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CHARACTERISTICS OF THE RELATIONSHIP BETWEEN STUDENT REALIZATION OF INDIVIDUAL OPPORTUNITIES AND MOTIVATION AREAS

Submission Date: May 13, 2024, Accepted Date: May 18, 2024,

Published Date: May 23, 2024

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume04Issue05-21>

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ABSTRACT

The article reveals the characteristics of the connection between the realization of individual potentials and the motivational sphere of a person during the student period. In particular, the psychological aspects of the manifestation of the motivational field in the development of the individual are highlighted. Therefore, the relationship between the realization of individual opportunities and motivational areas during the student period is highlighted on the basis of empirical research.

KEYWORDS

Person, realization of individual opportunities, motive, motivation, need, life support, comfort, communication, general activity, creative activity, social utility, destructive, constructive, renunciation.

INTRODUCTION

It is known that in the changing socio-economic situation, educating a responsible, critical-thinking young generation, ready to independently and realistically express and realize their professional

prospects, is one of the most important tasks of modern society. From this point of view, the study of the motivational sphere of the individual is currently a very important life problem. Because the motivational

field of a person becomes the authority aimed at determining all his other life views, direction and identity (K.V. Abakulova, A.G. Asmalov, N.A. Vaselev, V.P. Zinchenko, V.V. Signs, V. .E. Klochko, D. A. Leontev, E. Yu. Patleeva). It should be noted that various aspects of the source of motivational activity and at the same time as a system of stimulating the result of any activity are studied. From this point of view, the field of personal motivation is interpreted in its own way by different authors. Research defines it as a specific motive, a unique system, and a special sphere containing needs, motives, goals, and interests in their complex interaction and influence. Those who study motivation (V.I. Aseev, J. Atkinson, L. I. Bojovich, B. I. Dodonov, A. Maslow, E. K. Savenko) emphasize that it is effective to view it as a complex system that includes certain hierarchical structures . Here, the structure of the motivational field is not a frozen status, but an education that develops in the course of life. This issue was considered by H. Murry, among the many motivators of behavior, he singles out four main aspects: the need for achievement, dominance, independence, access.

The motivational sphere of a person compiled by A. Maslow is presented in the form of two layers: the upper layer forms mental phenomena completely controlled by consciousness, the lower layer forms drives, moods, influences, desires, etc. [1]. A. Maslow distinguishes not individual motives, but all their

groups arranged in the hierarchy of importance depending on their role in the development of a person. Also, A. Maslow's main idea is that the way to realizing his individual potential opens up for self-realization only after satisfying his actual needs.

Psychological development factors are presented as the continuous satisfaction of increasingly higher needs. Action toward self-realization can occur only after satisfying lower needs. The process of objectification of needs in the form of motives is individual in nature and depends on the circumstances of a particular person's life. In particular, the need for communication can be implemented in some people in the form of cooperative motivation, altruism, in others in the form of oppressive, discordant position towards others.

Thus, according to A. Maslow, the main human need is the desire for self-development and self-expression. In every moment of life, a person has choices to move forward, to overcome the obstacles that arise on the way to a higher goal, or to enter or refuse to enter the battlefield of retreat.

A self-aware person always chooses to move forward, to overcome obstacles. According to A. Maslow, self-representation is an innate phenomenon, which is a part of human nature. At birth, a person is born with the needs of goodness, morality, benevolence. They

must fulfill human needs. Therefore, self-actualization is one of the innate needs [2].

Also, K.Obukhova singled out protective motives, and these motives "hide" basic needs, which are difficult for a person to recognize. Manifestation of the protective motive occurs when the actions are not contrary to the goal, but are partially related to it. Yu.M. Orlov said that a certain system of life goals, which is a modulator of the process of self-realization and development of a person, is closely related to the main aspiration of a person.

Life directions are the natural general life direction of a person, which initially represents a tendency to a certain type of activity, a style of activity, a type of attitude towards oneself, people and the world as a whole. Some people have a whole structure of goals and life tasks that come from them. They can declare themselves simultaneously and sequentially. For example, in a certain period of life, one or the other of the most important life directions and tasks comes to the fore.

Taking into account the above, we can come to the conclusion that the motivation of the individual is one of the main problems of psychology. Its importance for the development of modern psychology is related to the analysis of the sources of human activity, the forces stimulating its activity, and behavior.

The motivational structure can be considered as a basis for the implementation of certain actions by a person. In particular, personal behavior is determined not by a single motive, but by their sum. Such motives, depending on the degree of influence on the person, are in a certain proportion to each other and represent many dispositions in a generalized form.

In the process of development, as soon as a person acquires life experience, new aspects of its manifestation appear in front of him, and there is an opportunity for a more or less deep revision. This rethinking process is followed throughout a person's life. It forms the closest and main content of his existence and determines the motives of action and the inner meaning of the tasks he solves in life. From this point of view, the problem of motivation and behavioral motives is one of the crucial issues in psychology.

Within the framework of our dissertation research, it is important to study the issue of influencing the level of the motivational structure of a person by realizing their individual potential during the student period. From this point of view, within the framework of our research work, it is important to study the issue of influencing the level of motivational structure of a person by realizing their individual potential during the student period. Therefore, in our research work "the person realizes his capabilities" (E.P.Nikitin, N.E.Kharlamenkova) and "diagnosis of personality

motivational structure" (V.E.Milman) methodologies conducted in a group of testers, the data was analyzed quantitatively and qualitatively.

