



CHARACTERISTICS OF REALIZING YOUR INDIVIDUAL OPPORTUNITIES DURING STUDENT PERIOD

Tursunov Lutfulla Sayfullaevich,

Candidate of Psychology, Associate Professor, Tashkent State Pedagogical University,
Tashkent, Uzbekistan. e-mail: ped_mahorat@inbox.ru

Kirgizov Nuriddin Olimjonovich

PhD Senior Lecturer, Department of preschool and primary education methodology,
Namangan State Pedagogical Institute.

nuriddinqirgizov56@gmail.com

G'oiipova Nodira Baxtiyor qizi

Trainee teacher of the Department of methodology for the discharge of pedagogical and
psychological sciences of Namangan State Pedagogical Institute.

nodiragoipova@gmail.com

(Received:07 October 2023

Revised: 12 November

Accepted:07 December)

KEYWORDS

educational
standards; national
traditions; national
values, tolerance;
humanity; piety;
perfect personality;
resilience; national
traditions; justice.

Abstract

In today's globalized world, education plays an important role in the development of a person in all aspects, in the formation of perfection and the qualities characteristic of a qualified specialist. Today's fast-paced era requires students to be armed with reasonable information in a short period of time, and to create the necessary conditions for their thorough mastery of various science foundations. In modern conditions, it is demanded that the educational process should be directed to the development, socialization and independent, critical, creative thinking ability of the individual.

In this case, education is directed to the development of the student's personality, characteristics, abilities, taking into account the strategy of thinking and behavior of the student, realizing the individual potential of the

student in full pedagogical and psychological conditions, developing his abilities, ensuring his maturation as a person, and enriching his thinking and worldview. things are being done.



In World higher education and scientific research institutions, scientific research is carried out to realize the individual capabilities of students, to study the features of a person's understanding of the main goal in life, aggressive needs, psychological field, personality opportunities, Self-activation, Self-Awareness, Self-Development, self-disclosure.

In particular, according to the Global Education Monitoring Report (GEMR) under UNESCO and the new program document prepared by the experts of the International Institute of Educational Planning (IIEP), the number of university students worldwide doubled from 2000 to 2014 and reached 207 million people. In these studies, today, attention is paid to studying the issues of self-activation and self-realization of this social group.

II. Research methods

A number of psychodiagnostic methods were effectively used in order to learn how to realize one's

potential. In particular, the method of observation reveals the psychological mechanisms of a person's ability to manifest himself. Also, in order to determine the impact of the structural components of the realization of the individual's potential, the methodology "Strategies of the realization of the individual's potential" (E.P. Nikitin, N.E. Kharlamenkova) was used.

III. Analysis of research results

In fact, the development of reflexive processes such as self-awareness, self-evaluation, self-control, self-discipline, and self-education during the student period creates a conscious attitude towards the manifestation of one's potential [89]. From this point of view, it is important to study the psychological factors that influence the realization of individual potential during the student period. Therefore, the



methodology "Strategies for the realization of personal potential" (developed by E.P. Nikitin, N.E. Kharlamenkova) was conducted in the group of subjects selected for the study, and the results were analyzed in terms of quantity and quality. In order to clearly express the quantitative results, they are presented in a table (Table 1).

Table 1

Developmental indicators of realizing one's potential during the student period

Types of self-realization	Course	n	Arithmetic mean value	t-criterion	$p \leq$
Destructive	1-course	140	13,72	-,162	,872
	3-course	137	13,81		
	1-course	140	22,81	-,130	,8

Constructive	1-course	40		22,91	97
	3-course	37			
Waiver	1-course	140	9,49	-1,954	,05
	3-course	137	10,96		

If we pay attention to the results presented in the table, it was observed that there are opposite significant differences in the cross-section of courses in the type of giving up on the realization of one's individual potential ($t = -1.954$).

In particular, it shows that first-year students give up their individual opportunities higher than third-year students. The order of the results can be explained as follows. It is worth noting that the student is willing to



give up many things in order to realize his individual potential. They promise themselves many things because they are satisfied with their studies. Later, he realizes that it is not necessary to forgive himself so much. For students, reading becomes normal and gradually they learn. Therefore, these changes gradually affect their educational activities. At this point, it should be said that while some of our students are directed in a positive direction, it creates negative changes in some of them. If we pay attention to the results of the research, there were no significant differences between the courses in the destructive and constructive types of realization of individual potential.

One of the next tasks of our research was focused on determining the relationship between the types of realization of individual capabilities of a person.

According to the data presented in the table, it was found that the destructive type of realizing one's individual potential in first-year students has a highly significant relationship with the type of abandoning one's potential ($r=0.27$; $p\leq 0.01$). It is self-evident that an increase in the destructive type of realization of one's individual possibilities causes an increase in the type of giving up one's own possibilities in the personality of the student.

