

FACTORS, INFLUENCE ON STUDENT DEVELOPMENT

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Annotation. This article deals with the factors influencing student development on the basis of empirically organized results. There are also scholarly opinions about the maturity of the psychologist. In the experiment, it was possible to study the general state of psychological maturity of students. According to the results of the study of psychological maturity, it was found that the different situations in students are constantly observed positive qualities at each level of personality development on the problem under study. The role of social intelligence in the development of the individual has also been studied. The levels of student psychological maturity are divided into low, medium, high, medium, and high, depending on the nature of the methodology. The empirical results were interpreted comparatively on reciprocal levels.

Keywords. *Students' psychological maturity, psychological age, social age, sensitivity, social intelligence.*

INTRODUCTION

The major issue of personal maturity has always been a noble goal of mankind, and at all stages of socio-historical development, with its primacy and urgency, has acquired a special social, spiritual, economic, political and legal significance. For the same reason, the issues of the human personality, its maturity, internal and external factors affecting it, the role of activity, experience and aspiration need to be studied in the XXI century. Nevertheless, on the one hand, there is a phenomenon of differentiation in the study of man, and on the other hand, there is a state of integration according

to the synthetic (aggregate) description of human development. In order to conceive of man as the object of study of a number of sciences in a concise, concise, holistic way, it is expedient to study him from a biosocial and sociobiological point of view.

The main focus is on the development and realization of the potential of young people in the world, the creation of conditions and opportunities for successful management of personal self-awareness and social intelligence, the formation of psychologically mature individuals [1].

Since psychologically mature people are the mainstay and driving

force of any state and society, in the field of modern socio-humanitarian education this problem is given serious attention and for many years the problem of personal maturity has remained in psychology. Especially in existential and humanistic psychology, relevant concepts such as “self-awareness” [3], “fully functioning” [2,8], “mature” [1,9] and “healthy” [10] have been introduced. The concept of maturity is expressed in V.I. Dal's Russian dictionary (maturity) as “the period of maturation, maturation, thinking and working” [6].

ANALYSIS OF REFERENCES AND METHODOLOGY

According to B.G.Ananov, in the development and analysis of the criteria of maturity, the concept of “maturity” is combined with the concepts of “growing up”, “finding perfection” to form a synonymous series. But in fact, when it comes to subjective activity and personality, they certainly differ from each other in terms of content and essence. Growing up is not yet maturity. He emphasizes the characteristic features that are directly related to human maturity. These are: a) heterochrony of personal and functional changes; b) age and individual variability in the context of historical change.

According to B.G.Ananov, maturity begins when a person moves from

educational to labor activities, which is reflected in the areas of civic, intellectual and moral maturity [4,158-159].

Professor G.B.Shoumarov emphasizes that the concept of “perfection” is associated with a certain life experience, that is, “life knowledge”. There are also individual features of passing “Life skills”, “Universities of life”. Someone “knows life well” at the age of 20, someone will remain a child at the age of 30. Knowing life, life experiences can take place at different intensities in different individuals, and it is not possible to show any age, absolute time interval in this place [11].

As for the development of intellect and thinking in the age of maturity, Fulds and Raven believe that the ability to think logically in the 20s is 100%, in the 30s 96%, in the 40s 87%, in the 50s 80% and in the 60s 75%. The development of intellect during maturity depends on two factors: internal and external. Talent is an internal factor. In gifted people, this process, i.e. development, takes longer and the entry of innovations takes longer. Education can be included in the external factors of intellectual development during maturity. After all, it is education that stops the involution of aging and mental functions during puberty. [5, 231-234b]

E.I.Stepanova distinguishes three periods of intellectual development of

the period of maturity. The first period is 18-25 years, the second period is 26-35 years and the third period is 36-40 years. These micro-cycles differentiate the development of memory, thinking, attention, and general intelligence at different tempo. During the period of maturity, the extreme variability of the intellect is observed in the first period. In later periods, this development will be much more stable. In the second and third stages, the development of speech intelligence is evident. A brief description of these periods is given by E.P. Ilin, which is interpreted as follows [7].

Early maturity is a stage of maturation, which is characterized by the biological maturation of the organism, the presence of an optimistic spirit, planning of personal and professional future, the achievement of civic maturity, the change of social roles.

Secondary maturity is a period of "discovery", a period of high creative and professional success, a decrease in vital activity, the need to pass on their knowledge, skills and abilities to the next generation, but at the same time regretting their successes and failures.

Late maturity is associated with the end of professional and professional activity, the emergence of new social roles, the transition to old age [7, 7 b].

The methods of the research are aimed at studying the psychological maturity of students in several aspects.

At the initial stage of our study, it was possible to study the general state of psychological maturity of students. To do this, S. S. Stepanov's methodology "Determination of social and psychological age", E. V. Kalyaeva, T. V. Prokofiev's questionnaire "Determination of personal maturity", a specially developed methodology "The main cause of the VAS-situation", a specially developed "NOM-nocitious responsibility questionnaire" were used. We have relied on the results of J. Gilford's methodology to describe the age-related psychological aspects of social intelligence, one of the most popular methods widely used worldwide in diagnosing student maturity.