Table 1

Hierarchy of the development of the field of motivational structure during the student period

| Areas of motivational structure | course | N | Arithmetic mean | t - criterion | P≤ |
|---------------------------------|------------|-----|-----------------|---------------|------|
| Life insurance | 1st course | 140 | 12,11 | -,028 | ,977 |
| | 3rd course | 137 | 12,13 | | |
| Comfort | 1st course | 140 | 11,91 | ,055 | ,956 |
| | 3rd course | 137 | 11,87 | | |
| Communication | 1st course | 140 | 15,08 | -,079 | ,937 |
| | 3rd course | 137 | 15,14 | | |
| General activity | 1st course | 140 | 13,81 | -,162 | ,871 |
| | 3rd course | 137 | 13,93 | | |
| Creative activity | 1st course | 140 | 20,59 | -,097 | ,923 |
| | 3rd course | 137 | 20,70 | | |
| Social utility | 1st course | 140 | 16,86 | -,076 | ,939 |
| | 3rd course | 137 | 16,93 | | |

According to the data presented in the table, if we analyze the sphere of personal motivational structure from the point of view of the student period, there are no significant differences in the dynamics of development depending on age. The results show that the motivational domain is significant and unique for each age stage. In fact, it is natural for a student to expect efficiency from the result of any activity. Therefore, if we take into account that education and

work activities are leading during the student period, it is possible to achieve a clear manifestation of the motivational sphere in them. Therefore, no significant differences were noted in the field of personal motivation courses. At the next stage of our research, we focused on identifying the intercorrelation links between the realization of one's individual potential and the spheres of a person's motivational structure (Table 2).

Table 2

Realization of one's individual potential and the interrelationship between the spheres of the individual's motivational structure

| Areas of motivational structure | Types of self-realization | | |
|---------------------------------|---------------------------|--------------|--------|
| | Destructive | Constructive | Waiver |
| Life insurance | 0,13* | 0,00 | -0,04 |
| Comfort | 0,18** | -0,02 | -0,004 |
| Communication | 0,17** | 0,01 | -0,07 |
| General activity | 0,09 | 0,04 | 0,03 |
| Creative activity | 0,22** | -0,02 | -0,03 |
| Social utility | 0,15** | -0,03 | 0,006 |

According to the results of the empirical research, it was found that life security has a significant relationship with the destructive type of realizing one's individual potential ($r=0.13$; $p \leq 0.05$). It is known that the student's satisfaction with his life, provided with all his vital needs, has a positive effect on the development of the destructive type of realization of his potential. For example, the development of qualities such as high self-esteem and superiority over others is observed in students belonging to this category. It is worth noting that the student's personality is fully provided in all aspects, having things that exceed their needs, affects the development of their characteristics related to the system of self-awareness.

According to the results of the methodology, it was found that there is a strong and significant relationship with the destructive type of realizing one's potential ($r=0.18$; $p \leq 0.01$). It is worth noting that a student should create a comfortable environment for him to succeed in his studies. For this, the student tries to create an environment that is comfortable for him without thinking about his classmates and peers. Of course, in relation to students who do not think about others, it causes internal conflict, conflict, and the feeling of hatred towards others. Therefore, there is a significant connection between these events.

According to the results of the experiment, it was noted that there is a strong and significant relationship

between the development of communication skills of the student and the destructive type of his individual capabilities ($r=0.17$; $p\leq 0.01$). It is known that a student needs to develop communication skills in order to acquire the knowledge, skills, and qualifications of his field and become a qualified specialist in the future. On the contrary, the student's lack of communication skills is characterized by the manifestation of negativism and aggressive situations in the process of communicating with others. This leads to insufficient formation of self-esteem and respect for others.

During the student period, creative activity has a high level of significance with the destructive type of realizing one's individual potential ($r=0.22$; $p\leq 0.01$). Students who prioritize creative activity are considered to be people who are constantly creative, have a creative approach to anything, and are prone to making inventions and discoveries. It can be seen that if the creative products prepared by the students are not properly evaluated by the people around them, they are not satisfied with the products created by them, and the priority of the desire is observed in relation to not realizing their potential and abilities. From this point of view, the increase in creative activity during the student period has its effect on the destructive type of realization of their individual potential.

According to the results of the research, it was found that social usefulness has a high level of significance

with the destructive type of realization of individual potential ($r=0.15$; $p\leq 0.01$). If we look at the students' activities, they try to show social activity in all their activities. At this point, it is worth mentioning that the basis of the student's success in educational activities is the social activity shown by them. Therefore, it is observed that most of our students are highly active in studying and social activities. So, it turned out that students with a highly developed destructive type of realizing their individual potential have a strong level of social activity.

According to the results of the conducted experimental work, a significant connection between the spheres of personal motivational structure during the student period is noticeable. At the same time, a significant correlation was noted in the areas of the destructive type of realizing one's individual potential and the motivational structure of the student's personality as he moved from course to course. In particular, if the destructive type of realization of one's individual potential has a significant connection with such areas of the motivational structure of the person as mood, communication, creative activity, social utility, and the vital security is observed, the connection with the general activity is not noted.

It is appropriate to draw the following conclusions based on the analysis of empirical data aimed at determining the relationship between individual

motivational areas of realizing one's individual potential during the student period:

- during the student period, no significant differences are observed in the cross-section of courses in the areas of personal motivational structure;

- if a person's destructive type of realization of his individual potential has a significant relationship with the spheres of the motivational structure of a person, there is no relationship at all with the constructive type of realization of his individual potential.

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