; V.M. Dyukov, 1995; A.V. Losev, 1997; N.N. Kuz'minov, 1999; V.V. Ushakov, 1999; I.M. Voitik, 2000; V.V. Kashtanov, 2000; O.D. Kovshuro, 2002; N.A. Alyushina, 2000; V.G. Anikina, 2000; A.I. Anyukhin, 2001; R.N. Vasyutin, 2000; S.V. Rybnikov, 2004; I.A. Savenkova, 2002; A.N. Tremasov, 1998; S.S. Uchadze, 2002; O.I. Lapteva, 2003; A.V. Balaeva, 2004; M.Yu. Dvoeglazova, 2007; A.A. Boriskina, 2011), S.Yu. Stepanova (E.P. Varlamova, 1996; G.I. Katrich, 1994; S.N. Maslov, 1995; A.N. Sukhorukov, 1997) and collaborative (I.V. Bayer, 1997; O.A. Polishchuk, 1995), as well as – P.A. Orzhekovskii on pedagogy (N.V. Bogomolova, 1997; V.N. Davydov, 1992; N.A. Titov, 1994, and others).

The results of these and other psychological and educational research on reflection have been covered in regional journals "Humanization of Education" (Gumanizatsiya Obrazovaniya) (Chief Editor – RAO academician M.N. Berulava) and "Innovation in Education" (Innovatsionnaya deyatel'nost' v obrazovanii) (Chief Editor – APSS academician V.M. Dyukov, Editorial Board – APSS academician I.N. Semenov).

Thus, the scientific direction "reflexive psychology" differentiated into

three academic schools: "reflexive humanitarian psychology" of I.N. Semenov (doctoral dissertation in 1992), "humane-reflexive acmeology" of S.Yu. Stepanov (defended doctoral dissertation in 1999 under the scientific guidance of A.A. Derkach and I.N. Semenov) and "reflexive-didactic pedagogic" of P.A. Orzhekovskii (doctoral dissertation in 1996). These three research schools have been developing a systematic reflexive methodology and reflexive personal cultural paradigm in psychological, acmeological and pedagogical research and findings, which together constitute a single scientific field that has grown out of theoretical and experimental study of the role of reflection in the organization of creative thinking and self-development.

Parallel to that, in the 1990s reflexive problematics have been studied in other research schools: in the philosophy of dialogue between cultures of V.S. Bibler, in epistemology of V.A. Lektorskii, in a systematic methodology of mental activity and playing technique of G.P. and P.G. Schedrovitskiy, in psychophysics and reflexive games of V.A. Lefebvre – V.E. Lepskii, in linguistics and rhetoric of G.I. Bogin, in logic and intellectics of I.S. Ladenko, in psychology of theoretical thinking and developmental education of V.V. Davydov – V.V. Rubtsov, in

educational psychology of adult education of Yu.N. Kulyutkin – G.S. Suhobskaya, in pedagogy of projecting and playing technique in education of N.G. Alekseev – V.I. Slobodchikov, in acmeology of control play patterning of O.S. Anisimov. In addition to the created scientific schools in the field of monosubjective and interdisciplinary research in reflection, it has also been studied in the works of philosophers, psychologists and educators: G.M. Andreeva, B.Z. Vul'fov, V.P. Zinchenko, I.I. Il'yasov, V.A. Lektorskii, F.T. Mikhailov, N.I. Nepomnyashaya, I.A. Ponomarev, V.I. Pruzhinin, V.M. Rosin, M.A. Rozov, A.A. Tyukov, G.A. Zuckerman, B.D. El'konin, A.A. Yakovlev and others.

Cooperation of philosophers, logicians, methodologists, psychologists, acmeologists and teachers was promoted by the debates and discussions on the problematics of reflection at the All-Union class "Psychology of Creativity" of the Society of psychologists (chairman Ya.A. Ponomarev, deputies N.G. Alekseev, I.N. Semenov, executive secretary S.Yu. Stepanov), as well as at a number of scientific conferences organized in Novosibirsk University and Akademgorodok (convenor I.S. Ladenko, members N.G. Alekseev, V.V. Davydov, M.A. Rozov, V.V. Rubtsov, I.N. Semenov, etc.). As a

result of these intensive interdisciplinary research the reflection out of philosophical of psychological concept turned into a general scientific category.

### The development of reflexive psychology in the 2000s

Since the early 2000s, during the period of liberalization and stabilization of social and economic relations further development acquire not only general psychological, but also practice-oriented studies of our scientific direction in aid of reflexive and psychological provision for various social practices in the field of: 1) science; 2) arts; 3) education; 4) medicine; 5) management; 6) economy.

