

DEVELOPMENT OF POSITIVE THINKING AT STUDENTS' AGES AND FACTORS OF AFFECTING POSITIVE THINKING FOR FUTURE PEDAGOGUES

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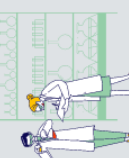
Abstract

This article talks about socio-psychological problems of effective education during the student periods, positive psychology and development of positive moods. Specific features of positive thinking of students: everyday life, positive attitude to the future, peoples' moods, independence, concept of happiness, self-awareness, positive moods of students', effectiveness of training in education as the main criterion for raising the quality of education, spiritual and mental conditions, affecting positive thinking of some psychological issues is analyzed by focusing on factors such as self-satisfaction, mental stress, inability to apply self-affirmations, external pressures, moodiness, negativism, inability to engage in interpersonal relationships and dissatisfaction of conditions.

Keywords: students, positive moods, adaptation, positive psychology, favorable conditions, effectiveness of training in education, being happy, values, "I" concept, compatibility and psychological issues.

Introduction

Each age period passes in a qualitatively unique stages of mental development, which is characterized by combination of various changes, individuality in particular development of positive thinking. Practices show that the phenomenon has its own development characteristics at each age stages. For example, according to the researchers, positive thinking has a significant impact on the overall development of person and the positive thinking of parents in raising children has a high level. Based on the experience of this interaction person first of all forms and develops a positive (self-confidence, self-worth, confidence in himself/herself and others) or negative (mistrust, fear, sense of worthlessness) attitude towards himself/herself. In the process of age growing period, family members communicate and interact. As the scope of communication and interaction expands, this process becomes more complicated, new ones appear and their interaction takes place through the prism of initial formations. Thus, positive thinking occurs in the family as the first social institution, and the surrounding people, first of all parents play a major role in its basic formation.



During his/her further growth period, at the stage of primary education of the general education school, the educational activities take the main place, it always replaces the game activities. New structures appear in the intellectual, personal and social spheres of human psychic development. At this age, it is important for a person to feel the joy of knowledge and confidence in their abilities and capabilities. At this age one of the main tasks of the educational institution is to develop not only knowledge activities, communication skills but also the ability to reliably assess own opportunities for success in social interactions and to take socially cheerful initiatives. At the same time the formation of social relationships with parents, media and adults motivates to achieve successes. A person receives his thoughts, values and beliefs through relationships in the family, social group, educational institution [1,306; 2,256; 3,576]. Thus, the norms formed from these connections are the result of their own experiences and interactions with the surrounding society.

The main part

The last years of education in the secondary school (middle and upper classes) are characterized by a significant expansion of the scope of the students` social activities, at the same time this period is characterized by the individualization, discovery and confirmation. Leading activity at this age usually genuine and personal communication is based on mutual respect, trust and empathy. In most cases, the peer group plays a leading role in the process of socialization of a teenager, and his/her relations with representatives of the opposite sex create a prototype of adult relations that are implemented in social and professional life. Belonging to a group allows the appropriate needs of the growing individual to be met. It is especially important to be able to share common interests and hobbies with friends. Later, the mood shifts to the search for such communications, which allow to gain insight their feelings, thoughts, ideas and helps peers to overcome various obstacles. At this age, self-esteem, recognition of one's own value, feeling of emotional attachment, integration with a group is considered as motivation for the young generations. At the same time, one of the typical characteristics of group teenagers is high compatibility, youths are very eager to be independent from adults, but are not critical of the opinions of their groups and their leaders. This can lead to the development of deviant behavior.

At this age, the formation of the self-concept as a system of internally consistent ideas about oneself is initiated among the main new structures: self-image, moral self-awareness, reflexivity, the need for informal, intimate communication and a sense of dignity. According to V.F. Kaloshin's opinions the transition of motivation from external to internal is the characteristic at students` ages, understanding the process of the formation of motives helps to analyze the reasons for one's own actions and the other people. The evaluation of behavior moves from the evaluation of the consequences to the evaluation of reasons that make the person action. Internal motivation allows the students to consciously manage his needs and aspirations, understand his/her inner world, to form life plans and perspectives.

Basically, the students look at present situation from the perspective of the future. There is an expansion of the temporal perspective. The future becomes the focal point of crossing the

current and prospective development situation. The main direction of a person (at the same time, the new structure of the personal sphere) changes which can be defined as a future-oriented, determination of the next life path and an active choice. Forming hope for the future affects a person's social environment. The ability to hope is not an innate quality, but is acquired in the process of personal development. A person is born into a social environment that strengthens confidence and hopes for future can strongly influence the concept of the forthcoming. The temporal perspective expands to include the past-future and personal social perspectives. It is a combination that contributes to the development of positive thinking and the ability to expect positive personality in various areas of lives. [5,111-120].

Results and discussion

The research results show that money does not make us happy. If we can afford it, we can live reasonably, then buy fashionable household goods, afford fashionable cars and be satisfied with a luxurious life, in fact, the higher the income above a certain level - the less happiness there is, if you are grateful for what you have – you are healthy and safe, if you are able to give thanks for everything you are able to feel the love of your loved ones and feel the satisfaction that they are always there for you, and even if there is a clear need you donate money, it can really bring you happiness, luck and peace of mind.

