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Psychological Aspects of Self-Management in a Person

Avezova Bakhtigul Kholmurotovna

*Teacher Department of "Pedagogy" Urganch State Pedagogical Institute
Uzbekistan*

ABSTRACT

In this article, the views and theories of self-management, psychological components of self-management, factors influencing the self-management system are analyzed. information about.

KEYWORDS: *Personality, self-regulation, self-awareness, activities, self-management system, systemic approach, structural-functional approach.*

Introduction

Enter. In our country, large-scale work is being carried out in the field of state policy related to youth. In recent years, a special system has been created to support young people in every way, to protect their rights and legal interests, and to educate young people who are able to take responsibility for the future of our country. This, in turn, as the President of the Republic of Uzbekistan Sh.M. Mirziyoyev noted, "Our main task is to create the necessary conditions for young people to show their potential, to prevent the spread of the virus of the idea of violence."¹

In this regard, in the process of supporting young people in every way, it is important for each person to understand himself and know how to manage himself in any situation. As each person develops in society, so does his position in the social environment. changes. As a person adapts to his position and understands it deeply, his knowledge and activities become socialized. Based on this point of view, in addition to the fact that a person's unique characteristics are manifested under the influence of the external environment, an opportunity is created to show his new features and aspects. Studying the reasons for behavior is educationally important, and there are two aspects of elucidating the issue:

- 1) internal reasons, i.e. subjective psychological characteristics of the owner of the behavior (motives, needs, goals, objectives, desires, interests, etc.);
- 2) external causes - external conditions and circumstances of activity. That is, these are external stimuli that cause the emergence of specific situations.

In world psychology, various theories have been created about the maturity of a person, his development, and researchers take different positions in the study of the human personality and have a unique approach to clarifying the essence of the problem. Self-management of a person includes:

- to understand the actions of free activity carried out by the subject and manage them accordingly;
- to determine the objective objective, rational-logical basis, personal-valuable basis of individual activities;
- reflects the ability to determine the interconnection of activities and adapt them to the context of the entire system of personal needs and values, goals and thoughts, as well as to the essence of

¹ O'zbekiston Respublikasi Prezidenti Sh.M.Mirziyoyevning BMT Bosh Assambleyasining 72-sessiyasidagi nutqidan 2017 yil 20 sentabr.

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self-awareness.

Discussion

Analysis of literature on the subject. The problem of self-control in a person from foreign psychologists M.I. Bornishevsky, V.V. Davodov, L.B. Itelson, A.N. Leontev, I.N. Margamen, A.K. Markova, V.I. Strakhov, A.Ya. Savchenko, D.B. Elkonin, T.I. Gavalova, A.I. Lipkina, K.A. Maltseva, G.A. Sabieva, A.K. Serdyuk, S.P. Tihenko, P.Ya. Galperin, A.V. Zakharov, V.G. Romanko, N.I. Kuvshinov and others researched in the framework.

Russian and ex-Union psychologists made their significant contribution to the study of the problem of personality self-management, including K. D. Ushinsky, I. M. Sechenov, I. P. Pavlov, V. M. Bekhterev, A. F. Lazursky, V. M. Myasishchev, A. A. Ukhtomsky, L. S. Vygotsky, S. L. Rubinstein, A. N. Leontev, P. M. Yakobson and others made a great contribution to the development of the psychology of science by conducting research on this issue.

Along with the research of self-management, scientists first put forward the idea that it is related to the self-awareness of the individual. In the science of psychology, there are two different views and approaches to the interpretation of the psychological essence of self-awareness, and they are very different from each other when compared to each other. According to the description of the first approach, self-awareness is precisely the consciousness that has changed its direction. Therefore, it is nothing but a special form of a person's mind. This widespread theory was studied in the teachings of L.S. Vygotsky, A.N. Leontev, Ye.V. Shorokhova, I.B. Chesnakova, V.I. Stolin and in the scientific research of their students. The founder of the second approach to the problem was S. L. Rubinstein, and later it was developed in the research of his student K. A. Abulkhanova-Slavskaya. According to S. L. Rubinstein, consciousness and self-awareness are one of the characteristics of a physically real and legal person, and they are a mental process that provides his life and activity as a "weapon".

Research methodology. Junior school age is considered to be the period of maturity of a person and the age of great opportunities in his development (L.I. Bojovich, L.S. Vygotsky, V.V. Davidov, N.I. Nepomnyashchaya, S.L. Rubinshtein, D.B. Elkonin, and others); In this regard, it seems that the foundations of self-regulation should be laid at this age. Highlighting the characteristics of primary school age, such as imitation, impressionability, invitingness, N.S. As noted by Leites, each of the mentioned characteristics is mainly manifested in its positive side in representatives of this age. This is a peculiarity of age, the picture may change in subsequent age periods.

