Volume 24 Issue 34
Originally issued as G8



Global Journal of human-social science: G
Linguistics & Education
Volume 24 Issue 8 Version 1.0 Year 2024
Type: Double Blind Peer Reviewed International Research Journal
Publisher: Global Journals
Online ISSN: 2249-460X & Print ISSN: 0975-587X

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Keywords: life project, teenagers, reflexive dialogue, reflexive learning technologies, model of systemic reflection, meta-self.

GJHSS-G Classification: DDC 370.15



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Abstract- The article discusses the problems of creating innovative educational methods that include reflective technologies. The emphasis is placed on a detailed analysis of theoretical and practical works related to the analysis of reflection in psychological science, which became the basis for the formation of a method of learning through reflective dialogue. The study sets out in detail the criteria necessary for conducting a reflective dialogue, defines its structural elements and fundamental principles. The author's program of developing classes based on the educational reflexive dialogue «Personality Life Project» is presented, aimed at developing a personal project through a series of educational sessions based on reflexive dialogue. The article describes the methodology and results concerning the impact of reflexive learning dialogue on the development and transformation of life projects in adolescents. Based on the experimental data obtained, the author shows that the technology, which includes a learning reflective dialogue, has a stable positive effect on students' understanding and rethinking of life orientations, regardless of their individual characteristics. The study demonstrates exactly how the structure and content of life projects are undergoing changes, emphasizing the versatility and effectiveness of this approach. The key elements and fundamental aspects of the program are presented, including its basic principles, structure and conditions of implementation.

Keywords: life project, teenagers, reflexive dialogue, reflexive learning technologies, model of systemic reflection, meta-self.

I. Introduction

At the present stage, changes in the transformation of social values have led to an increased interest in reflection as a key aspect in education and psychological practice, in particular, the actualization of personal and semantic pedagogy focused on the development of individual indicators and human potential. This has led to the fact that the focus of educational activities is now not only the theoretical aspect, but also the development of practical methods and reflective technologies (D.A. Leontiev), the purpose of which is to support and develop the ability to introspect, as an integral part of effective learning and personal growth. The researchers draw attention to the fact that the ability to reflect and introspect does not manifest itself fully automatically, even in those who are predisposed to this type of thinking. Instead, the effectiveness of reflection is enhanced under certain conditions, primarily in the context of a reflective approach to education. This conclusion is supported by the works of such authors as M.V. Anikanov, N.G. Anikanova, S.V. Krivykh, who emphasize the importance of creating an appropriate learning environment for activating reflexive processes [7].

The development of the concept of life design is rooted in existential psychology, which was developed by scientists such as R. May and M. Boss, presenting their key concepts. A separate direction in this field is occupied by the problem of life creation, developed by N.A. Berdyaev, as well as the analysis of the life path, which was carried out by Sh. Buhler, B.G. Ananyev, D.A. Leontiev, N.A. Loginova, S.L. Rubinstein, etc. The study of the prospects of life attracted the attention of such scientists as K.A. Abulkhanova-Slavskaya, Y.V. Vasilyeva, E.I. Golovakha, who made a significant contribution to the development of this field.

The research interest in these works focuses on the study of individual perceptions of time and space in a person's life path, as well as on how these aspects manifest themselves in reality. Special attention is paid to the influence of various factors on life changes, perception of the future, the ability to anticipate events and the importance of ideas about the future for a personal life perspective. These aspects are closely related to the process of designing a person's life path.

In Russian psychology, there is a limited number of scientific papers related to the concept of "a person's life project". The concepts of designing one's future and developing a life perspective are often used in the literature as terms with the same meaning, which are understood as an individual's idea of one's future. In the work of V.S. The main role is assigned to the "dominant life project", described as an advanced technology in the educational process that combines various forms of diagnosis and development techniques [3].

These strategies are designed to help you understand and achieve individual and professional goals, which in turn contributes to the development of talented children. In the research of M.V. Klementyeva and E.E. Sapogova, a broader interpretation of the concept of designing a life path is given, where the future of a person is analyzed through the prism of such concepts as "self-design" and "life project" [6]. E.E. Sapogova notes that self-designing and building one's personality includes setting personal values and goals,

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predicting the future, developing strategies for life and planning various behavioral strategies. She emphasizes that human existence acquires meaning through the creation of symbols and meanings. In the process, he relies on already existing cultural markers, borrowing and adapting generally accepted meanings and concepts [15, p. 61]. Therefore, the formation of meaning is a product of creative action in human life.