The results were first analyzed on the basis of a generalized table of students' responses to questionnaires on several methodologies. It also relied on social and psychological age indicators of students' psychological maturity characteristics, non-situational responsibility, and criteria to determine the root cause of the situation. The analysis of the results obtained from the respondents was carried out to determine the levels of psychological maturity in accordance with the criteria of the methodology. Levels of psychological maturity were divided into low, medium, medium to high, high, and very high, depending on the nature of the methodologies. The results

were interpreted comparatively on mutual levels.

DISCUSSION AND RESULTS

Analytical aspects of the issue of human maturity have been one of the problems in the focus of researchers for a long historical period. In our research in this area, the initial results of the determination of psychological maturity are of a general nature. Psychological

maturity was defined by an embodied image of the important personality traits that a person should possess. His most important personality traits were reflected in the "I am the image", "I and others", "Me and society" relationships. Demonstration of results provided by respondents. It was found that there are aspects of a person's maturity that are assessed by his psychological and social maturity.

Table 1

Indicators of methods of assessing the psychological maturity of students (low and medium maturity, n = 142)

Scales	Levels	M	σ	T
Psychological age	Low	82,69	6,307	-12,883**
	Medium	94,76	2,589	
Social age	Low	2,76	0,431	-1,000
	Medium	2,85	0,472	
Situation	Low	4,54	1,640	-1,096
	Medium	4,92	1,471	
Hesitation	Low	1,56	0,708	0,905
	Medium	1,42	0,644	
HOM	Low	9,57	2,037	0,262
	Medium	9,45	2,441	
VAS	Low	13,11	3,380	-1,646
	Medium	14,57	3,569	

Note: *** $r \leq 0,001$

In the interpretation of psychological maturity and social maturity, a person's psychological capacity determines that he has mastered the methods of emotional and volitional self-regulation, has fully mastered socialization, and is developing in accordance with the past, present and future. One of the first

results of the study was that when interpreting the results of students with low and average levels of psychological maturity, a situation with a statistically significant indicator was observed in a single indicator. This situation was observed in the results of the "psychological age" scale of students. In this case, the reliability of the

differences in the psychological age index on the intermediate levels (94.76 and 82.69) was determined ($t = -12,883, r \leq 0.001$). No significant difference was observed between the remaining scales of assessment of psychological maturity. It seems that in a situation where there is a difference in psychological age, there is no difference or difference in individuals

of social age. This shows that social age is related to specific criteria and personality traits.

It can be seen that the psychological age indicators in low and medium psychological maturity are associated with the formation of emotional tension, self-efficacy, emotional intelligence, general intelligence, activity motives in students.

Table 2
Indicators of methods of assessing the psychological maturity of students
(average and above-average maturity, n = 144)

Scales	Levels	M	σ	t
Psychological age	Medium	94,76	2,589	-53,281***
	Over medium	103,85	2,998	
Social work	Medium	2,77	,4763	0,684
	Over medium	2,72	,503	
Situation	Medium	4,81	1,448	0,107
	Over medium	4,78	1,534	
hesitation	Medium	1,41	,628	-0,484
	Over medium	1,46	,581	
HOM	Medium	9,85	2,437	0,436
	Over medium	9,68	2,278	
VAS	Medium	13,97	3,612	-1,389
	Over medium	14,80	3,387	

Note: *** $r \leq 0,001$

The difference in reliability between the indicators of students with average and above-average levels of psychological maturity in terms of methodologies was also observed on the psychological age scale, as in the previous group of respondents. In particular, the reliability of the

differences (94.80 and 82.69) was determined ($t = -53,281, r \leq 0.001$). No excessive differences were observed on other scales. It can be seen that from the point of view of psychological age, those with low, medium and above average psychological maturity are distinguished from each other by the development of personality traits, and

their social age does not differ. The social age of students is determined by how they behave as individuals in the social environment, adaptability to the social environment, behavior in the system of "I and others", the position

they occupy in the relationship "I and society".

We also diagnose social intelligence as an aspect of the maturity of individuals and also focus on its dynamics. Below (Table 3) we focus on the interpretation of the research results.

