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Research Article

SELF-REGULATION AS A SUBJECT OF EMPIRICAL RESEARCH IN STUDENT DEPARTMENT

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ABSTRACT

The article analyzes the manifestation of self-control during the student period as a subject of empirical research. In particular, the problem of self-control during the student period was explained in the researches of foreign psychologists. Also, information on the empirical study of self-management during the student period is presented.

KEYWORDS

Student period, self-management, behavior, activity style, motivation, decision-making, self-control, planning, modeling, typing, performance evaluation, flexibility, excellence, self-management level, self-management ability

INTRODUCTION

The development and formation of the ideas of self-management took place in close connection with such areas of psychological research as will, activity management, activity style, motivation, self-determination, responsibility and decision-making. Among the works of foreign researchers on self-control in behavior in the framework of the problem of the general structure and dynamics of human activity, Yu.Kul, I.Bekman, A.V.Kruglansky, G.Akomba, F.Irvin, A.Kenney, K.Lambeka and others it is appropriate to emphasize the model of self-management developed by such authors.

The idea of managing behavior as a special independent process was clearly formed in the works

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of K. Sherrington, who developed K. Bernard's position on self-management. C. Sherrington believed that self-control related to the human mind does not require a special mental process called will and is carried out through the activity of individual nerve centers associated with conscious reflection [2]. In the studies of many psychologists who analyzed the process of motivation, the issues of self-control and self-reinforcement were also raised.

Among Russian psychologists, important rules were developed and formed, which are the fundamental basis for the further development of research in the field of self-management. I.M. Sechenov and I.P. Pavlov's works laid the foundation for the formation of his ideas about the nature of controlling the flow of psychic events and processes. V. M. Bekhterev, as well as his students and followers such as L. F. Lazursky, M. Ya. Basov, V. N. Myasishchev, are considered to be a great service in forming and revealing important aspects of mental self-management problems. M. Ya. Basov considered the will to be a unique psychic mechanism, through which a person manages his psychic functions. In the works of L. S. Vygotsky, the ideas of arbitrary control of human behavior and various mental processes were developed.

B.V. Zeigarnik considers self-management to be a conscious process aimed at managing one's own behavior. V. I. Selivanov included the management of emotions and mental states, the creation of mental stability that ensures the success of activities. According to E.P. Ilin, voluntary management is carried out through various voluntary actions. For them, the manifestation of voluntary actions becomes important and is associated with volitional behavior. L.M. Wecker understands will as a special form of behavior control. He distinguishes three forms of control: involuntary, voluntary and volitional. In the concept of V.A. Ivannikov, the role of a person in voluntary control is manifested in the ability to feel formation with a lack of motivation to perform or complete an action. O.A. Konopkin understands conscious self-management as a systematically organized process of internal mental activity of a person to initiate, build, maintain and control all types and forms of external and internal activities aimed at achieving the goals accepted by the subject [1].

According to S. L. Rubinstein [5], specific methods of mental activity are "consciousness" and "movement". "Mental self-management of a person's activity," writes O.A. Konopkin, "is the highest level of behavioral activity management of biological systems that reflects the qualitative characteristics of mental means of reflecting and modeling reality, and itself, its activity and activities, actions and their foundations". According to A.O. Prokhorov, self-control mechanisms already occur at the cellular level of human life organization. The direction of human mental activity in the study of self-management problems K.A.

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Abulkhanova-Slavskaya, N.A. Bernstein, O.A. Konopkin, A.N. Leontev, B.F. Lomov, G.S. Nikiforov, S.L . Cited in the works of Rubinstein et al. Y. Ya. Golikov and A. I. Kostin, according to the authors, a combination of systemic and inter-systemic approaches is used as the methodological basis of the model reflecting the integrity and instability of the control processes, and the development of a generalized model of mental activity control. A.K. Osnitsky proposes to separate self-management in the process of personal and activity. In the system of learning personal self-management, Yu.A. Mislavsky shows that the structure and functional components of a person's self-management system include: values and goals, ideals and the image of "I", as well as the level of requirements and self-esteem, etc. [4].