Usually, during adolescence, the appearance of the so-called event-based approach in designing a life path is especially noticeable, which is later enriched with elements related to the search for the meaning of life and the development of individual qualities. As we move into the age of adolescence, various aspects of this process begin to manifest themselves more intensively, up to the formation of a deeply thought-out complex life project combining all the previously mentioned elements [4].

In foreign psychological science, the concept of a "life project of a personality" is considered to a greater extent within the framework of practical research.

In particular, the concept of "life project" is mentioned in works related to the study of determinants and protective factors against such behavioral destructions in adolescents as pregnancy, depression, suicide, etc. (Baeza W. B., Póo A.M., Oman R. F., Vesely S. K., Harris L., Phipps M., Ramirez -Aranda J.M et al.). Oman R. F., Vesely S. K., Aspy C. B. (2005) consider life projections as "future aspirations" without disclosing this definition [13]. According to research by Baeza W. B. et al (2007), "the creation of a life project in adolescents is one of the protective factors of personality from antisocial behaviors" [2].

In our research, we relied on the subjective-activity approach (S. L. Rubinstein et al.); the theory of the life path and the psychological concept of personality research as a subject of life (B.G. Ananyev, K.A. Abulkhanova-Slavskaya, M.R. Ginzburg, V.I. Kovalev, T.N. Berezina, A.N. Leontiev, S.L. Rubinstein et al.).

In our study, a life project is understood as an event project, a project for the development of personal properties (an existential project according to E.E. Sapogova) [15].

It should be emphasized that the process of personal development includes various stages and approaches to designing a life path. During adolescence, there is an awareness of one's own life as a unique event, including interaction with oneself and other people. We believe that the concept of a "life project" represents a vector of the future that an individual develops for himself, seeing in it prospects for well-being and development. In this case, the description of life projects is carried out through an analysis of the time frame and spatial aspects of human activity.

The study of the inner world and self-knowledge become achievable through a deep process of systemic reflection, which is characterized by special depth and productivity compared to other approaches to self-knowledge. D.A. Leontiev explains that the key to this approach lies in dividing our own "I" into two parts: the image that we imagine (the concept of "I"), and a deeper inner level (the existential Self) [8]. This separation makes it possible to look at any situation of interaction from different points of view, taking into account both your personal position and the position of others, as well as various ways of developing events. As a result, systemic reflection opens up new aspects of oneself to a person, becoming a cornerstone in the process of self-exploration and development of the personal inner world.

In V.G. Anikina's concept, the key element is the idea that human existence is inextricably linked with reflection, which allows us to form a unique, holistic perception of the world, regardless of its material or ideological aspects, internal or external nature. This process is unique in that it extracts reality for detailed analysis from its everyday contexts, viewing it through the prism of reflection, as if through the gaze of the "Other" [1]. This approach reveals hidden attributes and connections in relation to reality, leading to an enriched perception, which, in turn, generates new knowledge and understanding of reality. The interaction between the subjective Self and the reflexive position, or "Other", enriches existing ideas, opening the way to new discoveries in understanding the world.

On the one hand, the reflexive dialogue reflects the movement of the reflexive process (described by G.P. Shchedrovitsky), and on the other hand, this process is placed in the space of interaction between the Self and the Other, and, accordingly, the final stage of this dialogue is a reflexive exit.

Refletechnologies are currently being actively used and developed, especially reflexology, which is a specially organized interaction between people. They are aimed at updating reflexive mechanisms in order to solve intrapersonal life tasks. Reflexive training is one of the forms of reflexology [10].

Empirical studies conducted by G.I. Katrich, M.I. Naidenova, V.M. Dyukov, S.N. Maslov, O.A. Polishchuk, E.P. Varlamova, I.V. Bayer and others confirm the effectiveness of game reflexive techniques of refletrening.

To achieve personal self-realization and the disclosure of a person's creative potential, it is important to use methods of semantic orientation and personal reflection. Various theoretical works, such as the works of V. M. Pyatunina, E.V. Hayainen and others, reveal the connection between the formation of semantic orientations, social success and personal reflection [11, 12]. These data allow us to suggest the expediency

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of using educational reflexive dialogue in the form of reflexive training in building life projects of personality in adolescents.

