

PSYCHOLOGICAL STUDY OF THE STUDENT'S SENSE OF SELF-CONFIDENCE

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Abstract

In this article, the student period is considered as an important stage in the development of personality. It is revealed that the formed sense of confidence serves as the basis for the development of intellectual, social, emotional and spiritual qualities in students. The role and importance of the feeling of confidence in all types of students' activities, the development of self-consciousness, the influence of the social environment on mental processes, as well as the influence of psychological theories of European scientists are also analyzed on the development of a sense of confidence in student age.

Introduction

Student period is the most active stage of intellectual and social development in a person's life. During this period, a person acquires not only knowledge and skills, but also develops scientific thinking, broadens his worldview and begins to form a life position. The student will learn to think independently, make the right decision in problem situations, adapt to the social environment. Also, this period determines a person's professional training, spiritual outlook and attitude to social activities. The student becomes aware of his social position, seeks to find his place in a community, and further strengthening of self-esteem strengthens the skills of communication and cooperation. In this process, his qualities such as responsibility, initiative and leadership are formed. All the processes affecting the development of the individual in all relations, the problem of confidence in the development of the personality has long been one of the main issues of both scientists and great thinkers. This is because an individual's self-confidence is a hidden force and is implicitly involved in all processes. The period of perfection of confidence types and division into different forms coincides precisely with the period of studentship. Also, this period is a state of harmonious development of the personality and is characterized mainly by personal qualities. E. Erikson defines "the main condition of a person's life is a sense of trust",

"confidence is a sense of unchangeable behavior in relation to oneself". On this basis, the scientist for the first time determined that man's faith in the world is unique. In her view, trust is formed from the child's organic bond with the mother, and the first indicator of the emergence of a personal quality of trust is the child's willingness to tolerate the disappearance from the mother's point of view. T.P. Skripkina believes that trust affects not only all spheres of human social interaction with other people, but also the entire diversity of human existence, as well as the relationship to oneself. In terms of the approach developed by him, the problem of trust is created by the holistic interaction of man and the world. The scientist also considers the sense of confidence as the second most important process after all physiological processes and attributes this process to artificial processing¹. This is because as the student tries to prove himself, he becomes dependent on external factors, such as techniques, social roles, the influence of friends, and so there are more cases of substituting his self-confidence for artificial confidence. According to F. Ametov, the main task of a person is to believe in life, to learn to trust both himself and the people around him in order to accept it as his unique task². The sense of trust in students occupies a special place not only in the period of social relations, but also in the acquisition of knowledge, the emergence of new ideas. In addition to reflecting objective reality, man also has the ability to reflect on himself, analyze the processes going on in his soul, and theoretically analyze his behavior. These processes are interrelated with the process of self-awareness. The development of a sense of confidence in an individual is also inextricably linked to psychological processes such as self-awareness, the ability to see one's inner potential. Psychologist T.V. Dragunov, who has studied the problem of self-perception, explains that this is due to the following features;

- it is important for the student to understand the changes that occur as a result of the social psychological influences in himself through the influences of the people around him;
- the behavior and norms inherent in the student's behavior are not coherent;
- the ability to choose the ideal person for the student and absorb his characteristics;
- students' dreaming and fantasy are well developed, and it is interesting for them to think about something rather than doing something in real reality;

¹ Skripkina T.P. "Psychology of Trust" - 2000.14-16-c

² A.B. Kupreychenko "Trust and Distrust" Moscow – 2008. 202-c

- It is important to analyze one's own behavioral norms while analyzing adult behavior.

One of the characteristic signs of the formation of self-awareness during student life is that the student begins to feel satisfied with his activities and begins to consider himself intelligent. By striving for independence, a sense of greatness develops in them. But self-esteem during this period has not only become positive, it also has its negative aspects. The emergence of these negative aspects occurs as a result of a lack of a sense of confidence in a person. In order to identify the psychological processes that affect the formation of a sense of trust in students, a scheme of psychological processes affecting the formation of a sense of confidence was compiled.



It is through this scheme that the further development of the student's confidence in himself and the world in which he lives was further studied.

According to the studies carried out by scientists, a sense of confidence develops in students depending on various psychological processes, and this development is described by the scientist as a scientist.

Skill and training: the student's attention to their own abilities, the convenience of the family environment, the role of parents in parenting are important in the formation of a sense of confidence in adolescents, and even small achievements in the training can help to increase a sense of confidence.

Atrophic environment: An individual is constantly in the process of social development and is influenced by the society that surrounds them. Especially when the student is in the process of social development, under the influence of the apprentices and positive environment, his self-esteem increases and he begins to properly assess his inner potential. The saloon environment has the opposite effect.

Self-awareness: Self-awareness plays an important role in building confidence, as a result of the student's socialization process, self-identity, strengths and weaknesses. Self-confidence depends on self-esteem.

