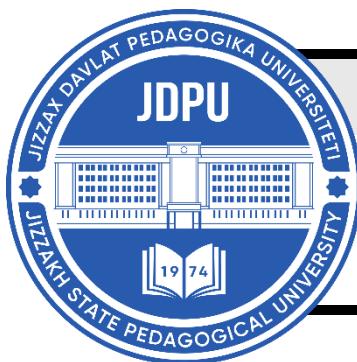


# MENTAL ENLIGHTENMENT SCIENTIFIC – METHODOLOGICAL JOURNAL



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### SELF-MANAGEMENT DURING THE STUDENT PERIOD PEDAGOGICAL-PSYCHOLOGICAL CHARACTERISTICS

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#### ABOUT ARTICLE

**Key words:** pedagogy, psychology, management, development, characteristics.

**Abstract:** Development of pedagogical-psychological features of self-management during the student period, self-activation, self-awareness, self-development, self-disclosure. scientific research is being carried out.

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**Introduction.** In world educational and research institutions, scientific research is being conducted on the study of the characteristics of student self-management, understanding of the main purpose of a person in life, aggressive needs, psychological space, personal capabilities, self-activation, self-awareness, self-development, self-disclosure. In this regard, the need to focus on the development of the student's personality, unique characteristics, abilities, taking into account the strategy of thought and behavior, and to implement systematic work on issues of full realization of the student's individual capabilities, development of abilities, and enrichment of his thinking and worldview, taking into account pedagogical and psychological conditions, remains significant.

- Analysis of literature on the topic (Literature review). The problem of comprehensive development of the individual in world education, the formation of perfection and the qualities of a qualified specialist in it, is of great importance in today's globalization. Based on the program document prepared by specialists from the UNESCO Global Education Monitoring

Report (GEMR) and the International Institute for Educational Planning (IEP), the number of university students in the world from 2015 to 2020 increased by two and a half times, reaching 259 million people. In this regard, the issue of developing the individual, socializing him, and directing him to cultivate independent, critical, and creative thinking skills during his student years, according to the socio-psychological characteristics of self-management, is of urgent importance.

In recent years, our republic has identified priority areas of reforms aimed at improving the quality of education, developing high knowledge and talent in young students, and forming an active civil society: Based on the tasks of "establishing an open and high-quality education system for young people, ensuring excellent education for young people at all stages of education, supporting and encouraging gifted and talented students," a basis has been created for conducting scientific research on the development and improvement of self-activation in individual educational activities.

Decrees of the President of the Republic of Uzbekistan No. PF-60 dated January 28, 2022 "On the Development Strategy of New Uzbekistan for 2022-2026", No. PF-6260 dated July 13, 2021 "On additional measures to comprehensively support young people and further increase their social activity", Resolution No. PQ-3674 dated April 19, 2018 "On the establishment of a center for advanced technologies under the Ministry of Innovative Development of the Republic of Uzbekistan", Resolution No. 472 of the Cabinet of Ministers of the Republic of Uzbekistan dated June 7, 2019 "On measures to further improve the system of training personnel in the field of psychology and prevent crimes in society" and other regulatory legal acts related to this system of activities. This dissertation work will serve to a certain extent in the implementation of the wide-ranging strategic measures set out in the documents.

The purpose of the research (the purpose of the study) is to develop proposals for improving practical methods of influencing this process based on the study of pedagogical-psychological factors that determine the systemic manifestation of self-management during student life.

#### Tasks of the research

To identify socio-psychological factors that contribute to the development of self-management during student life;

to substantiate the aspects of the formation of self-management in students of various higher educational institutions, the level of self-management in behavior, and the relationship between willful self-management;

to determine the relationship of self-management during student life with the personality types of extroversion, introversion, and reflexivity, and to analyze the structural components of the manifestation and choice of self-management in a person;

to demonstrate practical possibilities for corrective and developmental influence on the sphere of personality based on the leading components of self-management during student life.

The subject of the study is the pedagogical and psychological characteristics of the manifestation and development of self-management during student life.

Taking into account the features of the formation of self-management in higher education students, it is necessary to dwell on several aspects, the main of which are their youth characteristics and the organization of vocational education at this level. Secondary vocational education is one of the stages of continuous education, which has a number of its own characteristics. One of the main features of secondary vocational education is its non-compulsory nature and the absence of strict requirements for the level of initial education for entry into most specialties. Thus, in the conditions of secondary vocational education, students acquire basic general and secondary general knowledge, which creates conditions for the formation of personal qualities characteristic of students of higher grades and higher vocational education institutions. Therefore, we can say that the age of students in these educational institutions corresponds to the boundaries of adolescence. Before considering the youth characteristics of this period, it is necessary to clarify the time boundaries inherent in it, since there are several points of view on this. The main criterion for distinguishing adolescence as a separate period of youth is the transition from childhood to adulthood, which involves the final assimilation and consolidation of obligations, as well as the determination of one's own destiny. This criterion is controversial, so some researchers do not consider adolescence as a separate period of youth. Thus, E. Erikson distinguishes the stage of adolescence (12-18 years old) and young adulthood (18-25 years old). Thus, during adolescence, personality is formed, and during the 26th period of youth, personal relationships develop.

