



FEATURES OF THE FORMATION OF ALTRUISM IN STUDENTS PSYCHOLOGIST

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Abstract

In this article, the factors affecting the formation of altruism and the influence of the educational process on the formation of altruism in students are psychologically analyzed. Gender differences in the manifestation of altruism in a students. Empirical researching on correlation between altruism and will qualities in teenage years. In this article there has been shown analysis of factors in development of altruism and will qualities that connected with altruism. According to research results, altruism is related with will qualities such as responsibility, steadiness, ambitiousness, independence and etc.

Keywords: Altruism, will, independence, value, empathy, individuality.

INTRODUCTION

Raising a harmonious generation has always been the brightest dream of humanity. Caring for the future generation, raising and raising a healthy, harmonious, perfect person is one of the national characteristics of the Uzbek people. It is precisely thanks to independence that the restoration of national values and traditions, along with the formation of a sense of respect for ancestors, has shown the incomparable role of the national spirit in the education and upbringing of the growing younger generation. As we know, the basis of oriental education and upbringing is altruistic behavior such as sincerity, generosity, and generosity. Therefore, instilling the foundations of oriental education on the basis of providing altruistic education and upbringing to the young generation, who are the future of the nation, is one of the urgent problems. Currently, several models of education have been developed by pedagogues and psychologists and applied to the teaching system. In particular, L.V.Zankov, M.V.Zvereva, I.I.Arinskaya listed a number of advantages of individual-oriented education. The main goal of person-oriented education is to develop students' cognitive, emotional-volitional, moral, and aesthetic abilities. Accordingly, it is no exaggeration to say that the continuous education system has its influence on the formation of altruistic behavior in a person.

Before presenting data on the impact of an education system focused on the individual on altruism, let us dwell on the concept of altruism. The term "altruism" was first introduced into science by the French philosopher O. Comte as a term opposed to egoism. According to the definitions given, altruism (from the Latin *alter* - other) is a direction of values adopted by a person, in which the criterion of his moral assessment and the main essence are the interests of another person or social group. Only when altruism fully reflects a person's behavior can it become a system of perceived values and be integrated into the content of a person's life. Many psychologists have studied and





analyzed the psychological mechanisms of altruism. In particular, J. Aronfried and W. Pascal studied altruism in relation to the manifestation of empathy in preschool children, B. Moore proved that positive emotions cause altruistic actions, and S. Staub, in his research, indicated the motives of altruistic behavior. In addition, scientific research by foreign psychologists has studied the dependence of altruism on the time factor (D. Bateson), a sense of guilt (D. McMillen, J. Austin), mood (D. Kenrick, D. Baumann), and individual characteristics of a person (E. Eagle, M. Crowley). Although foreign and Russian scientists have long been studying the problem of altruistic behavior in humans, their number is not very large, that is, this topic has been studied by very few scientists. In our republic, almost no scientific research has been conducted on this problem. However, in recent years, attention has been paid to scientific research on the formation of moral concepts, emotional intelligence, and national identity in a person. In particular, Uzbek psychologists have deeply studied the formation of moral concepts in schoolchildren (Z.E. Usmanova), the psychological characteristics of national identity in students (N.S. Safoev), and the problem of a sense of duty in preschool children (M.Sh. Rasulova).

In psychological sources, approaches to altruism are classified into three groups:

1. Psychological approach. At the heart of any interpersonal relationship in society is mutual interest, so altruism is the mutual exchange of psychological feelings and social-psychological values such as love, respect, care (B.F. Skinner, M. Snyder, A. Omoto, B. Moore). In this, the self-esteem, self-attitude, and emotional sphere of people are of great importance.

2. Social approach. The role of social influences in the life of an individual and society is immeasurable. As a result of social influences, that is, social norm, sanction, sense of social responsibility and interaction of social roles, people commit altruistic behavior (DJ Dabbs).

3. Biological approach. In this approach, altruism is considered as a biological need and is considered to be instinctive in human behavior. The essence of altruism is aimed at preserving one's own offspring, that is, it is explained that the altruistic behavior of parents towards their children is based on the biological need to preserve their offspring (D. Barash, E. Sanderson, E.O. Wilson).