In connection with the ongoing economic reforms in the country and my transition from the Russian Academy of Civil Service to the Higher School of Economics the study of reflection has become important in the context of socio – economic issues. This resulted in the isolation of reflexive psychological aspects of human capital and its psychological and economic conceptual model formation<sup>9</sup>, as well as the study of re-

flexion in the context of optimization of management (with R.N. Vasyutin , Yu.A. Repetskii), marketing (with N.A. Koval', S.V. Rybnikov) and negotiation mediation (with G.F. Pohmelkin).

In socio-psychological terms the study conducted on reflexive acmeologic features of managers' professional thinking<sup>10</sup> and career development of their personality<sup>11</sup>.

In psycho-medical terms together with G.I. Davydova a reflexive

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(2009), "Systematic-methodological and historical and scientific reflection as means of psychology progress", *Advances in psychology: the criteria and attributes* ["Sistemno-metodologicheskaya i istoriko-nauchnaya refleksiya kak sredstva progressa psikhologii", *Progress v psikhologii: kriterii i priznaki*], IP RAN, Moscow, pp. 210-236; Semenov, I.N. (2009), "Reflexive psychology, acmeology and pedagogy as means to revive the education system", *Ways, means and opportunities to modernize the educational system. Part 2* ["Refleksivnaya psikhologiya, akmeologiya i pedagogika kak sredstva vrozhdeniya obrazovatel'noi sistemy", *Puti, sredstva i vozmozhnosti modernizatsii obrazovatel'noi sistemy. Chast' 2*], RAO-APSN, Moscow, pp. 338-348; Semenov, I.N. (2010), "Creativity and human capital: reflexive and psychological aspects of the interaction" ["Tvorchestvo i chelovecheskii kapital: refleksivno-psikhologicheskie aspekty vzaimodeistviya"], *Voprosy psikhologii*, No. 2, pp. 37-59.

9 Lefevbre, V.A., Lepskii, V.E., Semenov, I.N. (2009), 17. *The reflexive approach: from methodology to practice* [Refleksivnyi podkhod: ot metodologii k praktike], IF RAN, Moscow, 440 p.; Semenov, I.N.

10 In the dissertation of I.M. Voitik, 2001.

11 In the dissertation of O.D. Kovshuro, 2002.

dialogic model of psychotherapeutic personality development has been developing, with S.S. Uchadze the reflexivity of crisis identity studied, with S.A. Smirnov the ways of reflexive and psychological support for drug addicts rehabilitation has been developing, with V.M. Dyukov – the sociocultural projecting of health school, and with N.N. Kostyukov – the issues of modernization of medical professional education have been discussed.

In pedagogical terms the elaboration of socio-cultural projection and reflexive psychological support of personal development of teachers and students at the main stage of a continuous personal-oriented professional education have been developing: pre-school (with V.M. Dyukov), school (with T.G. Boldina, A.A. Boriskina, G.I. Davydova), leisure and supplementary (with O.A. Donik, S.V. Ivanov, D.A. Kuznetsova, R.E. Lyudovik), secondary preprofessional (with A.I. Anokhin, V.V. Kashtanov), institutional (with G.I. Davydova, V.M. Dyukov, O.I. Lapteva, Savenkova I.A.), postgraduate (with R.N. Vasyutin, G.I. Davydova, N.N. Kostyukov).

In scientific terms we conducted the study in personology (N.G. Alekseev, A.A. Zinov'ev, V.P. Zinchenko, I.S. Ladenko, I.A. Ponomarev, N.Ya.

Pern, S.L. Rubinstein, P.A. Shevarev) and periodization of methodology, psychology, pedagogy history in the context of reflexivity of humanitarian cognition of human being, as well as (with A.V. Balayeva and A.A. Derkach) – of the history of psychophysiology and acmeology.

In general psychological terms we together with V.G. Anikina, N.A. Koval', A.V. Stavtsev conducted a study of the existential and spiritual reflection in the process of resolving the problem-conflict situations, and with G.N. Bershatskii – the interaction between reflection and intuition in the creative thinking, with K.A. Kazbekov and K.S. Seregin – the reflexivity of complex problems solving.

In psychology of personality terms we (together with E.V. Atkishkina, D.A. Vodop'yanov, M.Yu. Dvoeglazova, V.Yu. Dudareva, A.S. Eliseenko, G.N. Kolosov, V.P. Pustobaev, K.S. Seregin, R.R. Hasyamov) conducted a study of reflexivity goal formation of students individuality.

