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SOCIO-PSYCHOLOGICAL CHARACTERISTICS OF PERSONAL DEVELOPMENT AT STUDENT AGE.

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Abstract. The student period becomes the subject and point of development as a self-developing, self-organizing system and object of self-improvement. In this age group a conscious real person is formed, i.e. the person is born a second time. Accordingly, for the soul, it is usually characterized by an internal conflict, a tendency to accept extreme positions and perspectives.

Keywords: refusal (ie an expression of renunciation of ordinary behavior), protest or opposition (manifestation against his actions), imitations (imitation of adults that affect their ideals), hypercompensation (conclusions and judgments arising from the desire to succeed in a field).

An analysis of the scientific literature shows that abrupt changes in body and mind on the path of biological and social maturity that lead to the emergence of new psychological structures are characteristic of the student age. This period is characterized by very rapid changes in the whole mental world of man [49, 81, 210, etc.]. I.Yu. Kulagin and V.N. Kolyutsky emphasize that biological and social order factors are not directly related to human development, they are involved in the developmental process and become internal components of psychological neoplasms that occur at an early age. Neoplasms that appear in themselves begin to act as internal development factors. At the same time, the essence of cultural development is that the individual begins to master the processes of his behavior. They play an increasingly important role in the development of personal activity, and important changes take place in the formation of intellectual activity of the individual. These age characteristics are characterized by a desire for knowledge, the formation of abstract ideas, a creative approach to intellectual problems. Reception, memory, attention reach a high level of performance and selectivity. The mediating nature of these mental functions is formed. Sexual interests play an important role in consciousness and behavior. As more attention is paid to their own appearance, stereotypes of behaviors related to knowing their sexual identity become more active. Representatives of the opposite sex become more interested in the process of interpersonal interaction. Due to the rapid biological development of the body, they develop an image of the physical "I" [112].

The main feature of the age of students is the discovery of the inner "I", the knowledge of their own personality and its characteristics. The age of students is traditionally considered a period of significant emotional stress. Each individual has a unique social and psychological status that allows him or her to integrate organically into a particular

society or define him or her as a free and independent individual. Adolescent crisis is called the crisis of identification and is manifested in the desire of students to try as many social roles as possible to understand who they are. Student age is seen as a period of transition from childhood to adulthood. This is associated with the emergence of a sense of maturity as a central psychological neoplasm [46, 64].

L.I. Shumskaya emphasizes the deepening and differentiation of the cognitive process during the student period, the appeal to the problems of worldview, interest in one's own personality and position in society, the desire and growing desire to join peers. During this period, the degree of immaturity is formed in the practice of relationships with others, based on the existing changes in the individual in the independent analysis of social phenomena, and the process of self-awareness, recognition and upbringing of students is based on adult patterns and standards. The desire to be brought up as a perfect person is manifested in the desire to be independent in every process: study, work, choosing friends, and recreation. The student wants to make important decisions and actively defends his position. A crucial role in spiritual development is, first and foremost, the system of social relations that pertains to the specific social conditions of life. L.I.Shumskaya considers the student period as the most important and decisive stage in the formation of the influence of the social environment for a certain age, the emergence of a new level of self-awareness. It shows that different types of identification (gender, different roles, social, etc.) are its components. According to the scientist, this period is directly related to the formation of methodological qualities of the student's lifestyle and the emergence of a new state of social development [219].

EV Vinogradova expresses her views on the importance of small social groups in which students interact with other individuals. He emphasizes that these are organized by family, higher education institution, friends, reference groups, etc. According to the scientist, the fact that in most of these ages the peculiarities of the psyche are determined primarily by the strength of the state of union and separation between physical, mental and social maturity. According to his research, divorce is a key process that leads to the definition of student age as complex. Signs of the specificity of student behavior can be seen in the fact that they are characterized by reactions to the complications of childhood and adolescence, and childhood reactions include:

a) refusal (ie an expression of renunciation of ordinary behavior);

b) protest or opposition (manifestation against his actions);

c) imitations (imitation of adults that affect their ideals);

g) hypercompensation (conclusions and judgments arising from the desire to succeed in a field)

The reactions described are the norm for this age group, and the behaviors that lead to their violations are expressed through options. At the student age, these reactions persist, but other new and unexpected reactions emerge with them.

