



FACTORS SPECIFIC TO THE PROCESS OF FORMING THE PSYCHOLOGY OF SCHOOL STUDENTS

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Abstract: The importance of psychology in organizing the educational process taking into account the age, psychological and individual characteristics of the student, improving the psychological state of the student and coordinating his attitude to the lesson is highly appreciated. This article describes the individual psychological characteristics of schoolchildren.

Keywords: exopsychic, endopsychic, individual psychological characteristics, reflector, temperament, character, emotions, motivational circles.

Introduction. The question of the relationship between biological and social factors in the development of the human personality is still recognized as one of the most urgent and complex problems in psychology. The mental activity and individual psychological characteristics of a person - including abilities, temperament, character, emotional states and motivational systems - are gradually formed and developed in the course of life. These psychological characteristics are inextricably linked and are manifested in human activity in an interactive manner.

Taking into account the individual characteristics of a person and having in-depth knowledge about them is of particular importance in practical activities. This knowledge plays an important role in the full and comprehensive development of the person's social activity and abilities. A person, as both a result of the process of historical development and an active participant, while being an integral part of the social structure, also retains his biological nature and basic biological capabilities.

Main part: In the development of an individual, natural-biological conditions, physical structure, the activity of the nervous system and endocrine (internal secretion) glands, as well as physical advantages and limitations, directly affect the formation of his individual-psychological characteristics. However, biological factors are absorbed into the components of the personality, enriched by social experience and ultimately turn into a quality with



social content. As a result, in the development of the individual, biological and social aspects are integrated, forming a single whole and are seen not as opposing elements, but as complementary and harmonizing factors.

In the science of psychology, theoretical approaches that emphasize the existence of two main structural levels in the structure of the personality, formed under the influence of biological and social factors, are of particular importance. In particular, the views that the human personality has internal (endopsychic) and external (exopsychic) structures have been put forward. According to this approach, the internal psychic system of the personality is associated with the natural-biological background, while the external psychic system is formed and develops under the influence of the social environment.

The "endopsychic" structure, considered as a structural component of the personality structure, represents a holistic system of internal psychic mechanisms of a person. This structure is based mainly on the neuropsychic structure of the person and reflects the internal interrelationships between the internal aspects of the human psyche - psychic parts and functions. The "exopsychic" structure represents the relationship of a person to the external environment, the system of relationships with structures that arise in the process of interaction with the external environment and are considered external factors to the person.

According to this approach, "endopsychics" covers such individual-psychological aspects of a person as memory, thinking, imagination, willpower, and sensitivity to external influences. "Exopsychics" includes a person's social experience and the interests, ideals, inclinations, dominant emotional states, knowledge, and the system of social relations formed through it. Therefore, "endopsychics", which has a natural-biological basis, is enriched by social factors in its development, while "exopsychics", in turn, is influenced by the biological background of a person.

The interaction of biological and social factors in personality development has been extensively examined by many psychologists in their scientific research. We will briefly touch on the views of some of them.

American psychologist S. Hall applied Haeckel's evolutionary law to the processes of psychological development. He argued that heredity (phylogenesis) is repeated in the process of individual development (ontogenesis). According to the scientist, infancy is seen as a continuation of the animal stage of development; childhood corresponds to the period of hunting and fishing, which



was the main activity of primitive people. The period of development between the ages of 8 and 12 is explained in parallel with the end of the savagery period and the beginning of the civilization stage in human history. Adolescence is the process that begins with sexual maturation and ends with adulthood, characterized by the predominance of romantic moods.

Results and discussions: Swiss psychologist E. Claparede, on the other hand, puts forward a different approach from S. Hall. He proposes to study the formation of a person's mental activity in ontogenesis and phylogenesis on the basis of the following factors:

- a) satisfaction of the needs of the organism;
- b) the emergence of conscious activity when reflex activity is inhibited;
- c) the formation of activity aimed at satisfying a certain need when it is perceived.

French sociologist and psychologist E. Durkheim explains the process of human psychic development through social experience and the factor of imitation. According to him, children develop their psychic functions by assimilating external thoughts and emotions. In this process, experience, traditions, and customs are assimilated through imitation. Durkheim noted that the more important biological heredity is, the more important the imitation factor plays in society.

Swiss psychologist J. Piaget proposes to analyze the intellectual and mental development of a person by dividing it into several stages. According to him, development consists of the following stages:

1. Interaction between the child and the external environment - the process of processing information;
2. Thinking: a) pre-social stage; b) social stage;
3. Stages of intellectual development:
 - a) Sensorimotor stage - up to 2 years;
 - b) Pre-operational stage - 2–7 years;
 - c) Concrete (concrete) operations stage - 8–12 years;
 - d) Formal (abstract) operations stage - up to 12–15 years.

The extroverted and introverted typological characteristics of personality were established by the Swiss psychologist and physician Carl Gustav Jung in 1923. Jung argued that these two main directions of personality are formed depending on the direction of a person's psychic energy and their interactions with the external or internal world.



Nowadays, various scientifically based psychodiagnostic methods are widely used in psychology to identify and assess the talents and abilities of a person. In particular, tests developed by R. Kettell, C. Spearman, A. Binet, G. Eysenck, J. Raven and other scientists are widely used in practice. These tests make it possible to determine the mental potential, intellectual capabilities, personal characteristics and other psychological parameters of a person.