Thus, understanding the nature of reflection, on the one hand, as socio-psychological, mediated by relations with the world and people [10], and on the other – internal mental, manifested through going beyond oneself, including self-reflecting, were for us the most important aspects for building a working model of systemic reflection of personality, which is the basis of the practice of reflexive dialogue presented below.

II. Problem Statement

The process behind the development of an individual's life projects is guided by complex introspection, playing the role of a key element in this mechanism. It covers several main tasks: creates an accurate sense of self; reveals inner abilities through self-reflection; promotes the formation of a positive perception of oneself; helps to acquire deep meanings and principles that are critical to personal well-being; and also finds and applies external supports accepted from significant Others, such as families and friends.

A key element of a reflective dialogue is its orientation towards the inner world of the participants. During such discussions, people not only share their thoughts and views, but also reflect deeply on their characteristics, needs and aspirations. They analyze their true nature, formulate personal goals and plan the necessary actions to implement them. This process contributes to the enrichment of a person's inner world with new meaningful ideas (expansion of semantic space) and allows them to rethink their personal priorities.

The results of reflection are the transformation of the reflected reality and the appearance of a transformed representation of it (image, model, state), awareness and appropriation of new personal meanings, a different image of the Self (I. N. Semenov, D.A. Leontiev, V. G. Anikina, etc.), "philosophical understanding of life" (S. L. Rubinstein), etc.

We present a working model of systemic reflection of personality, the process of its course and the "life project of personality".

The 1st stage: Contact with your image of "I am in the present", "I am in the future". At this stage, the personality is included in the understanding of his Self. The motive of research and awareness of himself, his life activity is formed. The actualization of the "Self-reflecting" and "meta-Self" begins.

The 2nd stage: The construction of a space-time continuum of reflection and reflexive reality, namely the images "My present and future. Awareness of one's present begins and an idea of one's future arises.

The 3rd stage: The construction of reflexive positions, in particular the "meta I" – I am reflective, I am reflective-I am the present, I am the future, I am reflective - the image of the present, the future, etc.

The 4th stage: Implementation of reflexive construction of relatively grouped reflexive positions. At this stage, the image of the Self, the image of one's own life activity, is created, which, strictly speaking, may partly be the result of reflection.

The 5th stage: Getting the results of reflection.

We have defined it as subjectively holistic, based on a person's ideas about himself (I am the center) and the image of the future (spiritual and material). This project is dynamically changing and being constructed by a person, meaningfully conditioned by a set of individual life meanings assigned by a person to social values, the psychological space of a person. It includes semantic, value, spatial, temporal, organizational, activity and personal components of life activity. These methodological foundations serve as the basis for the development of a learning reflective dialogue.

Based on age-related neoplasms in childhood, we will implement a reflexive dialogue using the following theoretical provisions: the functional inclusion of systemic reflection in the process of building a person's life project; the actualization of systemic reflection, contributing to the creative level of building and implementing a person's life project; the dialogical nature of systemic reflection and its other types and types.

It is very important to study the psychological present and psychological future of adolescents, excluding their psychological past. Many researchers (I. Bozhovich, L.S. Vygotsky, I.S. Kohn, D.I. Feldstein, E. Erickson and others) confirm that the past (the child) does not matter in the present for a teenager, since it is already present in the present. Special attention will be paid to the targeted relationship between the present and the psychological future.

It is important to note that the basic principles of building a program of developmental classes based on reflective dialogue in the process of reflective dialogue include the humanistic orientation of the training leader, creating conditions for deep intrapersonal work, full-fledged emotional involvement and the use of a diverse range of reflective methods and knowledge in the field of training work.

To achieve maximum effectiveness in conducting the training, it is necessary to take into account the practical side of the issue. One of the key elements is working with a group of 15 people.