It is known that the student's high involvement in the study process leads to the limitation of many of their social activities.

In particular, the strength of a student's desire for self-expression in a certain activity automatically limits success in other areas. From this point of view, giving up their individual opportunities causes negativity and negative experiences



towards others in the personality of the student.

A destructive type of realization of one's individual potential is the subject's experiencing a sense of self-worth through negative realization of its inner potential. The destructive type of realization of one's individual potential manifests itself in the form of putting pressure on another person by denying one's personal value and significance, negativity towards others. Such behavior, accompanied by aggressive expressions, can also create a feeling of satisfaction in a person. Also, this type of behavior is negatively evaluated by others and encourages a person to protect himself in order to support himself[6].

Also, giving up the realization of one's individual potential during the student period is the subject's experience of alienation from others, not taking into account and

accepting their ideas and achievements. Refusal to realize one's individual potential occurs in the form of disregarding social demands, depression, autoaggression, self-renunciation, self-development, self-denial, passive apathetic behavior, loss of meaning in life.

As a result of the analysis of the above data, it was observed that there is a significant relationship between the destructive type of realization of one's individual potential and the refusal to realize one's individual potential during the student period. At the same time, it was noted that the constructive type of realization of one's individual potential appears as a separate independent phenomenon.

IV. Discussion

It is known that the formation and development of personality is inextricably linked with the development of reflexive processes.



In particular, it is characterized by the development of processes such as self-awareness, self-evaluation, control, management, and manifestation of one's own capabilities. From this point of view, it is appropriate to analyze the content of the concept of realizing one's individual potential.

In the course of the development of each person as a person, the period of showing the value of his "I" to others begins. According to L. S. Rubinstein, the "I" of a person is not discovered only in relation to himself, that is, when he sees himself as an object of self-awareness, separate from others, as an object of direct awareness. This idea is reflected in modern research on solving problems related to the manifestation of one's identity.

In fact, self-awareness shows the image of "I" that appears as an object for other people and the specific characteristics of the

relationship with the person who displays it. In this way, the realization of one's potential means that a person demands a higher evaluation than others in relation to his personality. It also means that a person strives for high self-esteem and acts accordingly in certain strategies for realizing his individual potential. In psychology, it is accepted to define the set of mental phenomena described in this way as a term for the manifestation of the individual capabilities of a person.

Manifestation of individual capabilities of a person - the desire of an individual to achieve a certain social status and maintain it is often manifested as a dominant need. In addition to being reflected as a demonstration of achievements in one or another field, it can show its importance in front of others only in empty words [1].

Manifestation of the individual capabilities of a person is a long-



term complex process, during which a person manifests himself as a single whole and complete person [1]. The nature of the phenomenon of manifestation of one's individual capabilities is still unclear, and there are even debates among researchers about whether it is a process of self-expression or a personal quality. It should be noted that the phenomenon of realizing individual potential has a high degree of subjectivity, and therefore objective analysis of this phenomenon is given only conditionally. Relevance of the stated problem:

- with the importance of realizing individual capabilities for the subject;
- expression, realization of one's potential is determined by the impact on others.

A person manifests his "I" in different ways, as an object in relations with others and as a subject of relations with himself. A person

perceives his nature as a physical object in relation to himself and evaluates his inner mental state. The analysis of the individual based on the differential self-sexuality is expressed by S. L. Rubinstein, "the way of human presence in the world, in particular, the way of realizing one's potential" (a person realizes one's potential) [3].

In recent years, the problem of manifesting one's individual potential has been evaluated as one of the topics that have become the most necessary study of modern science. There are many attempts to study this problem from a philosophical point of view, to develop its general psychological aspects, to identify specific characteristics of youth, strategic and specific methods of manifesting one's individual capabilities, and to create a positive program for its development.



The phenomenon of a person realizing his individual potential is studied as a socio-psychological phenomenon in the science of psychology. In particular, this phenomenon is conditioned by the social environment, specific characteristics of the activity, on the one hand, and the individual qualities of a person on the other hand. The essence of realizing one's individual potential in a person is to be able to express oneself, to interact with the external environment, and to show one's individuality in the process of performing activities.

A person's realization of their individual potential depends not only on professional situations and issues to be resolved, but also on individual characteristics and personal determinants. That is why people show their individual capabilities in different ways in the same situations and conditions. This, in turn, is explained by the fact that

the direct controller of human behavior and activity is his psyche. The direct psychological mechanisms of a person's behavior that realizes his individual potential arise in him. In particular, it is related to individual behavior, behavior, relationships, and specific characteristics of the environment [4].

It is known that the realization of individual potential is a continuous process. Each person realizes all the potential that is available to him. Therefore, the occurrence of this process is divided into three stages: preparation, main and final [5].