In psychology of creativity and art terms we from the reflexive humanitarian standpoint analyzed creative life of A. Akhmatova, A. Belyi, V. Bryusov, M. Zoshchenko, B.L. Pasternak, F.I. Tyutchev and other writers and poets.



## Conclusion

As a result of all these reflexive psychological research the typology of reflexive processes has been expanded, according to which such its types as reflection are differentiated: emotional, intellectual, personal, dialogical, communicative, cooperative, social, cultural, existential, spiritual.

During this period, under our scientific guidance a number of Ph.D. dissertations in psychology and pedagogy has been defended (V.G. Anikina, 2002; A.I. Anokhin, 2002; A.V. Balaeva, 2004; A.A. Boriskina, 2011; I.M. Voitik, 2001; M.Yu. Dvoeglazova, 2008; V.V. Kashtanov, 2001; O.D. Kovshuro, 2002; O.I. Lapteva, 2003, S.V. Rybnikov, 2004; I.A. Savenkova, 2004; S.S. Uchadze, 2004) and doctoral dissertation of G.I. Davydova (2009), as well as a number of PhD dissertations under the supervision of S.Yu. Stepanov (A.V. Rastyannikov, 2004; E.A. Raevskaya, 2011), V.K. Zaretskii (A.N. Molostova, 2010) and P.A. Orzhekovskii. In addition, in Kiev in 1994 L.A. Naydenova defended her PhD dissertation, and in 2010 M.I. Naydenov defended his doctoral dissertation in group reflection and reflexive technologies of its development in the field of management and political science.

In addition to these works, forming a dissertation framework of modern reflexive psychology, reflexive acmeology and reflexive pedagogy, in the 2000s many of dissertations on the reflexive problematics have been defended, not only in capital cities (Moscow and St. Petersburg) , but also in other regions (Yaroslavl, Novosibirsk, Sochi, Tambov, etc.).

During this period, new scientific school found its place in psychology, studying the problems of reflection, led by V.P. Zinchenko, A.V. Karpov, Yu.N. Kulyutkin, D.A. Leont'ev, V.E. Lepskii, V.A. Petrovskii, E.T. Sokolova, V.I. Slobodchikov, A.B. Kholmogorova and others.

Since 2001 with the support of V.A. Lefebvre and edited by V.E. Lepskii an international interdisciplinary journal "Reflexive Processes and Control" (Refleksivnye protsessy i upravlenie) came in publication, and on the same topic once in two years on the basis of the journal an international symposium in Moscow is organized. In addition, issues of reflection also highlighted in journals: "Problems of Philosophy" (Voprosy filosofii), "Problems of Psychology" (Voprosy psikhologii), "World of Psychology" (Mir psikhologii), "Psychological Journal" (Psikhologicheskii zhurnal), "Psychol-

ogy. Journal of Higher School of Economics" (Psikhologiya. Zhurnal Vysshei shkoly ekonomiki), "Cultural-Historical Psychology" (Kul'turno-istoricheskaya psikhologiya), "Acmeology" (Akmeologiya), "APSS Bulletin" (Izvestia APSN) etc.

In addition, at the psychological faculties of several universities (MSU, Orlovsky, Zaporizhzhya, Krasnoyarsk, Tambov, Higher School of Economics, as well as in the Russian Academy of

Public Administration and its branches in Bryansk, Novosibirsk) courses in reflexive psychology are given by V.G. Anikina, I.M. Voitik, G.I. Davydova, O.I. Lapteva, I.N. Semenov, S.Yu. Stepanov, who published a number of study guides. Hence, such an innovative area of modern anthropology as a reflexive psychology becomes of a national scale and integrates into the system of psychological sciences, being an integral part of socio-humanitarian knowledge.

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## **Вехи и логика развития рефлексивной психологии творчества на рубеже XX-XXI веков**

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### **Аннотация**

Одной из новаций гуманитарного познания второй половины XX в. являются его эвристические достижения в психологическом и междисциплинарном изучении рефлексии. Это привело, в частности, к возникновению такого бурно развивающегося на рубеже XX-XXI вв. инновационного направления исследований, как рефлексивная психология. Автор приводит методологическое различие психологии рефлексии и этапы зарождения и развития рефлексивной психологии.

### **Ключевые слова**

Рефлексия, рефлексивная психология, инновации, творчество, личность.

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