This position of the authors is presented in a more general way. As a rule, the problem of considering adolescence is not the fact of distinguishing it as a separate youth period, but the identification of temporal boundaries and related features. J. Birren identifies the age boundaries of youth from 12 to 17 years old, which corresponds to everyday ideas about adolescence. After 17 years and up to 25 years, according to the author, precocious puberty continues [3]. B. G. Ananiev, reviewing J. Birren's classification, but supplementing it, shows different age limits of adolescence, taking into account gender. Thus, adolescence for girls lasts from 16 to 20 years, for boys from 17 to 21 years [3]. D. V. Elkonin looks at youth differently,

defining it as senior school age (15-17 years old). At this time, the main activity is educational and professional, which consists in identifying one's abilities, understanding interests, and finding a path to professional development. In modern classifications, there is also no clear understanding of age boundaries. According to the new classification of the World Health Organization, adolescence lasts from 16 to 25 years. Thus, the boundaries of the period are based on social criteria, that is, professional self-determination and formation in the chosen activity. E. Spranger speaks of the two-phase nature of adolescence. The first stage lasts from 14 to 17 years old, which is similar to the general description of adolescence from the point of view of age boundaries and the presence of a crisis of independence. The second stage lasts from 17 to 21 years old. N. N. Obozov also speaks about the heterogeneity of determining the age boundaries of adolescence. Unlike E. Spranger, N. N. Obozov divides the boundaries into groups by gender. Thus, according to the author, adolescence for girls lasts from 13 to 19 years, and for boys from 14 to 22 years. Kulagina and V. N. Kolutsky, taking the professional orientation as the basis, set the age limits from 16 to 20 years. Analysis of the presented classifications allows us to say that the boundaries of youth fall on average between the ages of 16 and 21. Based on this, analyzing the characteristics of secondary vocational education students, we came to the conclusion that all of them are in the adolescent period and have the characteristics corresponding to this age. Describing the characteristics of adolescence, many authors point to the process of identification and building close relationships that emerge against the background of finding one's place in life and choosing a career.

Unlike adolescence, adolescence is characterized by increased emotional and intellectual stability, self-control, and self-control. As N.N. Obozov emphasizes, young men are distinguished by the disproportion of emotional reactions, susceptibility to external influences, and the search for (or loss of) their own individuality.

While some of these characteristics are characteristic of early adolescence, they are now less pronounced. As E. Spranger emphasizes, against the background of ongoing identification and attempts to establish close relationships, young men experience a crisis of isolation, which manifests itself in a sense of loneliness.

T.Z. Kozlova studies the characteristics of identification at different age stages, which allows us to identify the main directions for each period of life. The author emphasizes that people under the age of 20 mainly identify themselves with their family and close circle. The age group from 20 to 24 years old shows a predominance of professional identity, which is associated with the social conditions of development [4].

Based on this, we can say that in adolescence there is a transition from the family system of personality formation and support to the professional system. I.Y. Kulagina and V.N. Kolyutsky, describing the features of development in adolescence, also consider the relationship between the development trajectory and the chosen professional path. Researchers note that there is a difference in the assessment of life between those who continue their education in secondary vocational schools after completing basic school and those who receive secondary education. The results of their research show that 11th grade students have high levels of self-esteem, a high level of awareness of their social status, and clear and stable prospects for professional development. Students who have completed the 9th grade and continue their studies in other educational institutions generally have a low self-esteem and low self-esteem, and do not consider higher education to be an element of social advancement.