L.P. Grimak believes that the personal level of self-control should be studied in a wide system of life processes. Here life choice works as the main control mechanism. Personal self-management is studied within the framework of concepts that are voluntarily mastered by a person's behavior (L.P. Basov, V.I. Selivanov, V.A. Ivannikov, T.I. Shulga, A.V. Bykov, T. Kul and others). Self-management is understood by V.I. Morosanova as an integral system of encouraging and managing the achievement of behavioral and activity goals. The concept of an individual style of self-management was proposed by V.I. Morosanova as a means of implementing a subjective approach to the study of individual typical forms of a person's voluntary activity. V.I. Morosanova believes that the activities and activities of a person cannot be subjective and impersonal. The main characteristics of subjective activity are its creative nature, ability to change the surrounding world (activity) and independence, self-management and self-organization [3].

Thus, in the style of self-management, the methods of organizing his activities, which are characteristic of a certain person, are collected. It is in this sense that the features of stylistic control are a necessary condition for the formation of an individual style of activity in mastering its new types. The higher the level of conscious self-management characteristic of a person, the development and harmony of all its main links, the fewer difficulties there are in choosing a profession and the easier it is to adapt to new activities.

In order to study the manifestation of self-control in behavior during the student period, V.I. Morosanova's "Management of Self-Management" questionnaire and A.K. Osnitsky's "Self-Management Ability Determination" methods were conducted. In order to clearly express the data obtained as a result of the research, it is reflected in the following table.

Table 1

The relationship between self-regulation and self-efficacy in students

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A component of self-control in behavior	Planning	Modeling	Typing	Evaluation of the result	Flexibility	Independence	Self-control is a step	Ability to manage oneself
Planning	1	-0,03	0,36*	-0,00	0,30*	0,37*	0,59*	0,23*
Modeling	-0,03	1	0,04	0,33*	0,23*	-0,14	0,33*	0,19*
Typing	0,36*	0,04	1	0	0,44*	0,29*	0,58*	0,21*
Evaluation of the result	-0,00	0,33*	0	1	0,20*	-0,05	0,30*	0,07
Flexibility	0,30*	0,23*	0,44*	0,20*	1	0,31*	0,61*	0,31*
Independence	0,37*	-0,14	0,29*	-0,05	0,31*	1	0,47*	0,339
Self-control is a step	0,59*	0,33*	0,58*	0,30*	0,61*	0,47*	1	0,39*
Ability to manage oneself	0,23*	0,19*	0,21*	0,07	0,31*	0,33*	0,39*	1

According to the results of the study, there is a significant difference in typing (r=0.36; p≤0.01), flexibility (r=0.30; p≤0.01), flexibility (r=0.37; p≤0.01), the presence of a correlational relationship with self-management level (r=0.59; p≤0.01), self-management ability (r=0.23; p≤0.01) was noted. Moreover, the formation of a person's ability to process activities in a conscious way leads to the discovery of such skills as adjusting one's own behavior pattern, being sensitive

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to specific situations, taking a lot of responsibility, and trying to improve one's self.

Evaluation of modeling results (r=0.33; p≤0.01), flexibility (r=0.23; p≤0.01), self-management level (r=0.33; p≤0.01) , there was a positive correlation with self-control (r=0.19; p≤0.01) and a negative correlation with self-control (r=0.14; p≤0.05). As a result, it is known that the development of the ability of the subject to determine the important situation in the current situation and in the long-term future is influenced by the ability to accurately assess the availability of resources, control his own behavior. On the other hand, it is possible to show that the development of the other person, the vital experience of the person, is more important than the formation of the social response.

