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The internal structure of the value-motivational component of the reflective competence

The article analyzes the features of the organization of the value-motivational component of the reflective competence which provide the assessment of different forms of activity and its results, including judgments about their effectiveness, definition (determining) of the possible scenarios of life and the formation of the priorities for further self-development. The research of the structural components of the reflective competence is an important issue of the personality's psychology as competence provides an implementation of the reflectivity as a general personal ability. The purpose of this article is to determine the internal structure of the value-motivational component of the personality's reflective competence. The authors identified three main components that function at three levels of competence: cognitive, metacognitive and personal.

The system of the criteria of an evaluating of the reflective activity's forms functions on the cognitive level of the reflective competence. The level of cognitive complexity characterizes the level of its organization. The cognitive complexity is a systemic characteristic that reflects its internal composition, a dimensionality, a nature of the organization and takes into account the level of differentiation and integration of its components. The predictive abilities system that allows forming the expectations about the results of the activity presents the value-motivational component on the metacognitive level. The ability to determine the priorities for further self-development has the greatest weight in this system. The system of the life tasks for the self-development functions at the personal level of the reflective competence. The life tasks stimulate the subject's efforts in the process of development of certain qualities, on the formation of certain skills, on the expansion

of knowledge. The system of the life tasks for the self-development includes tasks for self-knowledge, self-regulation, self-determination and self-realization. However, the subject must not only identify priorities, but he should form a readiness to oppose the desires to defer consideration of these issues in the long-run future. The subject's readiness to solve the task for the self-development in the current period is an indicator of a high motivation to use the reflective activity for the development of their personal characteristics (the increasing his metacognitive awareness, the development of skills and abilities for self-regulation of behavior, the identification of priority valuables and life meanings, the creations of various means of the potential's realizing and etc.).

Keywords: *reflection, reflectivity, reflective competence, the value-motivational component, criterion of an evaluating, predictive ability, life task.*