The main parameters of the effectiveness of reflective dialogue:

1) Awareness and Appropriation of personal resources, building a semantic system of perception of time, in which the synthesis of personal ideas about oneself and the world is noted;

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2) Expanding the range of personally significant values – "value saturation";
3) Expanding the range of different spheres of personal activity in the aspect of the future;
4) Concretization of life goals as a sequential chain of plans, formation and concretization of a subjective idea of the means, actions necessary for the implementation of plans and concretization of time frames for achieving goals;
5) Emotionally positive coloring of the image of the future,
6) Building an active position in relation to future life activities, updating effective strategies of behavior in the present;
7) The use of a wide range of functional manifestations of systemic reflection in solving problems of the current life stage;
8) Awareness of the role of systemic reflection for the constructive building of one's own life activity.

The purpose of the study is to investigate the influence of educational reflective dialogue on the formation of students' life projects.

The Hypothesis of the Study: In the conditions of purposeful educational influence through educational reflective dialogue aimed at the formation of students' life projects, in contrast to the usual conditions of their learning, positive changes occur in the structure and content of students' life projects, expressed in greater differentiation, event saturation and manifestations of a greater social orientation of the image of the future.

III. Research Methodology

The sample included 8th grade students aged 13-14 years. At the ascertaining stage of the experiment, 100 children, students of the lyceum "Derzhava" and school No. 17 of the city of Obninsk, Kaluga region, were represented as participants.

60 people were selected to participate in the formative stage of the experiment, including experimental group 1 in the amount of 15 people (a group of one class); experimental group 2 in the amount of 15 people (a group of one class); comparison group (an Intensive class) in the amount of 30 people. The groups differ only in their quantitative composition and the chronological framework of the formative stage of the experiment.

We have chosen a quasi-experimental research plan. At the ascertaining stage of the experiment, the formation of students' life projects was studied. The structure of the life project includes the image of the spiritual and material future, consisting of spatial, temporal, organizational and activity components of human life. 3 criteria characterizing the formation of components of life projects were analyzed, namely: the spatial component can be described by evaluating such an indicator as the social orientation of the project. The time component is saturation (eventfulness); organizational and activity component is differentiation (representation of various spheres of future life).

The selection and development of methodological tools were carried out taking into account the set experimental tasks.

We have developed an author's structured interview in accordance with the criteria characterizing the components of a person's life projects, namely: 1) differentiation of life projects, 2) event saturation of life projects, 3) social orientation of life projects. The methodology made it possible to identify the components of all the components of the formation of a life project and to obtain material for proving both general and particular hypotheses. The subject of the essay is also indicated: "My life project".

When selecting methods for diagnosing students' personal characteristics, we focused on those variables that characterize a person's personal potential (see Leontiev et al., 2011) and, according to the results of some other studies (L.Ya. Veingerova and D.D. Guryev, Yu.V. Epimakhina, V.P. Zinchenko, O.I. Kayasheva, E.B. Morgunov, V.M. Pyatunina, E.V. Hayainen, etc.), discover a connection with the construction of personal life projects.

1) The method of self-realization (self-actualization of personality) by E. Shostrom in the adaptation of N. F. Kalin, A.V. Lazukin;
2) D.A. Leontiev's method of meaningful life orientations (meaningfulness of life) [9];
3) The method of determining the individual measure of reflexivity by A.V. Karpov [4];
4) Reflexive self-report test "Who am I?" by V.S. Mukhina [15];
5) D.A. Leontiev's differential type of reflection [9];
6) The scale of psychological reasonableness of X. Conte in the adaptation by M. A. Novikova, T. V. Kornilova [12].

The period of the study is 2014-2020.

The study was conducted in several stages:

Stage 1: Based on the study of pedagogical, psychological, educational and methodological literature, the methodological and theoretical foundations of the study, its object, subject, goals and objectives are determined. The author's structured interview has been developed in accordance with the criteria characterizing the components of a person's life projects, namely: 1) differentiation of life projects, 2) event saturation of life projects, 3) social orientation of life projects and 4) event series indicated on the timeline of the future. The author's structured interview included such questions as: do you like your life?; What events of your life do you remember the most?; When does a person's life become bright and interesting, in your opinion?; Do you plan your life?; Formulate the 5 most important goals for the next year, five years, 10 years.

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Templates for free-form judgments are also included: Most of all in the future I would like ...; If I could choose my future, then I would...; For my future, the main task at school ...; My future life ...; If a miracle happened, then my future…; When I become an adult, then...; The meaning of human life... etc. The theme of the essay is also indicated: "My life project", in which participants were asked to describe all spheres of their life, including the personal sphere, the professional sphere, and the social sphere.