In particular, the reaction of freedom and liberty. It is based on the need for adult supervision and care, exemption from care.

The form of protest can be seen in cases of rudeness, stubbornness, isolation. The overtly explicit reaction of freedom is characterized by the formation of narcissistic, informal, especially basic groups. Contradictions are reflected in their orientations, worldviews, cultural preferences, political views, and more.

According to M.E. Khilko, the peer environment of student youth is a unique, appropriate form of various communications that are a factor in the formation and development of personality. In some cases, the same regulator is observed in a group of students and in student behavior. Usually the desire of individuals of this age for groups is actually instinctive in nature. Peer-to-peer communication allows the student to gain the necessary information about life that is not provided by adults in certain circumstances. In a peer group, the student develops social communication skills. In particular, it can interact with a leader, a stranger, etc., without a subordinator (communication distance). When the need and need for communication arises in the student leadership, he finds a peer who is very close, chosen, first and foremost, whose characteristics are known to him.At the same time, one of the most important forms of interpersonal relationships is friendship, which is characterized by selectivity. The socio-psychological value of friendship at this age serves as asimultaneous educational base for the development of self-disclosure [14, 154, 210].

The modern social situation has a great influence on the formation of the behavior of students in the hobbies of young people, that is, in social networks, social media and in the virtual space, and so on. The reactions that lead to the formation of self-awareness are manifested in the understanding of one's own personality, in the formation of a stable image of one's "self." Self-awareness is the understanding of an individual's social status and his or her priorities. It is the image of the future that the adolescent has in the form of an undefined goal, a process that becomes the student's entire life plan.

There is a question in the self-awareness - identification of the future specialist. Including:

who should be the owner of a particular profession - a professional self-determination?

moral self-determination - what should it be?

Interest in the "I", its features, abilities are manifested in different ways at each age. However, the formulated question (like who am I ?, what do I do ?, what can I do?) Indicates the level of development of self-awareness. Self-awareness as a specific form of consciousness is characterized by self-centeredness. In the process of self-awareness, the student moves rapidly (knowing and recognizing) [49, 138].

One of the important aspects of self-awareness is the formation of a phenomenon such as self-esteem. Cognitive skills are important in the formation and development of general self-esteem because they help generalize the most important self-esteem. Self-esteem is based on three sources:

1) the real and perfect "I";

2) opinions on the assessment of referral resources (parents, teachers, students, etc.);

3) evaluate the success of their actions on the basis of the prism of his identity [110,

185].

The principle and specificity of student self-esteem has anumber of modes: it can be right or wrong, differentiated and (undifferentiated) undifferentiated.

An indicator of the level of maturity of self-esteem is differentiated self-esteem. This student clearly knows and is able to distinguish their own areas of life and areas of activity that have its advantages. Through this he can achieve completely important results, his possibilities are not limited.

Self-awareness and self-esteem are primarily manifested and formed in activities under the direct influence of social factors and conditions in which students can interact with other people [28, 210].

It is well known that the leading activity is the communication of the adolescent with his peers. However, subjectively, the main thing for some teenagers is learning activities. The next process is the formation of self-esteem, which largely depends on his actions and success. Studies show that self-esteem is not independent and is largely determined by other people's opinions. Behavioral changes can result from self-esteem, which in turn can develop due to rejection by the team (students, peers) [81, 155].

At the student age, self-esteem acquires a new quality enriched with content and features. If the normative 'I' remains dominant in moral self-awareness, the components of its structure will have the following distinctive features:

a) self-reflection dominates on the basis of the moral cognitive component;

b) make normative-value self-suggestions in emotional situations;

c) moral self-government in the possession of behavior.

The basic forms of moral development are complicated by such forms of moral well-being as dignity, conscience, and responsibility. Although they are inextricably linked in relation to the content, the semantic level of the normative value of the field of moral consciousness of the student, the value is different. The basis is clearly manifested in the relationship with himself and others [48, 183].