The authors' research (M.I. Borishevsky, A.K. Osnitsky, S.D. Samonenko, V.I. Chirkov) shows that the formation of personal self-control during adolescence contributes to high motivation, academic success, general adaptation at school, and also personal qualities such as independence and activity. opens development prospects.

A number of foreign authors also talk about the importance of developing personal self-management. Thus, R. Burns believes that one of the directions of work on the development of a student's self-awareness is to help him realize the possibilities of regulating his personality. Representatives of humanistic psychology (A. Maslow, G. Allport, K. Rogers) put the idea of self-development of the individual in the center of the humanitarian paradigm. Realization of this idea in life is possible due to personal self-control of a person.

Adolescence is most often characterized by the emergence of "difficult" children, students with "inattentive" or "learning and behavior disorders." Among the characteristics that characterize "difficult" adolescents, scientists who deal with these problems note the insufficient development and upbringing of personal qualities that do not allow the student to demonstrate independence, determination, organization, self-control and other necessary qualities. they talk about not being up to par. successful learning and behavior.

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Thus, self-regulation is an important formation in a teenager's personality, which allows him to positively solve difficulties that arise in various areas of his activity, as well as internal conflicts.

Data from psychologists (V.V. Davydov, Z.I. Kalmykova, N.A. Menchinskaya, S.L. Rubinshtein, U.V. Ulienkova, etc.) show that conscious self-control plays an important role in the structure of the general learning ability of a primary school student. shows. At primary school age, self-regulation is considered as part of educational activities. V. V. Davidov said that the most important thing in educational activity is a person's turning to himself and his own changes. At this age, it is a leading activity that directly attracts the attention of researchers. But, in our opinion, the question of the origin of personal self-control in junior high school students is not important. This aspect of research, in our opinion, is not only relevant for the psychology of development and education, but also relatively new.

Various authors (L.I. Bojovich, M.I. Borishevsky, L.G. Bortnikova, A.I. Vysotsky, Z.I. Karpenko, N.I. Nepomnyashchaya, O.Yu. Osadko, A.E. Pasnichenko, N.L. Rosina, N.G. Filmina, O.G.A. T.I. Shulga, etc.) studying self-regulation and related issues, they mainly consider this education in one of the areas - value-semantic, activity, reflection. A generalized view of individual self-management is not provided. We noticed that the development of sensory characteristics of a primary school student covers different aspects of his self-control. It is important to study its psychological structure, manifestation, conditions for realizing potential.

Analysis and results. Summarizing the above, we can highlight the most urgent and important unresolved problems:

- psychological characteristics of the structure of personal self-management typical of primary school age;
- psychological and pedagogical mechanisms that ensure the development of the main components of personal self-management in elementary school students;
- the dynamics of development of personal self-management of elementary school students in traditional pedagogical work conditions with them;
- opportunities for personal self-management of junior high school students within the framework of educational activities;

The lack of research on these aspects made it possible to determine the purpose of our research.

O'z-o'zini tartibga solishni o'rganishning jihatlari xilma-xildir:

- ixtiyoriy darajada tirik organizmning ichki jarayonlarni tartibga solish qobiliyati sifatida qaraladi (I.P.Pavlov, I.M.Sechenov va boshqalar).
- ixtiyoriy darajada, turli faoliyat turlarining tarkibiy tarkibiy qismi sifatida (L.M.Vekker, L.S.Vygotskiy, V.K.Kalin, Yu.A.Mislavskiy, V.I.Selivanov, U.V.Ulienkova va boshqalar).
- ixtiyoriy darajada, shaxsning o'z harakatlari va harakatlarini ixtiyoriy ravishda nazorat qilish qobiliyati (O.A.Konopkin, V.I.Morosanova, A.K.Osnitskiy, S.L.Rubinshteyn va boshqalar).

This aspect of research is the most promising, it allows to study the possibilities, processes and conditions of human self-development and self-discovery; to show the active, creative role in building the subject's life. The developmental characteristics of self-regulation in this direction are not well understood. This direction in the field of self-regulation is based on a subjective approach. The essence of this approach is the desire to study a person (child, teenager, adult) in his true subjective qualities. To study the possibilities, processes and conditions of self-development and self-discovery of a person, to show the active, creative role of a person in the implementation of relations with different spheres of reality, in the construction of his life.

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In addition to the general direction, we found two approaches to studying self-regulation in terms of its structure:

- systematic;
- structural-functional;

Results

We believe that the mechanism of action of individual self-regulation is based on the general structure of self-regulation. The theoretical basis of our approach to this concept is the systemic-functional approach (O.A. Konopkin) and a small number of studies conducted on this problem (S.L. Rubinshtein, K.A. Abulkhanova-Slavskaya, V.P. Boyarinsky, V.I. Morosanova, O. Yu. Osadko, A. K. Osnitskyar). . We can present an overview of self-management on the basis of these studies.

