

Pedagogical and Psychological Characteristics of The Manifestation of Psychological Well-Being in The Individual

Aliyev Samariddin

Assistant at the Department of Pedagogy and Psychology at Tashkent State Technical University, Uzbekistan

Received: 27 April 2025; **Accepted:** 23 May 2025; **Published:** 25 June 2025

Abstract: This article explores the manifestation of psychological well-being based on scientific research conducted by various scholars. It reveals when physical and mental health, as well as positive and negative emotions, emerge in an individual, and how these relate to success and other pedagogical-psychological processes.

Keywords: Psychological well-being, psychology, theories of well-being, physical health, mental health, feeling of happiness.

Introduction: Psychological well-being is a multifaceted construct that encompasses both mental and emotional health. The concepts of well-being and happiness have a long-standing philosophical foundation and a relatively short psychological history. The term “psychological well-being” was introduced into scientific discourse by N. Bradburn, who defined it as a subjective sense of happiness and general life satisfaction. At the same time, the author did not include widely used concepts such as ego strength, self-awareness, self-esteem, and autonomy in his definition of psychological well-being, although he did not deny that these concepts may intersect.

As a subject of scientific research, psychological well-being became widespread in psychology from the mid-20th century. Interest in studying the issue of an individual’s psychological well-being coincided with the emergence of positive psychology — a direction that shifts focus from studying disorders and mental illnesses to examining an individual’s strengths, potential, and positive functioning. The central idea of positive psychology is that merely eliminating unpleasant symptoms and problems is not sufficient for a person to feel truly well and happy. It emphasizes that studying patterns of optimal functioning and well-being in life should form a distinct field of psychological

research.

K. Ryff identifies the following six core components of psychological well-being in the individual: positive social relationships, self-acceptance, purpose in life, environmental mastery, personal growth, autonomy, and competence. [2] In other words, psychological well-being is categorized into six types:

1. Self-acceptance: Having a positive attitude toward oneself.
2. Purpose in life: Possessing life goals and a sense of meaning and purpose.
3. Autonomy: A sense of independence and freedom from social pressure.
4. Positive social relationships: Engaging in meaningful connections with others characterized by affection, empathy, closeness, and trust.
5. Environmental mastery: Feeling capable and being able to manage one’s environment.
6. Personal growth: Learning, gaining new experiences, and solving problems that contribute to development.

From this perspective, psychological well-being is more than just feeling good, experiencing pleasure, or being happy — although those aspects are undoubtedly

important. K. Ryff advocates a eudaimonic approach, emphasizing the significance of personal growth, purpose, meaning, and self-realization. Reliable and valid methods for measuring well-being have been developed, making this a recognized and serious field of scientific inquiry.

In Western psychology, the concept of "well-being" is defined as a multifactorial construct that broadly reflects the complex interconnection of cultural, social, psychological, physical, economic, and spiritual factors. For instance, M. Seligman considers human well-being to be a positive influence harmonized with active engagement.

Experts at the World Health Organization have used the term well-being as a key criterion for defining health: "Health is not merely the absence of disease or infirmity but a state of complete physical, mental, and social well-being." This definition highlights a person's sense of self-worth and social belonging more than biological functions and links health to the realization of an individual's physical, moral, and social potential.

Russian researcher L.V. Kulikov defines "well-being" as a combination of the following components:

- Physical well-being: a feeling of health, vitality, and good physical tone;
- Social well-being: satisfaction with interpersonal relationships and social status;
- Spiritual well-being: a sense of belonging to society's cultural and moral values;
- Psychological well-being: a sense of inner harmony, integrity, and emotional comfort. [3]

According to scholars, psychological well-being serves as a universal, integrative concept in understanding a healthy, holistically developed personality, whereas "psychological illness" becomes an intermediate construct within the health–illness dichotomy.

One of the most important aspects of psychological well-being in personal development is its role in decision-making and problem-solving. An individual with high psychological well-being tends to approach life's challenges independently and optimistically, demonstrating creativity and personalized strategies for resolution. In contrast, low psychological well-being often leads to negative consequences such as stress, depression, low self-confidence, and lack of motivation.

The importance of psychological well-being in personal development is especially critical during childhood and adolescence, as these are the stages where psychological growth, self-acceptance, and self-confidence are formed. Ensuring psychological well-being during this period helps children understand

their self-worth, adapt to social environments, develop self-respect, and eventually grow into stable and competent individuals.