One of the important forms of psychological motives is interest. Interest is a subjective motivational force that encourages an individual to work in a certain field and acquire knowledge. From a psychological point of view, interest enriches the cognitive process through a positive emotional background and strengthens the desire to pay closer attention to the object, to understand it more broadly, and to deepen knowledge about it. Therefore, interests appear as a constant motivating mechanism for acquiring knowledge.

Interests can be classified according to their content, goals, scope, and stability. Interests that arise in a person in relation to a particular object or type of activity are formed by the social value of this object and the person's personal cognitive needs. This process is psychologically important, since interests directly affect the social and cultural development of the individual.

In the process of school education, it is an important task to form positive interests in students for active learning and labor activity. In particular, it is necessary to ensure that the formation of serious and meaningful interests that develop during adolescence and youth continues outside the educational process. This serves the comprehensive development of the intellectual and social potential of the individual.

The breadth of interests also plays an important role in the development of a person. In some people, interests are limited to a narrow sphere, while in others, a wide range of interests is formed in many areas of stable importance. Excessive dispersion of interests is sometimes interpreted as a negative aspect of personal development. However, a wide range and richness of interests are a necessary factor for the full formation of a person. Research shows that for the comprehensive development of a person, it is desirable that his circle of interests is not narrow, but wide and diverse.

Beliefs constitute a motivational system that is consistent with the views, principles, and worldview of a person. The needs expressed in the form of beliefs are formed on the basis of a person's knowledge of nature and the social environment and their perception in a certain way. This knowledge forms a



system of knowledge that is organized and internally consistent on the basis of philosophical, aesthetic, moral, scientific, and other theoretical positions. This system is manifested as a person's worldview.

The worldview has a socio-class character, and a person's thoughts, ideas and principles are formed as a component of his entire life content and personal position. Therefore, a person strives to firmly defend his views and principles, apply them in practical activities and be accepted by other people in the social environment. This need reflects the personal essence of a person and constitutes a stable and strong part of his motivational system.

In psychology, a person's orientation is characterized by his readiness and inclination to engage in activities that can help satisfy one or another of his needs. This state is often not consciously realized by a person. For example, first-graders do not express any critical attitude towards the actions of their teacher; even when these actions are demonstrated by other people, children do not feel the need to resist such actions.

The process of a person's awareness of his **"I"** begins to take shape from infancy and continues for a long time. I.S. Kohn very clearly calls this process the discovery of the "I". The child first begins to distinguish the feelings in his mind from the sensations generated by objects in the external environment. From about 2-3 years old, the child understands the difference between external objects and his own actions, and in this process a sense of independence is formed. The child begins to consciously distinguish his actions from those of others and expresses his personal subjective position through the expressions "I do it myself!" At this stage, the child not only separates himself from the external environment, but also, contrasting himself with others, increases his awareness of his individuality and subjectivity (the appearance of personal pronouns in speech also indicates this).

Between kindergarten and school, and in primary school, children develop the ability to understand the cause-and-effect relationships in their successes and failures, with the support of parents and teachers. For example, a child can reason like this: "I got 'fives' in all subjects, but I got 'threes' in mathematics because I copied incorrectly from the blackboard. Anna Petrovna gave me a 'two' grade several times because of my inattention." Through such observations, the child begins to evaluate his own mental characteristics — for example, memory, thinking, attention, and other indicators.



During adolescence and young adulthood, as a result of active participation in social life and work, a person forms a more complex system of socio-moral self-evaluation. At this stage, the process of self-awareness takes its final form, and a holistic image of the **"I"** is formed.

One of the most striking and distinctive features of the human psyche is the ability to speak. Speech is an indispensable condition of human psychic life, and without the possibility of communication, society cannot exist. Communication is recognized as one of the main types of activity that forms the human personality. It plays an important role in personal development, along with cognition and labor activity.

Communication is a universal type of activity inherent in humanity and is the main form of interaction between people. Communication is the exchange of information between people, that is, the process of communication. In practice, communication often occurs in the process of work, study or play, and in the process of this activity, people interact with each other. It is precisely joint activity that makes communication necessary, because in this process people cooperate with other people, establish various connections and work together to achieve a common goal. Thus, communication appears as an integral part of activity.

The role of communication in the development of the individual is incomparable. Without communication, the full formation and development of a person is impossible. It is in the process of communication that a person assimilates the experience of society, acquires knowledge and skills, develops practical skills. At the same time, through communication, a person forms beliefs, views, moral, political and aesthetic feelings, and develops personal character.

Conclusion: In conclusion, the personality of each person is formed by a unique combination of specific qualities and qualities that determine his individuality. Individuality is a set of psychological characteristics that ensure the distinction of a person from other people. It is manifested, first of all, in the specific aspects of temperament and character, as well as in priority interests, qualities related to cognitive processes, abilities, and individual styles of activity. The human personality is unrepeatable and unique due to its individuality, and each person is distinguished from others by his psychological structure and style of activity. Therefore, taking into account the individual psychological



characteristics of a person is of great importance in establishing effective communication with him and developing interpersonal relationships.

In addition, each person has their own mechanisms for perceiving and understanding the world around them and other people, which helps to prevent mistakes in the process of communication. For example, such aspects as a person's composure, thoughtfulness, and the ability to understand the inner world of others based on their speech and actions increase the effectiveness of communication and raise the quality of interpersonal interaction to a higher level. In general, a deep understanding of the individuality and psychological characteristics of a person serves as an important methodological basis not only for scientific, but also for practical psychological work.

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