Stage 2: The ascertaining stage of the experiment allowed us to describe the features of students' life projects. The analysis of responses to interviews and essays was carried out using content analysis. The result of this stage was the planning of experimental work on the formation of students' life projects.

Stage 3: The formative stage. Implementation of experimental work on the formation of students' life projects through educational reflective dialogue. The formative stage of the experiment included the construction of a study of the process of forming a life project within the framework of a specially developed developmental program, the methodological form of implementation of which was a training reflexive dialogue. This stage was built as a comparative study of two groups of subjects. In one of them (experimental groups 1, 2 – students of the lyceum "Derzhava" and school No. 17), a developmental program was conducted aimed at forming students' life projects, with another comparison group (control group) traditional forms of career guidance extracurricular activities were carried out. One lesson lasted 1.5 hours, a total of 8 classes were held for each group of 15 participants.

Stage 4: Systematization and generalization of research results, formulation of conclusions.

IV. Results and Discussion

At the ascertaining stage of the experiment, we obtained the following data on the formation of students' life projects (Table 1).

Qualitative and mathematical methods of information analysis (content analysis, correlation, comparative). The computer data analysis system "Statistica 8.0" was used to process the received data. In the process of comparing the data, the criteria of signs and the Spearman correlation coefficient were used. The data analysis was comparative and correlative.

Table 1: Average Indicators of Criteria for the Formation of Students' Life Projects

Average indicators of criteria for the formation of life projects				
		Differentiati	Saturation	Social Orient.
Comparison group	average	1,97	1,20	1,83
	standard deviation	0,89	0,96	1,23
	maximum	3	3	4
	minimum	0	0	0
Experiment. group 1	average	1,73	1,67	2,00
	standard deviation	0,59	1,09	0,85
	maximum	3	3	3
	minimum	1	0	0
Experiment. group 2	average	1,40	1,13	1,93
	standard deviation	1,12	0,74	1,44
	maximum	3	3	3
	minimum	1	0	0

Correlation analysis was used to analyze the relationship between the criteria characterizing students' life projects. Spearman's correlation coefficient was used. The data is presented in table 2.

Table 2: Correlation Analysis of Characteristics of Students' Life Projects

	Saturation	Social Orient
differentiation of life projects	0,635	0,202*
Saturation		0,286**
Social orient		

*Note: * $p<0.05$; ** $p<0.01$*

There are significant average positive correlations between the scale "Differentiation of Zh.P." and the scale "Saturation (eventfulness)" ($r=0.635$, $p<0.001$). With increasing indicators on the scale of "Differentiation of Zh.P.", indicators on the scale of "Saturation (eventfulness)" also increase.

There are significant weak positive correlations between the "Saturation (eventfulness)" scale and the "Social orientation of J.P." scale ($r=0.286$**, $p<0.01$). With increasing indicators on the "Saturation (eventfulness)" scale, indicators on the "Social orientation of J.P." scale also increase.

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There are significant weak positive correlations between the scale "Differentiation of J.P." and the scale "Social orientation of J.P." ($r=0.202^*$, $p<0.05$). With the increase in indicators on the "Differentiation of Zh.P." scale, indicators on the "Social orientation of Zh.P." scale also increase.

A correlation analysis was carried out with the participation of all sample groups to identify the relationship between the criteria for the formation of components of students' life projects and their personal characteristics.

Significant moderate positive correlations were revealed between the "Differentiation of Zh.P." scale and the "Goals" scale ($r=0.425$, $p<0.001$). With an increase in indicators on the "Differentiation of Zh.P." scale, indicators on the "Goals" scale also increase.

There are significant moderate positive correlations between the "Differentiation of Zh.P." scale and the "Result" scale ($r=0.434$, $p<0.001$). With the increase in indicators on the "Differentiation of Zh.P." scale, the indicators on the "Result" scale also increase.

Significant moderate positive correlations were revealed between the scale "Differentiation of Zh.P." and the scale "LK Ya" ($r=0.438$, $p<0.001$). With an increase in indicators on the "Differentiation of Zh.P." scale, indicators on the "LK Ya" scale also increase.

There are significant moderate positive correlations between the "Saturation (eventfulness)" scale and the "Goals" scale ($r=0.34$, $p<0.001$). With increasing indicators on the "Saturation (eventfulness)" scale, indicators on the "Goals" scale also increase.