First of all, the process of student self-awareness is determined by the understanding of moral identity with the semantic (semantic) context of the ascension to the reflexive understanding of its essence. The second is related to ethical conflicts, i.e., the clash of different internal positions, values, roles, relationships, needs, and desires, which express themselves in good and bad qualities in each situation. Eventually, a conflict of different desires, needs, interests occurs as a struggle of different moral intentions. Moral motives, on the other hand, are semantic (semantic) structures and a way to select them as guidelines that guide moral decisions and actions in difficult situations and determine the semantic burden of an individual's moral self-awareness [21, 168].

A special role in the personal development of the student is determined by the focus on the reorganization of various forms of moral consciousness in new qualities. On the one hand, forms such as shame, guilt, conscience, honor, dignity, and sense of responsibility are deeply subjective structures, while on the other hand, these forms serve as a psychological means of objectifying the regulatory 'I'. This is reflected in the

student's interactions, so this process is a normative-value relationship to the world, realities, and oneself [19, 83].

Most modern scientists show that the process of self-awareness as a psychological structure of the individual is usually divided into two directions:

1) conditions of development and formation of the person as the person takes place in the external space of the person;

2) the conditions of development as an integral structure of consciousness and the formation of the individual as a person take place in the inner space of man.

In terms of internal direction, self-awareness is seen as universal, historically developed, and the social aspects inherent in each socialized individual are evaluated as a conditional psychological structure. [2, 132, 129, 210].

The main factors and components of self-awareness include:

1) their names;

2) physical, physical appearance and behavioral characteristics;

3) the content of the objections describing and determining the level of social development;

4) the usual sexual identification in its nuances for each ethnic group and for each group with its own characteristics;

5) psychological and historical past, present and future of a particular person and ethnos;

6) duties and rights that each person has in the system of his state and national traditions [34, 112].

Each stage in the development of a student's self-awareness continues through the recognition and experience of the 'I', followed by a general picture of the value relationship between the 'I' and peace over time associated with self-integration. At the same time, self-awareness emerges as a means by which a person recognizes himself as a subject of activity. Given the increase in the types of activities in which modern youth are involved, the number of aspects of self-awareness (as a percentage of self-awareness) that can be conditionally named also increases:

sexual identity awareness;

understanding of political identity;

understanding of ethnic identity and so on.

In general, they have the same structure:

to know oneself as a representative of society on a dominant basis;

self-assessment as a team member;

to regulate the personal and social manifestation of the other person around him as a representative of this community [133, 148].

The personal growth of a student is the separation of him from the process of entering the social sphere and his acceptance of a certain life position. In this space, a person involved in social relations and various activities acquires social consciousness at the same time. On the one hand, social consciousness is the result of the inclusion of the

individual in interpersonal relationships (activities, relationships), on the other hand, it becomes a prerequisite for further socialization, because man is the subject of social relations and activities. At the same time, the understanding of social space determines the formation of the relevant features of a person's personal space, that is, the processes of interpersonal understanding of the personal "I", which forms his personal consciousness and allows him to know others.

The personal orientation of modern students in the social sphere is related to the normative-value attitude to the problems and events of reality, the essence of their lives, the choice of social direction and positions. The formation of identity in the period of social change is a vector of human development, which ensures the consistent development of human existence in the context of social change. The modern transformation of the social space is happening so fast that the number of cases of loss of identity is increasing, namely:

the difference between new realities and the system in which students imagine themselves;

feedback, in particular, direct attitudes to ideas formed under the communicative-mediating influences of cultures, value orientations, automatism, and cognitive abilities.

The uniqueness of student youth is in a sense relevant and relevant to society, as the idea of the ontology of identification will inevitably change with the new era. Today, change in the student's life and fantasy world becomes a clear, constant, independent measure of social reality. At the student age, this problem acquires a specific content and value [44, 131, 194].