The main content of the preparation stage is to define one's identity. In this, in the process of developing oneself as a person, determining the need to realize one's individual potential, developing one's position and attitude to the surrounding environment, determining one's place in the formal and informal



structure of the role of the team, and the method of implementing one's actions and behavior. and justifying and responding to tools.

Implementation stage. It is the achievement of goals and their implementation by a person in the process of realizing his individual potential.

At the final stage, the level and result of the realization of individual capabilities by a person is evaluated, and the reasons for the occurrence of difficulties are determined. This stage gradually passes to the first stage, from which the process of correction of goals, methods and means in the process of realization of further individual possibilities of the person is carried out. All steps in this process are interrelated but independent.

Determining one's place is considered an important limit, aspect and stage of a person's realization of his individual potential, and

determines its structural and process-instrumental characteristics in many aspects. In turn, the realization of the individual potential of a person is determined by his capabilities and abilities.

It is known that the student period is a period full of emotions, desires, energy and pleasure, energy and enthusiasm. At this age, it becomes a vital necessity for a person to express himself and take a certain position.

At this point, it should be said that the manifestation of one's individual capabilities is of special importance nowadays, in the period of profound social changes and updates in the democratic society, which leads to the loss of a person's confidence in his own power, the sense of stability, and causes various disturbances and disorders. Therefore, it is in this situation that one is at the border of the threshold of life, where one has to define one's own position, and



one is in the process of realizing one's individual capabilities and searching for social spheres. In the process of research, the lack of directions, demands, disorder in the manifestation of one's personality, dispersion, lack of comprehensive thinking, failure to reach the end can make it completely unfulfilled.

Studentship is the final period of personality formation. This period is a stage of maturation, a period of formation of fundamental instructions in the mind, which will determine the direction of important things that will be needed in life when its time comes [2].

The realization of one's individual potential is explained by the student's transition to an independent life in adulthood. Buds of a personal worldview are formed from the experiences experienced, the consequences of actions tested in one's own experience. As a result, a person's worldview expands, his

beliefs appear. This, in turn, affects the behavior and life activities of the developing person. The role of adults in this process is invaluable - they need to help students to educate themselves and organize themselves. Especially from them, the student should learn to plan and understand what to be careful of in order to achieve what he wants. The student moves from understanding the world to reconstructing it and begins to actively confirm it in his work. Independent life becomes an urgent problem during the maturity period of the student. In order to solve it, it is necessary to be able to organize one's activities, to be able to make responsible decisions and to implement them in life.

Thus, during the student period, the activities related to the formation of the personality and gaining its place in life, the need to occupy the internal position of people, the desire to understand their place in



society, and the process of realizing themselves and their individual capabilities are clearly manifested. A person's most important goal is to be able to show his importance in his own eyes and in the eyes of others. At this age, fundamental instructions are established in the student's mind. Later, as time passes, they begin to find their reflection in the most valuable areas of life. Career choice is equally important for young men and women, in addition to discovering their inner "I" and forming their worldview. A person goes from first understanding the world to re-creating it, actively manifests his personality in his professional activity and chooses his own life path. The successful development of these choices and the effectiveness of the future senior life directly have a decisive influence on its development. At the same time, the process of transition to psychological preparations, which

has a major impact on their first steps on the threshold of great danger, should be carried out gradually, without haste, at the same rate. Therefore, it is important to reveal the role of psychological factors affecting the realization of individual potential during the student period.

Based on the practical study of the realization of one's individual potential during the student period, we are able to form the following conclusions:

A highly significant correlation is observed between the destructive type of realization of one's individual potential and the refusal to realize one's potential during the student period.

Constructive type of realization of one's individual capabilities is embodied in a person as an independent phenomenon without interaction with other types of realization of one's capabilities. It



turned out that the types of realization of individual opportunities during the student period do not change, regardless of the characteristics of the age period. The results of the research and the general conclusions formed on their basis make it possible to offer the following practical recommendations: During the student period, it is necessary to pay attention to the fact that the refusal to realize one's potential does not increase, and for this, under the guidance of university psychologists, it is necessary to work on developing the skills of self-expression, self-confidence, and adequate self-evaluation.

In the process of educational activity in the educational institution, professors and teachers should give students creative tasks and independent learning tasks in order to realize their potential, and ensure that

they themselves control the status of their completion.

It is effective to focus on the development of reflexive processes in order for students to realize their individual potential in self-education.

It is necessary to ensure regular monitoring of the age-related development of the motivational-volitional sphere, which serves to realize the opportunities of students, by the spiritual departments of universities, youth departments.

REFERENCES

1. Opportunities for using a cluster model of business development in Uzbekistan Narzullaev, N.S, Soliev, I.I International Journal of Advanced Science and Technology, 2019, 28(12), страницы 402–405