The definition of "conscious self-management" by O. A. Konopkin is the initiation, construction, maintenance of various types and forms of voluntary activity that directly implements the achievement of goals accepted by a person. given as a systematically organized process of internal mental activity of a person for support and management. man This definition refers to the main functions of conscious self-control.

O. A. Konopkin uses the structural-functional approach to analyze the structure of regulatory processes. With this approach, the process of self-regulation is presented as an integral, closed (loop) structure, an information-open system, which is carried out through the interaction of functional connections (blocks), which is their mutual is the basis for determining that it is a special feature. , component) regulatory functions. The systematic cooperation of functions implements a holistic regulatory process that ensures the achievement of the goal adopted by the subject. This makes it possible to define a single functional structure of self-control processes for different types of voluntary activity.

Functional structure of self-management processes:

- 1) The purpose of the activity accepted by the subject.
- 2) Subjective model of critical conditions.
- 3) Work program.
- 4) System of subjective criteria for achieving the goal (success criteria).
- 5) Monitoring and evaluation of actual results.
- 6) Decisions on the correction of the self-regulatory system.

All links of the process of self-regulation are information formation, are systematically interrelated, and their content and functional definition can only be determined by the self. is part of the overall process of regulation. The presented structure of self-regulation does not fully describe this process. He is A.K. According to Osnitsky, it describes a set of structural-component self-management abilities. In addition to the above, it identifies three more groups of skills: functional, personal style characteristics and dynamic characteristics of self-regulation. This is an overview of the structure of self-regulatory processes.

The presented structure of self-regulation allows us to see the mechanism of its activity in its entirety, including the personal aspect that interests us. From this point of view, we are close to understanding self-regulation as a connecting feature between different components of personality and individuality (E.A. Golubeva). Characteristics of self-regulation represent basic personal characteristics such as initiative and responsibility (K.A. Abulkhanova-Slavskaya).

Personal self-management is determined by the influence of the mechanisms that regulate the attitude

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of a person to the performed actions and to the implementation of activities in general. Therefore, the above-mentioned structure, in our opinion, is the basis of a functional model of personal self-control, which opens perspectives for the experimental study of its working mechanisms.

The degree of improvement of self-regulation processes determines the success, reliability, productivity and final result of any voluntary activity. In addition, all individual characteristics of behavior and activity are determined by the functional formation, dynamic and content characteristics of self-management processes carried out by the subject of activity.

Summary.

Thus, there are two main approaches to considering self-regulation - holistic and structural-functional. The holistic approach determines the place of this education in the general structure of the person, defines self-management as an integral component of the person influencing others. The structural approach defines the performance system of different levels of self-regulation. Various authors consistently identify the cognitive, affective and regulatory components of the structure of self-regulation. The structure of self-regulation of activity is developed in detail. The general structure includes 6 components:

- 1) setting the goal - many authors emphasize it as the main one,
- 2) self-analysis of the situation,
- 3) predicting behavior,
- 4) development of a system of goal achievement criteria,
- 5) control and evaluation of results,
- 6) Correction of the self-regulation system.

Scientists identify formations close to the concept of "self-regulation" - arbitrariness of behavior, voluntary regulation. The structure of these formations in the form of motivation-incentive, performance and evaluation-result communication is close to the self-management system in its structure. Many researchers determine the levels of development of self-regulation - at the individual, personal, human level. Within the framework of the study of the human self-management system, another important topic for us is discussed - individual differences in the structure of self-management.

Thus, the individual characteristics of the self-control system were discovered by various scientists in the form of correlation with temperamental characteristics, character traits and the level of success in activities.

Individual characteristics of the self-regulation system are not taken into account in connection with personal qualities at the primary school age, which opens wide opportunities for the researcher.

By theoretically analyzing the structure of the self-regulation system in the views of various scientists, we can draw the following conclusions:

The concept of self-regulation is presented by different authors from different positions. Many authors recognize the functioning of this system at the level of the body - this is the individual level of regulation or conscious self-control. Self-regulation is directly related to voluntary and involuntary behavior, and in this context, self-regulation is understood as controlling one's own behavior. Self-regulation first attracted attention from precisely these positions - as a function of the will, as a volitional process itself, as a connecting link of internal and external activity.

Determining the place of self-regulation in the human structure, many authors include this education in the structure of personality. In a generalized form, the structure of self-regulation includes

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motivational-encouragement, performance and evaluation-effectiveness relations. Researchers show a link between self-regulation and personality, but this link is not presented systematically. An individual style of self-regulation is also distinguished, but the characteristics of these styles are presented at the level of body functioning.

Therefore, personal self-control works due to a combination of external and internal determinants. His appearance appeared. related to the most urgent needs in actions and works. But the need for self-regulation is related to the general level of development of a person, in particular, his age characteristics.

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