



Psychological Features Of The Problem Of Self-Regulation In Education

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ABSTRACT

There is a worldwide need for qualified specialists in higher education who are capable of performing their duties at a high level, taking responsibility for their actions, making informed and appropriate decisions, and adapting to innovative processes. UNESCO, the only UN organization, With jurisdiction over higher education, the organization supports efforts to improve the quality of higher education by ensuring transparency in the education system and providing equal opportunities for all students. In this context, individual and personal characteristics, adaptation to modern professional demands, a creative approach to problems, the ability to find unconventional methods, and teamwork skills are important. Self-development, self-improvement, and self-regulation are pressing issues for students worldwide. Educational and research centers around the world are focusing on research on the following topics: self-regulation, motivation for learning, satisfaction with the learning process, freedom of subject choice, self-organization, self-development, self-realization, holistic individuality, initiative, values and content, individual well-being, as well as motivational and need factors in professional activities.

Keywords:

self-regulation, personality, self-knowledge, self-management, content, responsibility, understanding, reflection.

Relevance. Currently, special attention is paid to topics such as self-regulation, self-awareness in education, self-organization, personality types, satisfaction with the educational process, career guidance, diagnosis and psychotherapy of related psychological problems, and improving the working conditions of psychologists. In recent years, our republic has identified priority areas for reform aimed at

improving the quality of education, promoting knowledge and talent among students, and fostering an active civil society, and has created the necessary legal and regulatory framework.

As is well known, the term "self-regulation" was first introduced as a scientific category by K. Goldstein (1939). Based on his theory of cognitive rehabilitation, he proposed examining symptoms in an individual patient. He explained

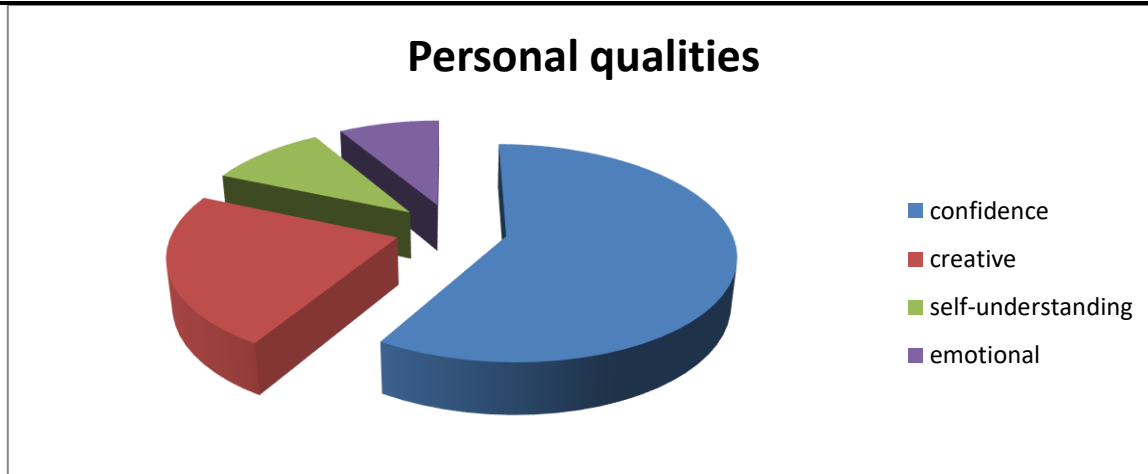
a number of behavioral changes in patients with traumatic brain injuries using the concepts of "self-regulation" and "self-representation." According to K. Goldstein, "self-regulation expresses the body's ability to self-heal under the influence of trauma" [1]. He emphasizes that self-regulation is the body's sole and primary motive, serving as a leading characteristic for self-realization, development, self-improvement of the entire organism, and the individual's creative aspirations.

At first glance, actions dictated by other motives may seem like self-actualization—the primary driving force of life. Self-regulation refers to the need to satisfy all human potential. This relates to the need for development as people strive to satisfy their higher needs; that is, self-regulation is actions aimed at satisfying these needs. Needs are a state of deprivation that motivates a person to satisfy them. According to K. Goldstein, a normal, healthy body is one that "overcomes the difficulties arising from encounters with the external world not out of anxiety, but out of a desire to activate, acting from within" [2]. For K. Goldstein, self-regulation does not mean the end of problems and difficulties; on the contrary, development often leads to suffering and pain.