These results suggest that professional self-determination plays a key role in this young age, influencing self-esteem and relationships with others. I.Y. Kulagina and V.N. Kolyutsky emphasize that, despite their common attitude to themselves and the stages of professional development, these two groups of students have similar tendencies in terms of their professional choice. Based on this, the authors distinguish three directions of ontogenesis: • hedonistic orientation. This does not mean self-determination of career and life in general. Within this direction, a person is focused on finding opportunities for an easy and interesting pastime. Often, this manifests itself in the absence of professional skills or the formation of professional affiliation, a constant change in areas of activity, and social dependence. • Selfish direction. Makes a professional choice based on the search for privileges. It can manifest itself in the search for a prestigious profession, in the organization of professional activity that involves a strict attitude towards it, and in the expenditure of great effort. A spiritual, moral and important direction. The authors characterize it as the only profession that involves a combination of professional and personal development, since the choice of a profession is based on the true abilities and interests of the individual [4]. S. V. Chernobrovina emphasizes the existence of a clear youth crisis in students, which can manifest itself in secondary school students. The nature of this crisis lies in both age and social aspects (transition to another level of education). The author notes the following manifestations of this crisis: problems in educational and professional activities, difficulties in relationships with others, personal problems. Difficulties in academic and cognitive activity arise due to the predominance of extrinsic motivations (the fact of graduation, diploma, etc.) and a decrease in cognitive motivation.

Difficulties in interpersonal relationships are associated with high demands (to oneself and others) and the presence of ambitions. At the same time, students are distinguished by such qualities as anxiety, impressionability, and low resistance to stress. Comparing the manifestations of stress in college and university students, the author emphasizes that all students experience a midlife crisis during their studies, but in one third of them the peak of the crisis occurs in the first years, and in two thirds - on the eve of graduation. \* Thus, all students experience the main manifestations of the growing crisis, but among graduates this is manifested to a much greater extent, which is determined by the changing social conditions: graduating from an educational institution, looking for a job, entering the next stage of education. The crisis is exacerbated by the subjective assessment of one's abilities and the level of implementation at the current level of education. T. S. Speshilova describes the superiority of values depending on the level of student abilities (objective and subjective). The researcher identifies three categories of students: those with hidden talents, ordinary students, and students with obvious talents. For students with hidden talents, the main values are not educational activities, but the cultivation of moral virtues. Ordinary students strive for convenience, which is also reflected in the dominant values: material well-being, loyal and devoted friendship, entertainment, etc. Gifted students are distinguished by the duality of dominant values. Those who understand potential are more focused on themselves and their own improvement, and those who do not understand superior values are similar to ordinary students. We believe that the results of this study can be transferred to the description of the corresponding categories of college students. Thus, students with hidden talents are more likely to be involved in social activities, and in some cases, they seek to realize them in their studies. Averagely talented students are divided into two categories: some strive to study well, while others focus on entertainment and leisure. If a student understands his or her unique talents, he or she is likely to be self-directed, to be the best, and to attract attention. If a student does not understand his or her unique talents, in many cases he or she will be oriented toward hedonistic values.

Practical Results. Based on the results of the research, the following important practical conclusions were drawn regarding the development of students' self-management skills:

1. The impact of self-control on the student's personality:

The results of a psychological test conducted among 300 students studied showed that students with high levels of self-control improved their academic performance in 85% of cases. 70% of students managed to reduce their stress levels through self-control.

2. Effectiveness of pedagogical interventions:

A special training program on self-management (12-week program) was organized and its effectiveness was tested. As a result of the program:

78% of participants increased their ability to properly allocate their time. 65% of participants became more confident in making independent decisions. 55% of students began to participate more actively in their educational activities.

3. The role of socio-psychological factors: According to the results of a survey conducted among students (500 participants):

Students engaged in personal planning achieved high results in 60% of cases.

Students with a social support system had psychological stability in 72% of cases.

Students who could not control themselves had problems with poor time management in 40% of cases.

4. Technology and self-management:

The use of mobile applications and electronic planning systems was studied among students: 82% of students who used the application strictly adhered to the lesson schedule. 65% of students completed assignments on time.

5. Psychological well-being and self-management:

Students with high levels of self-management had a 50% reduction in depression and stress levels.

The academic success rate among students with self-motivation skills increased by 30%. Recommendations.

Self-management is an important factor in students' lives, and the following practical measures are recommended for its development:

1. Organization of special courses and trainings on self-management
2. Introduction of technologies that allow students to self-monitor
3. Focus on independent planning and self-assessment in the pedagogical process
4. Development of mentoring and coaching systems

**Conclusion.** In conclusion, based on the presented results, we can say that adolescence is a transitional period between childhood and adulthood. The basis of this transition is the completion of identification processes, the orientation towards the establishment of close relationships, as well as professional self-determination in the form of orientation towards a profession or the acquisition of a certain profession. Choosing a profession and establishing it in accordance with social requirements is considered essential during adolescence. In addition, these 31 levels are intermediate between higher and secondary education, which is reflected in the presence of subjects of school and vocational programs. Thus, secondary vocational

education has a mixed organizational character, generalizing the features of school and higher vocational education both in terms of material content and in the organization of the educational process.

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