Significant moderate positive correlations were found between the "Saturation (eventfulness)" scale and the "Result" scale ($r=0.303^{**}$, $p<0.01$). As the indicators on the "Saturation (eventfulness)" scale increase, the indicators on the "Result" scale also increase.

Next, the average indicators of each group were calculated according to the scales of personal characteristics of students.

The results obtained by us indicate both a low level of formation of students' life projects and a low level of development of students' personal characteristics. To some extent, this is another proof that the formation of life projects and personal characteristics are interconnected, like two processes of personal development of adolescents.

Examining the conjugation of criteria for the formation of life projects and personal characteristics, it was revealed that time orientation (understanding the existential value of life), creative attitude to life (creativity), autosympathy, contact, systemic reflection", volitional regulation of behavior (control-naturalness), the level of general reflexivity, appropriation of socially significant roles, accessibility feelings, openness to new experiences and self-assessment of metacognitive activity are correlated with indicators of students' life projects.

The methods used made it possible to determine the insufficient formation of students' life projects, the interrelation of components of life projects, their conjugation with the personal characteristics of students.

These circumstances have determined the demand for the development and purposeful implementation of a program of educational activities based on a reflective educational dialogue aimed at changing the life projects of adolescents. To test the effectiveness of this program, a formative stage of the experiment was carried out, in which 30 8th grade students took part. The students were divided into 2 groups of 15 people. Classes were held within the framework of extracurricular activities (vocational guidance work of a secondary school).

The program of developing classes based on the educational reflexive dialogue included the implementation of three areas of activity of its participants: conducting reflexively innovative procedures based on the educational reflexive dialogue and aimed at solving the tasks set in the program; completing homework and reflecting the results of the educational reflexive dialogue in order to realize and integrate them into the inner world of the personality.

The main purpose of the program of developing classes "Life project of personality" is the formation of the life project of students aged 13-14 years through educational reflective dialogue.

Within the framework of the program of developing classes, the following tasks were supposed to be solved:

1. Actualization by a person of systemic reflection, its functions in the organization of his own life activity.
2. The formation of a holistic image of myself and my own life (the relationship between the present and the future").
3. Formation of skills of awareness of intrapersonal characteristics.
4. The formation of a creative approach to self-realization and life in general.
5. Awareness of the role of one's self in the constructive transformation of life and the design of the future.

In the first lesson "Who and what am I?" we set ourselves the main goal – awareness of the image of the Self, activation of the "reflecting Self" and "meta–Self". Then, in the second lesson "My personal resource", we direct our attention to awareness of personal resources, the image of the Self and its integrity, as well as semantic and emotional self-determination. In the third lesson, "Working with the image of the present", we focus on understanding the features of our image of the present: temporal, spatial, organizational and activity components, using the activation of reflexive processes for this purpose. Further, as part of the research entitled

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"My life strategies and plans", we aim to study the most common scenarios and strategies of life activity, as well as to explore their variability and significance for ourselves. In the next lesson, we are engaged in creating new life scenarios and behavioral strategies based on the development of systemic thinking skills. As part of the fifth lesson, "My Image of the Future", the temporal, spatial and organizational aspects of a life project are studied [14].

As a result of the formative stage of the experiment, the students of the experimental groups underwent changes in the content and structure of life projects, they became more differentiated, eventful, and their projects acquired a greater social orientation.

A comparative analysis of groups before and after targeted exposure through reflective learning dialogue showed that, regardless of the initial indicators on the scales of personal characteristics, changes in the content and structure of life projects occur in the vast majority of students (Table 3).

Table 5: Indicators of Criteria for the Formation of Life Projects before and after the Experiment, cf. Score

Indicators	Experiment. group 1		Criterion of signs	Significance level	Experiment. group 2		Criterion of signs	Significance level	Comparison Group		Criterion of signs	Significance level
	before the experiment	after the experiment			before the experiment	after the experiment			before the experiment	after the experiment		
Differentiation	1,73	2,93	2	p≤0,001	1,71	3,09	0	p≤0,001	1,97	1,97	0	p>0,05
Saturation	1,67	3,00	2	p≤0,001	1,29	3,24	0	p≤0,001	1,2	1,2	0	p>0,05
Social orientation	2,00	3,87	0	p≤0,001	1,98	3,90	0	p≤0,001	1,93	1,93	0	p>0,05

1. *Differentiation:* Experimental group 1 The shift towards increasing the results is significant at the significance level p≤0.001.