In their research, Russian psychologists conditionally divided views on altruism and its formation in the educational process into two groups:

1. Approaches according to the mechanism of altruism manifestation;
2. Socio-psychological approaches.

In particular, according to the mechanism of manifestation, altruism exists in all people, but it arises under the influence of different emotional situations, that is, feelings of guilt, personality traits, conformity. In the concept of Z. Freud, the manifestation of altruism was considered as a subject's neurotic need to reduce the feeling of guilt. The analysis of theoretical data shows that a person performs altruistic actions even in order not to feel guilty about himself. It is guilt that motivates people to care for each other. In the manifestation of altruism, personal characteristics such as responsibility, determination, empathy, as well as a person's self-control and adequate self-evaluation are important. E.P. Ilyin's research shows that gender differences in the mechanisms of altruism in students are mainly associated with the internal determinants of such behavior, that is,





both boys and girls are prone to altruism, but they approach it from different points of view. Since boys approach it mainly from the point of view of "heroic help", altruistic behavior requires more willpower from them. Since girls are supporters of "caring help", a sense of empathy comes to the fore in them. The scientific views of the Russian psychologist M.R. Bityanova substantiate the connection between altruism and conformity (derived from the Latin word "conformis", which means "similar, suitable"). According to her, the group also exerts its influence on a person to demonstrate any altruistic behavior. In particular, charitable and organizational activities organized by the group require equal responsibility from all group members. If one of the students in the group is having difficulty mastering subjects, it is possible to instill a sense of responsibility and altruistic behavior in the group members by attaching one of the group activists to it. In addition, group decisions and requirements adopted within the group also serve as a means of controlling the behavior of students. As we know, during the student period, the desire to occupy a professional and social position in society is strong. Therefore, various spiritual and moral, charitable events aimed at promoting national values among students, forming altruistic feelings, empathy, and social responsibility in them, strengthening the orientation of students to socially significant areas of activity (involving them in creating projects, participating in volunteering, engaging in creative activities, etc.), and supporting students' active initiative in education are highly effective. A number of events aimed at forming the spiritual and moral outlook of students and increasing their social activity create an opportunity for them to feel that they are "needed by society" and that "they are also suitable for socially useful work."

In the socio-psychological approach to the formation of altruism, the main attention is paid to the formation of stable altruistic attitudes in students. The socio-psychological approach includes the following models.

"Higher thinking and a strong Ego" - attention is paid to transforming personal attitudes from "I" to "We". According to D. Batson, if a person's moral views and beliefs are combined with the interests of the group, then socially approved qualities will also gain importance in his system of values. Of course, the role of the group coach and teachers is important in this. The teacher must be able to organize a team of students, give them tasks aimed at increasing social responsibility, and, using his intellectual abilities, combine the social interests of the group and the student.

"Authority-based social model" - in this case, the teacher should be an example for students with his professional and personal qualities. Studies show that lectures, video conferences, and consultation information that promote socially acceptable forms of behavior, such as altruism in a person, have a faster effect on a person and are quickly assimilated. Setting problematic tasks aimed at observing students in the educational process, increasing their cognitive activity, and forming a moral worldview serves to develop empathy, reflection, social perception, and a sense of responsibility in students, which are considered internal psychological mechanisms of altruistic behavior.

"Personal belief" - here the main focus is on avoiding punishment or encouragement of the individual. According to the essence of this model, any behavior performed by a person should not involve incentives, but should be associated with internal motives, such as the person's internal beliefs and worldview (Sam Levenson, George Gallup). Accordingly, educational and educational influence is of great importance for the formation of spiritual and moral consciousness in students.





This model of education focused on the individual involves the formation of healthy competition in a group of students, the development of motivation for success and related personal qualities, and the development of altruistic behavior in the individual.

In order to see the actual state of theoretical analysis, the following results were achieved when the methodology "Determining Altruism-Egoism" was carried out among students:

According to the experimental results, the low level of altruism in the Testers indicates their egoism. The manifestation of egoism in teenagers is considered a conflict-generating factor, and it serves as a tool for their own interests. The fact that egoism has developed to this extent is the result of defects in his upbringing. Because the fundamentals of a person's excessive self-esteem and egocentrism go back to childhood, moreover, these aspects act as an internal obstacle to the manifestation of altruistic behavior in a child.

Gender differences in the manifestation of altruism in a students

Now we will analyze gender differences in the manifestation of altruistic behavior in a person. In general, the study of gender differences has been one of the problems that has been the focus of attention of scientists for many years. However, despite this, the first scientifically based scientific work that included sex differences was the book "Psychology of Sex Differences" by Eleanor Maccoby and Carol Jacklin, published in 1974 . In addition, issues related to gender psychology have been studied by a number of scientists.

A number of scientific studies have also been conducted on the issue of gender differences in the formation of altruism in a person. As we know, women are more caring and empathetic than men, and therefore there are generally accepted gender stereotypes that women are more altruistic. However, social psychological research conducted by Igley and Crowley in 1986 showed the exact opposite, that is, they proved that men are more altruistic than women. In their study, the authors created a situation aimed at helping a stranger in a short-term crisis and found that the majority of male respondents were willing to help . Later, a meta-analysis conducted by scientists themselves showed that women are just as ready to help as men. However, it was found that the motives that motivate these two sexes to help are different. These motives are formed as a result of the different social roles of women and men. Depending on the roles that a person plays in society, different social norms influence his behavior, and on this basis, certain behavioral patterns are formed in a person.