Social Norms: The process of communication, as known to friends, family, and other individuals, acts as a latent force in the development of trust. Positive thinking and being recognized can further increase trust.

Maqsadlar va motivationatsia: maqsadlar increases the sense of confidence that is made possible and achieved. Also, motivation is the most powerful weapon in the fight against insecurity³.

The problem of insecurity, on the other hand, is also a severe psychological problem on the part of the individual. The problem of distrust, that is, an individual's distrust of himself or others around him, has been studied by researchers and scientists. This problem is considered within the framework of social psychology, economics, political science, and other social sciences. Eric Fromm, who works as a social psychologist on trust and relationships between people, says that "distrust is a barrier against latent power."

For their part, P.Bromili and L.Kaming believe that an individual or a group har qanday majburiyatlarga ham openly, ham nazarda tutiladigan majburiyatlarga

³ Golub O.V. "Self-Trust as Intrapersonal Education of Older Adolescents". 2004.

haraka harakata, anaa halat behaved in the coming har qanday words before that vaziyatlardarda, agar so impossible taqdirda taqdirda, ham nam tamam tashqari aldamaga. T.Yâmâgiyâzi and M.Yâmâgiyâzi see trust as a belief in the belief that they do not exploit the good will of others. Some of the debate on trust in the business sector was published in the journal "The Cacademy of Management Review". In the introductory article, D.Russo, S.Sitkin, R.Bert and K.Kamerer describe the following interpretations: "Confidence is such a mental state that it has taken into itself the recognition of its weakness and has opened up positive hopes about the other's intentions hamda hatti-harakati."⁴

In other important contexts, trust has been replaced by a more common denominator or hope in other manners and social systems. B. Barber defines the trust as "a socially motivated, morally and socially supportive institution that provides for the financial meaning of the trust⁵. Thus, the essence of trust is emotional well-being, social uniformity, almashuv, social harmony and hokazolar karalar.

Such nuqtai nazar mavjudki, unga kora güven "self-paydo boladigan sociality" became namoyon namoyon. F. Fukuyama understood this as the individual⁶'s "ability to break through the new boundaries of self-deprecation." Behind this ability of spirituality is the need and the need to be important, to accept, to honor and to receive, to unite, to be self-centered, to unite and to be united. From this understanding, it is possible to correctly conclude that man's own atrophy is the essence of the need to believe in the world and the world. The nature of trust's existence, its associatives, criteria and functions are also influenced by the evolution of the species and shakllari that make up the majority of the human race. For the so-called annal community, the belief that the object belongs to a social group that has a spiritual significance is considered to be the most important of the historical dimensions. If a student wants to form a strong sense of self-confidence in the social community, it is necessary for him to be aware of his or her own community. Because for a student, belonging to one's own group is the key to his sense of trust in his or her own shahsi. As A. Seligmen points out,

⁴ Bandura, A. Self-efficacy: Toward a unifying theory of behavioral change. Psychological Review. 2019.133-c

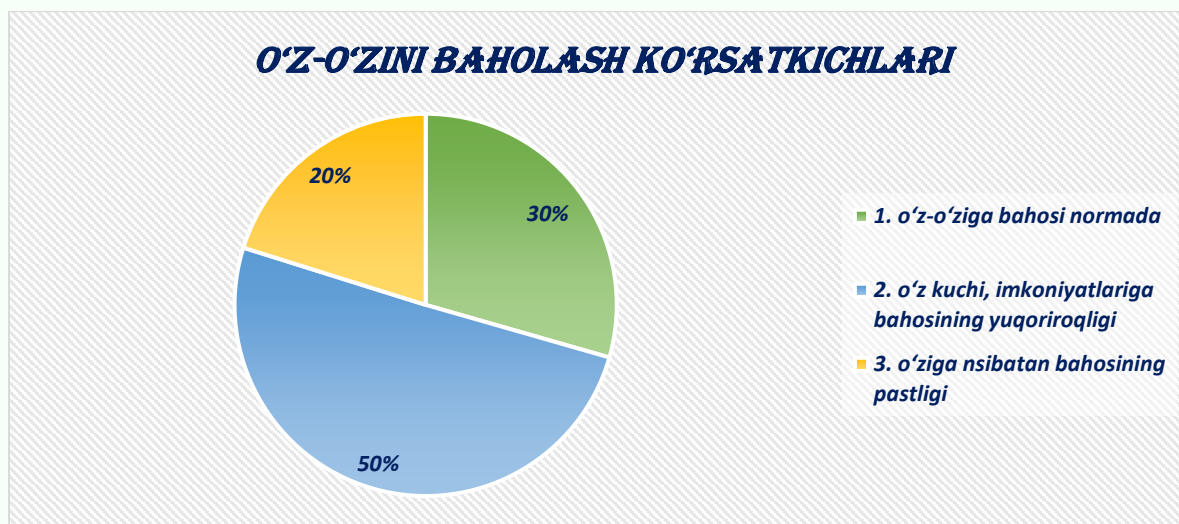
⁵ Golub O.V. "Self-Trust as Intrapersonal Education of Older Adolescents". 2004. 191-c

⁶ A.B. Kupreychenko "Trust and Distrust" Moscow – 2008.155-c

"Belief is the essence of the role of the munosabatlar, which⁷ is the nature of the role of the devotees."