Table 3

Indicators of social intelligence of the components of personality maturity

№	Components of social intelligence subtests	M	σ
1.	Understanding the feelings, thoughts and intentions of the communication participant	3,18	0,59
2.	Understanding Nonverbal Behavior	3,30	0,86
3.	Understanding Verbal Expression	2,89	0,62
4.	Analysis of interpersonal interactions	2,79	0,95

We used the J. Gilford method to study the role of social intelligence in determining the maturity of the individual. The subtests of this methodology serve to shed light on some aspects of a person's maturity. Judging by the content of the concept of maturity and the nature of the methodology, the ability of individuals to communicate and adapt to social conditions, as well as the integrated intellectual ability to perceive and communicate with people, represents a moderate value. This means that individuals will always have to pay attention to the development of social intelligence, which is a quality of maturity in the educational process. Among the criteria representing their social intelligence, they showed a

moderately strong level of "understanding the feelings, thoughts, and intentions of the communication participant" (3.18 ± 0.59). This shows that although individuals have the ability to predict relationships with people, to predict the course of various events, they have not clearly developed. Therefore, it concludes that it should be developed. If people solved this subtest at a high level, they could look at a photo of strangers and give a detailed description of his identity and inner experiences. However, this aspect of the social intelligence of individuals shows an above-average figure.

Understanding nonverbal behavior is important in the development of maturity in individuals. Indicators for understanding this nonverbal behavior

in them were also above average (3.30 ± 0.86). This indicates that individuals have the skills to prepare themselves for an active social environment, to be sensitive to nonverbal cues, to evaluate people according to their body position, facial expressions, and behaviors using nonverbal communication. The presence of these skills means that if individuals feel stronger, they will be able to form this quality at a higher level, then they will be more prone to active, stenic, deep reflection,

sensitivity to people's emotional states in communication, and understanding their feelings.

From the proximity of the other two subtest indicators in the methodology, i.e., understanding of verbal expression (2.89 ± 0.62), to analyzing interpersonal interactions (2.79 ± 0.95), it is clear that these aspects of individuals' social intelligence are not yet moderately developed. This indicates that individuals are not fully developed aspects of maturity.

Table 4
Indicators of correlation of social relations of the components of personality maturity

Scales	Understanding the feelings, thoughts, and intentions of a communication participant	Understanding Nonverbal Behavior	Understanding verbal expression	Analysis of interpersonal interactions I
Understanding the feelings, thoughts, and intentions of a communication participant	I	0,401*	0,330	0,568**
Understanding Nonverbal Behavior		I	0,346	0,610**
Understanding verbal expression			I	0,332
Analysis of interpersonal interactions				I

Note: * $p < 0.05$; * * $p < 0.01$

The aim of our research is to scientifically substantiate and test the

socio-psychological aspects of psychological maturity in individuals and young people. To do this, we analyzed the correlation of their components using test criteria that serve to assess the social intelligence of individuals (Table 4). There is a positive correlation between the components of social intelligence of individuals. In our mean analysis, the correlation was confirmed by the fact that individuals have higher than average values for “understanding the feelings, thoughts and intentions of the communicator” and “understanding nonverbal behavior” ($r = 0.401$, $p < 0.05$). It has been confirmed that the ability to assess the environment, the behavior of interlocutors, personal qualities, experiences are interdependent in terms of legitimacy. It has been scientifically proven that while individuals develop the ability to “understand the feelings, thoughts, and intentions of the communicator” in order to succeed in life and work, they also face problems in “interpersonal interaction analysis” ($r = 0.568$, $p < 0.01$). By developing the ability to understand nonverbal behavior, they are able to develop analytical interpersonal interactions ($r = 0.610$, $p < 0.01$). It is natural that the relationship between the components of maturity and the quantities of social intelligence also plays an important role in the

psychological maturation of the individual.

In the process of developing individuals into psychologically mature individuals, i.e. during puberty, the development of social intelligence led to an assessment of the differences in the differences between the components (Table 3).

Conclusions

1. One of the first results of the study was that the level of psychological maturity in students was low, average, high and very high psychological age. According to the analysis of the methodology results, the psychological maturity of the students was analyzed according to the previous tradition, divided into low, medium, above average, high and very high levels.
2. According to the results of this stage of the study of psychological maturity, it was found that the different situations in students can be constantly observed positive qualities at each level of personality development on the problem under study. Among the close levels of maturity, however, differences can be sharpened or equalized.
3. The results of students with high and very high psychological age levels revealed statistical differences only on some scales. This suggests that students on scales that do not have statistical differences are close to each other as existing personality traits in terms of psychological maturity.

4. The internal guiding mechanism of the student's psychological maturity, consisting of his consciousness, activity, self-awareness, is important, because his development as a person, interests, character, abilities, mental development, needs, work is determined by activity. When these qualities develop and his attitude to social life, people, society reaches a certain stage, he rises to the level of psychological maturity.
5. Social intelligence in students reflected a positive and correct correlation with self-awareness, as well as the criteria for understanding the feelings, thoughts and intentions of the communicator, the understanding of nonverbal behavior;
6. Our analysis showed that the ability of students to understand the feelings, thoughts, intentions of the communicator in relation to the results of the boys and girls showed a correct correlation with the understanding of nonverbal behavior and a clear idea of verbal expression;
7. The formation of the psychological maturity of the student is achieved only when the educational activity is organized in accordance with the existing social requirements. It prioritizes ideas aimed at democratization, humanization,

socialization, differentiation of the educational process, the introduction of new technologies in the educational process and the development of the intellectual potential of the individual.

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