Typing speed (r=0.36; p≤0.01), flexibility (r=0.44; p≤0.01), multitasking (r=0.29; p≤0.01), self-management level (r=0.58; p≤0.01), the presence of coupling relationship with self-control ability (r=0.21; p≤0.01) was noted. From the results, it is known that the ability of a person to adapt his own behavior and behavior to the desired goal, the ability to analyze the perspective of the activity type is determined by the level of identifying the problem in life, coping with difficult situations, making a smart choice and self-control.

Evaluation of the result with modeling (r=0.33; p≤0.01), flexibility (r=0.20; p≤0.01), self-management scale (r=0.30; p≤0.01) existence of copulation relationship was noted. The concept of multiplicity means that in the individual development and adequacy of the assessment of the results of the subject's own activity and behavior, factors such as the ability to close the model of the individual's future work, adaptation to typical situations, are of great importance.

Bending (r=0.30; p≤0.01), modeling (r=0.23; p≤0.01), typing (r=0.44; p≤0.01), evaluation of results (r =0.20; p≤0.01), self-esteem (r=0.31; p≤0.01), self-management level (r=0.61; p≤0.01), self-management ability (presence of coupling relationship was noted with r=0.31; p≤0.01). Moreover, the level of formation of self-management skills, i.e. the ability to reorganize and adjust the self-management system when external and internal conditions change, in turn, to prepare a plan of action to be implemented in the future, to set a clear direction, to evaluate the results, to start independent activities. It also leads to the development of self-control.

Creativity (r=0.37; p≤0.01), typing (r=0.29; p≤0.01), flexibility (r=0.31; p≤0.01), self-management level A positive correlation with (r=0.47; p≤0.01) and a negative correlation with modeling (r=-0.14; p≤0.05) were noted. From the result, it is clear that the person has integrity in organizing his activities, ability to organize his own work and behavior in an efficient

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manner, the ability to analyze and evaluate the objective and final results of the activity, the ability to organize personal activities, flexibility, self-direction, clear and systematic work. has a direct positive correlation with Similarly, focusing on a set goal leads to incorrect assessment of the internal and external interactions that are important for the organization of work and the ability to monitor its completion.

The self-management level of learning ($r=0.59$; $p\leq0.01$), modeling ($r=0.33$; $p\leq0.01$), typing ($r=0.58$; $p\leq0.01$), assessment ($r=0.30$; $p\leq0.01$), flexibility ($r=0.61$; $p\leq0.01$), integrity ($r=0.47$; $p\leq0.01$), self-control (presence of coupling relationship was noted with $r=0.39$; $p\leq0.01$). It can be understood from this that the self-control, acceptance and functioning of an organization is the development of work-life, the formation of a subjective criterion for the evaluation of the results, the attachment to a specific form, a strong reflection, the individualization of the idea in the context of external and internal significant forms. It is found in the form of a factor such as brewing.

Self-directed learning ($r=0.23$; $p\leq0.01$), modeling ($r=0.19$; $p\leq0.01$), typing ($r=0.21$; $p\leq0.01$), flexibility ($r=0.31$; $p\leq0.01$), polygamy ($r=0.33$; $p\leq0.01$), and the existence of a coupling relationship with the level of self-control ($r=0.39$; $p\leq0.01$) was recorded. Relying on many examples, it is worth noting that individuals with a high level of self-control have the ability to work independently and tend to adjust their own behavior patterns, are sensitive to specific situations, and are oriented toward self-control and self-control.

Based on the mentioned points, based on the results of the study of self-management during the student period, the following conclusions can be made:

- the formation of independent thought, strong beliefs and worldview during the student period leads to the development of self-management in the field of ethics, and this is more clearly visible in social behaviors, relationships, self-control and sense of responsibility, striving for independence, expansion of moral views;

- it is important to take into account the psychological and physiological changes that occur at this age when focusing on the formation of self-management during the student period;

- taking into account the age-related characteristics of the system of emotional and voluntary qualities when using special exercises and trainings that serve to increase the level of self-control in students increases the effectiveness of practical measures.

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