In general, scientists have always been interested in the role of gender differences in the manifestation of a certain psychological event or phenomenon. Because many studies have proven that a psychological event can also be associated with certain gender stereotypes in the process of manifesting itself as a separate category.

We also analyzed the results obtained from adolescents and early adolescents in order to identify gender differences in the formation of altruistic behavior in a person and the motives that motivate them. Of the 155 adolescents who participated in our study, 62 were boys and 93 were girls, and 33 of our 77 early adolescents were boys and 44 were girls. The obtained results are shown in the table below.

G. N. Kamenova and M.T. Kudryashova argue that girls are naturally responsible for caring for their biological offspring. From the moment a girl is born, she has a maternal instinct and an





instinct to care for her children. There is a gender stereotype that women are the home's nurses, cooks, educators, and comforters, while men are the guardians of the family. Therefore, our young men and women try to optimally master these behavioral models and apply them in practice in order to achieve the recognition of their "big self" .

A similar situation was observed in studies conducted under the leadership of E.P. Ilyin, who explained this situation as follows: in girls, this is more likely to take the form of "caring help", that is, they are concerned about the personal and emotional needs of others and help them achieve their goals. And in boys, this is in the form of "heroic support", which includes cases of performing unusual and risky actions, behaving like real heroes.

Based on the above analysis, despite the fact that the motives of altruism in boys and girls in adolescence are manifested under the influence of gender stereotypes, the main goal is to form a positive attitude towards "I" and increase self-esteem.

The results of girls in emotional literacy are higher than those of boys. In fact, emotional literacy, which is considered one of the factors that contribute to the manifestation of altruistic behavior in a person, is one of the main components of emotional intelligence according to S. Hall. Gender differences in emotional intelligence have been studied by many scientists. In particular, N.R. Harrod found that emotional intelligence in boys is lower than in girls, while D.D. Guastello studied emotional intelligence in relation to parental attitudes and found that mothers had higher emotional intelligence, while there was no difference in preschool children. G. Orme found that emotional intelligence in adolescents differs from each other in its structural components, that is, girls have more components related to interpersonal relationships (empathy, emotional intelligence, understanding the emotions of others), while boys have components related to the person himself (managing his own emotions, self-motivation) .

CONCLUSION

- Thus, based on the analysis of the results of a number of studies devoted to the study of the problem of altruism, the following conclusions can be drawn: education focused on the individual affects the manifestation of altruism and is correlated with a number of factors, including:
- - moral factors: the desire to conform to universal human values and be considerate of others, which are included in the educational goals of education, encourages any person to demonstrate altruistic behavior;
- - cognitive factors: the desire to get to know people better, expand their worldview, express a cognitive attitude to reality, or improve their skills;
- - social factors: the need to become a "useful person for society" is satisfied, based on the desire to become a member of a group and receive social support;
- - protection of the personal "I": the desire to get rid of a sense of guilt or escape from personal problems;
- - increasing self-esteem: striving to strengthen a sense of personal worth through the recognition of others and increasing self-confidence. Each of us has an "internal manometer" that determines how we evaluate ourselves, how we feel about ourselves, whether we are satisfied with ourselves or not. The assessment of our satisfaction with ourselves is of great importance. Because a student





who adequately evaluates himself takes on great responsibility when making a decision. As a result, social responsibility, empathy, and altruistic behavior are formed in the student.

It is clear from the above considerations that the issue of personal education is a complex process. Accordingly, it is appropriate to focus on the instillation of humanistic ideas in the education system and the development of positive personal qualities in the learner.

Such abilities, of course, do not develop in a person by themselves, and therefore these aspects do not develop in a student by themselves. For this, the following recommendations can be given:

- improve the emotional environment in the student group, form positive attitudes in students;
- conduct a deeper study of the mechanisms for the formation of altruism, empathy, social responsibility, and volitional qualities in students;
- it is necessary to form a sense of responsibility for the situation in students. Punishing or making strict demands on a student creates a sense of guilt in them, therefore, it is necessary to use tasks that serve to increase the desire to restore one's dignity;
- it is possible to teach a person altruism. By demonstrating the importance of socially acceptable actions based on a personal example, the possibilities of teaching students to behave in a conscious way are expanded. The teacher should form altruistic behavior in students through his own behavior, that is, helping others, and feelings of empathy;
- if we expect altruistic behavior from students, we should not forget about the important aspect, namely, internal motivation that encourages them to do good deeds. To achieve a correct understanding of the internal capabilities and motives of his altruistic behavior by the student;
- it is recommended to develop special training programs aimed at forming altruism, tolerance, strong-willed qualities, and emotional intelligence in students. In the development of training sessions aimed at forming altruistic behavior in a person, attention would be paid to the development of moral awareness, tolerance, emotional self-control, empathy, and willpower.

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