   Experimental group 2 The shift towards increasing the results is significant at the significance level p≤0.001.

Comparison Group: There is no shift towards increasing the results at the significance level P>0.05.

2. *Saturation:* Experimental group 1 The shift towards increasing the results is significant at the significance level p≤0.001.

   Experimental group 2 The shift towards increasing the results is significant at the significance level p≤0.001.

Comparison Group: There is no upward shift in the results at the significance level of P>0.05.

3. *Social Orientation:* Experimental group 1 The shift towards increasing the results is significant at the significance level p≤0.001

   Experimental group 2. The shift towards increasing the results is significant at the significance level p≤0.001.

Comparison Group: There is no shift towards increasing the results at the significance level p>0.05.

The results of the experiment show changes in the structure and content of students' life projects under the influence of educational influence based on educational reflective dialogue. The data obtained by us using the Wilcoxon T-test indicate the reproducibility of the effect of the proposed program of educational classes based on the educational reflexive dialogue.

A comparative analysis of groups before and after targeted exposure through reflective learning dialogue showed that, regardless of the initial indicators on the scales of personal characteristics, changes in the content and structure of life projects occur in the vast majority of students.

Interpreting the totality of the results obtained, it can be stated that in normal learning conditions and under the influence of the social environment, students' life projects are characterized as poorly differentiated, event-rich and poorly socially oriented. Of course, it should be borne in mind that this is partly due to the age-related peculiarities of teenagers' perception of the future.

It is important to note that the lack of formation of the substantive characteristics of the project determines the associated undeveloped personal characteristics. It can be assumed that in the context of a learning reflective dialogue, along with changes in the content and structure of life projects, personal characteristics are revealed and improved, that is, personal development takes place. Such personal characteristics as time orientation (understanding the existential value of life), creative attitude to life (creativity), autosympathy, contact, systemic reflection", volitional regulation of behavior (control-naturalness), the level of general reflexivity, appropriation of socially significant roles, accessibility of experiences, openness to new experience are especially susceptible to change

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and self-assessment of metacognitive activity. Based on the above, it can be assumed that through reflection on life projects, it is possible to influence the personal characteristics of students, which is significant for further study and analysis of effective tools of psychological and pedagogical practice.

V. Conclusion

The concept of "personal life project" is interpreted as the direction of the "future", which a person defines for his own life activity, perceived by him as favorable and dynamically changing. It is determined that the structure of the life project includes an image of the spiritual and material future, consisting of spatial, temporal, organizational and activity components of human life.

It is confirmed that the structural components of life projects are characterized by the following criteria: the spatial component can be described by evaluating criteria such as differentiation (representation of various spheres of future life) and social orientation of the project, the temporal component is described by event saturation (eventfulness),. The organizational and activity component can be determined through an assessment of such personality characteristics as control over one's own life, decision-making and their implementation in one's own life, the meaningfulness of future goals and a qualitative analysis of the significance and accessibility of a number of universal values.

An experimental study has shown that standard teaching methods lead to the formation of students' life projects, which are often poorly differentiated, event-impoverished and poorly socially oriented. However, when the learning process includes a learning reflective dialogue focused on the development of individual life projects, this leads to significant dynamics in the content of students' life projects. This is manifested in the complication of the structure of ideas about future events by increasing the content part: the number of spheres of life, events; in the manifestation of a greater social orientation of life projects. This approach not only enriches the personal perspectives of teenagers, but also contributes to the formation of a more complex image of the future for them.

Targeted educational impact based on educational reflective dialogue plays a key role in the evolution of adolescents' life projects. This influence enriches and complicates their views on the future by broadening their horizons and increasing the number of aspects and events that they include in their projects. In addition, such education strengthens the social orientation of their projects, making them more focused on public needs. The basis for such a transformation is the introduction of educational reflective dialogue as a means to reassess and modify life projects.

The study showed that the process of changes in life projects affects teenagers equally, despite differences in their individual characteristics. It was also confirmed that the technology using educational reflective dialogue ensures stable reproduction of the results obtained.

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