T.P.Avdulova, T.N.Koryayeva, A.A.Sergeeva and others describe the student youth and pay special attention to the leading activities in this category. This is because modern education is accepted as a specific type of work in a higher education institution. The main features of the social group of students include:

1) type of socially leading activity - vocational education;
2) the process of professional and personal self-determination;
3) high activity in all spheres of life.

Student age is very often used to describe students, which has its own important characteristics. These features are related to the specific nature of the changes that occur in the context of social development during the transition from school age to student. Compared to adolescents, students still have an integrated independence system that remains unstable. This independence prevails on an emotional and cognitive level, manifesting less in activity and practice. After getting a higher education, a student not only changes the form of educational activities, but also faces many new challenges related to joining adults. These problems will be related to self-regulation, adaptation to a new place of residence, seeing ideas about themselves, meeting new people, and other factors. The constant solution of these problems requires internal self-organization, the ability to allocate time correctly, the implementation of existing and future tasks. The main contradiction in the age of students is the difference between the formal onset of

social maturity and its complete impossibility. In public, a student is still a student. Although he actively assumes the responsibilities of a full member of society, he demonstrates the ability to self-understand, self-analyze, and take responsibility for his own actions. [2, 98, 174, etc.].

Entering a higher education institution does not make a young man or young woman independent. It is psychologically and economically dependent on the family, a special phase of life transition to adulthood is accomplished through the student period. Problems that were previously theoretical will have practical significance. In such situations, parents should take responsibility for themselves. They need to be constantly on the lookout for aprocess that involves changes in daily life, relationships with members of the opposite sex, and so on.

The student will have to coordinate their actions in the field of education, lifestyle and leisure with representatives of different social groups (carriers of cultural and value orientations and traditions), looking for their place in the interaction with the social environment as an individual.The nature of the relationship with the parents changes, whether they live together or separately. The young man asks his parents to defend his point of view and take his opinion into account. There will be significant changes in the nature of relationships with members of the opposite sexand how to find apartner for future family life. This task requires the individual to move to a deeper, more emotional and personal level of communication, including an integral part of the relationship between individuals of the opposite sex. In such processes, economic independence, lack of housing can hinder family formation [142].

According to EE Sapogov, A.M. Balabanov and others, during the student period, their views on social events are formed, and the young man and woman become involved in many spheres of society. It is a period of formation and formation of a personality system that covers the most important areas of a person's life. At this age, every student experiences a series of crises, seeks his own identity, makes plans for the next life, understands his efforts to find his place in society. At this age, the young man and woman make a career choice, take it and begin to feel the need to try themselves in other areas of life, to put it into practice, and to perform various activities. During these processes, radical fractures in the development of self-identification occur, viz. the desire to try to expand their identity, taking into account the need to maintain the required distance, increases [16, 169, etc.].

Thus, based on the above, it can be concluded that concepts and adult-specific feelings and experiences emerge at the student age through central psychological neoplasms.

During this period, along with ideas about the reality around them, students first develop a relatively stable, conscious system of self-awareness. The formation and development of self-awareness is observed with intensity. Based on this process, the student develops an attitude towards himself and through this prism establishes a suitable relationship with the purposeful society.At this time, the characteristics of personal

development in students are manifested in the processes of self-awareness, self-affirmation and self-awareness, they are enriched and acquire a new quality content. At the same time, self-identification goes through an important process of personal development. It is usually manifested in the student's entry into a particular society, in the knowledge of belonging, belonging, in the formation of social relations, in the acceptance of social roles.

Student youth self-determination is about self-determination, self-awareness, focusing on other important things, and other all-round features. On the one hand, this is a perception of the relevant society, on the other hand, it is a recognition of other features of this identification, through which it can define itself using professional, gender, age, ethical, spiritual and so on. Formal and informal communities of students will be able to be formed due to relatively stable performance trends and a constant socio-psychological mechanism of self-identification. At this stage, the formation, development and transformation of personality types takes place. However, given the existence of different scientific views on deterministic factors of self-identification, social and biological interactions may be of the highest priority for modern student youth. That is, a sense of maturity, student communities, peers, professional interests, as well as patterns of behavior (reference groups, sex, role-playing, political interests), socio-cultural characteristics, and so on.

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