One of the main goals of our research is to identify the psychological factors influencing the level of self-regulation in student life. The purpose of this study is to examine the characteristics of the relationship between the structural elements of self-regulation in a student's personality[3]. As is known, for our diagnostic work aimed at studying the level of self-regulation in academic activity during student life, we selected N.F. Kalina's method "Diagnosing the Level of Personal Self-

Regulation" and N.S. Badmaev's method "Diagnosing Students' Academic Motivation." These methods are designed to study self-regulation characteristics during college, including time management, values, attention to human nature, need for knowledge, creativity, autonomy, spontaneity, self-understanding, well-being, communication skills, and communication flexibility. The selected methods were applied to a group of subjects, and the results were analyzed quantitatively and qualitatively.

According to the study results, it was found that among graduate students, time management has a significant correlation with cognitive needs ($r=0.34$; $p\leq 0.01$), communication flexibility ($r=0.28$; $p\leq 0.01$), understanding of human nature ($r=0.20$; $p\leq 0.05$), and self-understanding ($r=0.18$; $p\leq 0.05$). This shows that people with a good understanding of the existential value of life possess characteristics such as readiness to learn, adaptability in communication, a positive attitude toward their own capabilities, and an adequate understanding of their own needs. Values were found to correlate with creativity ($r=0.52$; $p\leq 0.01$), autonomy ($r=0.25$; $p\leq 0.01$), spontaneity ($r=0.24$; $p\leq 0.01$), need for knowledge ($r=0.20$; $p\leq 0.05$) and self-compassion ($r=0.19$; $p\leq 0.05$). The results show that characteristics such as creativity, independent thinking, self-confidence, desire for knowledge and a positive emotional attitude towards oneself have a significant long-term impact on the process of understanding one's own values, being in harmony with others and striving for values based on healthy relationships



Results from N.F. Kalina's "Diagnostics of Personal Self-Regulation Level" methodology.

A significant correlation was found between self-awareness ($r=0.37$; $p\leq 0.01$), time management ($r=0.20$; $p\leq 0.05$), communication skills ($r=0.22$; $p\leq 0.05$), and communication flexibility ($r=0.22$; $p\leq 0.05$). These indicators indicate that factors such as a person's ability to understand themselves, live with their current emotions, establish strong and positive relationships with others, and adequately express their opinions in communication are crucial for demonstrating goodwill and trust in interpersonal relationships. It was noted that cognitive needs significantly correlate with time management ($r=0.34$; $p\leq 0.01$), with the desire for creativity ($r=0.40$; $p\leq 0.01$), with the establishment of relationships ($r=0.33$; $p\leq 0.01$), and with values ($r=0.20$; $p\leq 0.05$). This shows that an increased interest in the new and the desire for novelty, not directly related to the satisfaction of any needs, in turn lead to an increase in the level of a person's ability to focus on their current life, demonstrate their creative abilities, establish sincere communication with others, and understand the value system.

A significant correlation was found between the desire for creativity and values ($r=0.52$; $p\leq 0.01$), the need for knowledge ($r=0.40$; $p\leq 0.01$), autonomy ($r=0.24$; $p\leq 0.01$), spontaneity ($r=0.38$; $p\leq 0.01$) and self-compassion ($r=0.27$; $p\leq 0.01$). The results show that a person's ability to realize their creative abilities, their desire for novelty, their need for knowledge, independence in decision-making, the ability to act actively under the influence of internal impulses and their positive self-esteem are directly related to their need for knowledge.

Based on the obtained results, a relationship was identified between the components of self-regulation. According to this, the leading components of self-regulation during the student period are the desire for creativity, autonomy, spontaneity, and networking. It was also found that, given human nature, self-regulation components such as time management, self-understanding, and communication flexibility are of minor importance. This indicates that the role of age characteristics in the manifestation of self-regulation during the student period is significant, as confirmed by the results of the empirical study.

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