Therefore, educators, psychologists, and parents must collaborate to support and foster psychological well-being in children. A child with high psychological well-being is more likely to make successful career choices and achieve personal success in adulthood.

The psychological well-being of students in education is also of great importance, as many students study far from their places of residence. This situation gives rise to a number of challenges within the educational environment. Until they fully adapt, students may experience stress, and to prevent such conditions, it is crucial to establish positive relationships between students and teachers. Only then do students develop positive emotions and attain physical and mental health, reflecting a state of psychological well-being.

Based on the analysis of available academic literature, we can conclude that teachers' psychological well-being, as manifested in their professional activity, is directly related to the effectiveness of conveying behavioral norms to students. Consequently, this creates prerequisites for students to adopt either adaptive or deviant behavioral models. It is important to emphasize that one of the key factors influencing academic success is the student's psychological comfort.

Sudden changes in educational conditions primarily affect a student's well-being, self-esteem, life satisfaction, and self-awareness, which in turn are crucial to their psychological health. In the learning process, methods aimed at emotional education and developing positive feelings are considered highly effective in promoting psychological well-being. Such methods increase student motivation and include individual pedagogical and psychological communication, as well as open and sincere dialogue, which are among the most effective communicative strategies.

The personal traits of the teacher also play an important role in fostering psychological well-being. Teachers should adopt an individual approach to each student, help resolve internal conflicts, and most importantly, serve as a personal role model. This is particularly important when working with students of varying temperaments and character traits. Today's youth, especially students, are highly influenced by their teachers and often strive to emulate them. Therefore, in ensuring psychological well-being in the educational process, attention must be paid to the aforementioned factors.

In conclusion, the pedagogical and psychological

characteristics of psychological well-being discussed above are highly relevant today. Psychological well-being is regarded as a key indicator of an individual's mental stability, emotional health, and level of social adaptation. Developing psychological well-being is an integral part of the psycho-pedagogical process, forming the foundation for nurturing a healthy, happy, socially active, successful individual who can fully realize their potential.

When we speak about the importance of psychological well-being for an individual, it is crucial to note that people with high psychological well-being are significantly less likely to engage in criminal behavior, drug use, or alcohol abuse. Furthermore, psychological well-being fosters positive psychological processes such as additional income generation, enjoyment, and positive emotions.

Educators, in turn, must continuously improve their knowledge, skills, and competencies in order to support and maintain psycho-pedagogical well-being in the educational environment.

REFERENCES

Myers D.G., Diener E. Who is happy? / D.G. Myers, E. Diener // Psychological Science. – 1995. – Vol. 6. – № 1. – PP. 10–19.

Яценко Е.Ф. Самоактуализация и субъективное благополучие как социально- психологические проблемы профессионального образования: студенты и преподаватели университета / Е.Ф.Яценко // Вестник ЮУрГУ. – 2012. –№ 31. – С. 56–63.

Идобаева О.А. К построению модели исследования психологического благополучия личности: психолого-развитийный и психолого-педагогический аспекты / О.А. Идобаева // Вестн. Томского гос. ун-та. – 2011. – № 351. – С. 128–134.

Подольский А.И., Карабанова О.А., Идобаева О.А., Хейманс П.

Психоэмоциональное благополучие современных подростков: опыт международного исследования / А.И. Подольский, О.А. Карабанова, О.А. Идобаева, П. Хейманс // Вестн. Моск. ун-та. – 2011. – Сер. 14. – № 2. – С. 9–20.

Ефимова О.В., Максимова Е.А., Фомина Т.Г. Саморегуляция как ресурс субъективного благополучия младших школьников // О.В. Ефимова, Е.А. Максимова, Т.Г. Фомина // Личность, интеллект, метакогниции: исследовательские подходы и образовательные практики: Материалы II междунар. науч.-практ. конф. – Калуга, 2017. – С. 69–75.

Купрейченко А.Б., Воробьева А.Е. Нравственное

самоопределение

молодежи / А.Б. Купрейченко, А.Е. Воробьева. – М.: Ин-т психол. РАН, 2013. – С. 480.

Леонтьев Д.А. Психология смысла: природа, строение и динамика

смысловой реальности / Д. А. Леонтьев. – 3-е изд., доп. – М.: Смысл, 2007. – С. 511.