According to A.Leontev and F.Kaloshin characteristic features of students` ages are the formation of plans for the future, experiencing of positive expectations. At the beginning of this age period, the vision of the future is characterized by a high level of pretension and the need to see oneself as famous person, who can be said to be manifested as an unconscious optimism of maximalist. However, in a short time, students' orientation towards the results usually changes to meaningful process of achieving the goals, so dreams and ideals gradually take concrete forms and directions in a constructive action plan. Life plans appear only when the subject of person's thoughts in early adolescence is not only the result, but also the ways to achieve it, as well as the objective and reserves on personal choice. The way to implement a life plan can be both optimistic and pessimistic. Unusual habits do not allow us to achieve success and realize your potentials. Negative experience settles in any person and forms social relations, motivational sphere, which predetermines pessimism and doubt to environment [6,511;7,252;8,36-58].

According to T.A.Gordeev, during the period of study at higher educational institutions within the boundaries of new level of self-awareness a corresponding development of self-affirmation usually takes place, evaluation criteria will change and move from external to internal than others' evaluation criteria, and take qualitatively new forms. There is a transition from individual to collective assessments, and learners' self-esteem and self-confidence increase significantly.

Self-esteem becomes more stable, adequate and relatively uncontroversial [9,42-50].

According to T.L.Kryukova today's students look to the future without optimism, pessimism is more widespread than in the previous decades. However, according to the scientists, teenage boys and girls are more optimistic about their personality. Young people believe that bad things

do not happen only to them. Such an imagination is considered important characteristic for these age groups optimistic about their future, and pessimistic about everything else.

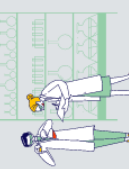
In other words, adolescent maximalist takes place precisely in optimism about one's own personality. In young people, relatively stable worldviews seeing one's place among people, one's professional activity, lifestyle the need for solitude, the desire to limit one's inner world from the pressure of the surrounding and close people strengthen the sense of personality through reflection in order to preserve one's individuality.

During the age crisis, young people need for self-realization in professional and personal spheres increase. This creates affective experiences, which are the driving force for the individuals to achieve new level of maturity and optimistic attitude towards himself/herself and others. The stimulating types of socialization effective when parents limit themselves to approval, it creates the conditions for development of infantilism. Stimulating type of socialization with the search for way to eliminate harmful stimuli increases confidence and strength. Such a growing person differs from others in his optimism and positive attitude towards himself/herself [10,236-242].

E.A.Perova emphasizes the importance of the influence of optimistic (positive) thoughts on life activities at the students` ages. At the same time, according to the author unconscious thoughts are far from reality, therefore they are destructive. Views that do not exist can become beliefs, and human actions are directed according to unrealistic thoughts. The contrast between reality and imagination creates interpersonal conflict with self and others.

It is important to identify non-constructive thoughts that prevent a person from establishing harmonious world in his social relations. At the same time, negative fantasies have a destructive character, because a person makes important decisions while waiting for them. As a result, the consequences are disastrous and cannot be corrected. The scientists offer psychological training (plot games, discussions, exercises based on reflection, etc.) as a convenient and effective method of purposeful development of positive thinking during the period of study at higher educational institutions, with the help of specialists can learn to control his/her thoughts, feelings and actions [11,51-57].

A.A.Mizernaya, based on her personal experiences of using training in higher education institutions, emphasizes that in training groups, students' understanding of themselves, their psychological characteristics, experiences as well as the completeness and accuracy of students' understanding of the social environment increases. During the training sessions, the ability to reflect, the skills to reflect and record one's own behavior in interaction with others the emotional mood, orientation of thoughts are formed and developed, the confirmation of the individual's self-control in this behavior is considered and in the training program to be developed self-image, attitude to connected with such self-management is necessary condition for further self-improvement, development for future specialists. This process, as well as others as integral part of society knowledge unique value is provided by correct and consistent implementation of the main principles of the training group allows to develop a sense of joy in life [12,54-57].



Conclusion

Based on the above mentioned students` ages among other periods of life during study at higher educational institutions a person enters the appropriate stage of active psychological development enriched with certain knowledge skills and abilities receive social experiences in the chosen professions, acquires unique personal identity, in particular future specialist to conclude that it determines the dynamics of positive thinking. Student age is a period of intensive development, preparation for full-fledged independent professional life requires understanding of personal motives and needs, acceptance of all aspects of personality, self-support in all aspects of life activities, and is considered sensitive period for the development of structural components of positive thinking.

The sensitive period is ensured by the presence of socio-psychological conditions that allow for effective development and correction of the student age characteristics and the component composition of the studied phenomenon. For this process, taking into account the age characteristics and the conditions of the educational environment, among many approaches, most scientists recommend social-psychological training aimed at increasing psychological enlightenment, competence and developing positive thinking. During the trainings, goal-oriented group creates dialogic conditions in unity with enlightenment, self-knowledge, support for active forms of self-development, and thanks to the initiatives the socio-psychological potential of learners is realized, identification, expansion, and problem solving in a specific life situation occurs. Personal prospective of students is strengthened by implementing set of techniques.

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