Taking into account the above ideas, in order to study the process of building a sense of confidence in students, the method of S.A.Budassi "Self-assessment" was taken from first-year students and the results were analyzed.

Table 1

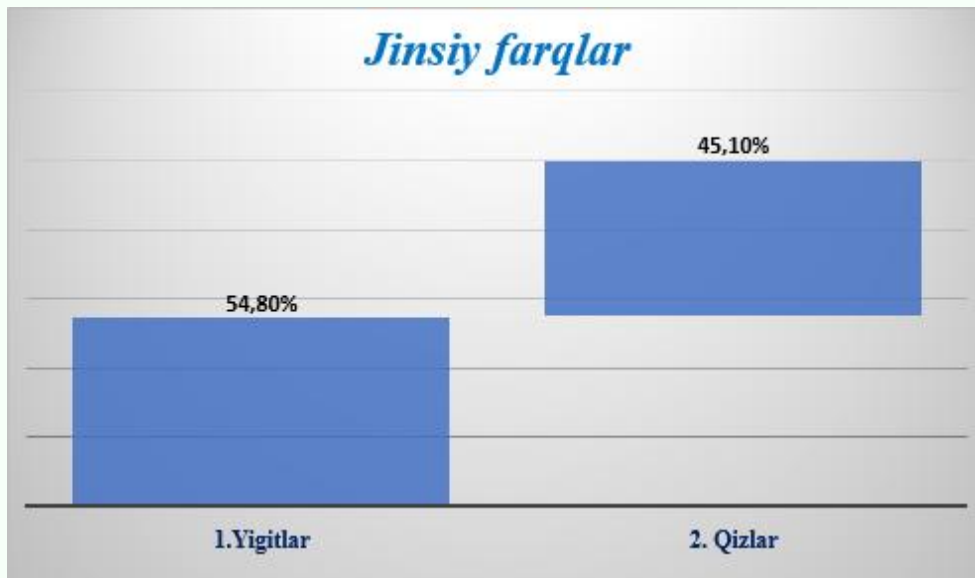


As can be seen in Chart 1, 30% of the respondents, i.e. 33 students, are the category that has a normal self-esteem, an open mind about their own personality, is able to get along quickly with those around them, and can correctly accept their own shortcomings. 50 percent, that is, 57 of them, are the ones who fail faster than the saba because they always have too much confidence in themselves and those around them, and a high self-esteem when they have fewer opportunities. It was observed that 20 percent, that is, 23 respondents, had low self-esteem, low self-esteem, ability to act independently, come to a decision, and were not at all interested in the interests, interests, aspirations and motives of others. The reliability of the results obtained in this case is shown as follows.

According to the results of the self-assessment methodology, the main scores of the testees were distributed on a scale of 0.5 to +1 points, with the mean and standard deviation values ranging from 0.29 ± 1.55 . A deviation of one sigma and one sigma left of the average value indicator covers 66% of the total testers, i.e., levels of high self-esteem and high self-esteem and low self-esteem. This indicator was also analyzed by gender, the analysis below.

⁷ A.B. Kupreychenko "Trust and Distrust" Moscow. 1991.98-c

Table 2



Of the respondents who participated in our research work, 51 were girls and 62 were boys, and it is clear from the result of the diagram above that boys make up the majority of girls compared to boys. According to the results of the methodology by gender, boys' scores are distributed on a scale of 0.3 to +1.6 points, with their mean and standard deviation values fluctuating in the range of 0.3 ± 1.58 . The deviation of one sigma and one sigma to the left of the mean value indicator covers 45% of the total testers. The girls' scores are distributed on a scale of 0.5 points to +1.23 points, with their mean and standard deviation values varying in the range of 0.9 ± 1.91 . The deviation of one sigma and one sigma left of the mean value indicator covers 55.8% of the total testers. These results suggest that there is a difference in the degree to which confidence is felt in boys and girls. This has been proven mainly because more girls have a lower sense of self-esteem and a higher sense of confidence in young men. Based on this, it was observed that the sense of confidence in young men is stronger than in girls, that is, they are clearly confident before they get to work, and then start activities, there is no hesitation. These results suggest that there is a difference in the degree to which confidence is felt in boys and girls. In the above methodological analysis, we can see that the degree to which a sense of confidence is developed shows how important it is for the student to achieve his goals and use the acquired knowledge correctly and effectively.



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