

Research of Psychological Factors of Development of Creative Self-Regulation of the Personality of Future Teachers

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***Abstract---** The article examines the psychological factors of the development of creative self-regulation of personality in future teachers. The studied object of the experiment are university students. At the heart of creative self-regulation, the author considers the life-oriented conclusions arising from it can be used in the formation of the teaching staff.*

***Keywords---** Creativity, Self-Regulation, Personality, Life Orientation, Future Teachers.*

I. INTRODUCTION

It is important to note that for the analysis of the psychological stability of the individual it is of great importance how much a person is satisfied with his life and the results of his activity, how he assesses his present and whether he has aspirations and plans for the future. If the results for this indicator are low, then we can talk about a decrease in the level of psychological stability in general, because Without a positive assessment of your life, there can be no productive results in the future.

An experimental study was conducted on the basis of Samarkand State University. To solve his problems, students were chosen as the object.

4 courses (23 students) aged 20-25 years. To study the level of creative self-regulation of the personality of future teachers. We have used the following methods: questionnaire G. M. Rokich [3]; modified DA Leontief test of the meaningful life orientations of J. Krambo and L. Makholik [3].

The purpose of the methodology of value orientations of M. Rokich is to study the value-motivational sphere of a person. The system of value orientations determines the content direction of the personality and forms the basis of its relationship to the world, to other people, to itself, the basis of the world view and the core of the motivation of life activity, the basis of the life concept and "philosophy of life".

Main part

The advantage of the technique is universality, convenience and cost-effectiveness in conducting the survey and processing the results. Its essential disadvantage is the influence of social desirability, the possibility of insincerity. Therefore, a special role in this case is played by the motivation of diagnosis, the voluntary nature of testing, and the presence of contact between the psychologist and the subject.

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To overcome the social desirability and deeper penetration into the system of value orientations of the subject, changes in instructions are possible, which provide additional diagnostic information and allow us to draw more substantiated conclusions.

The instruction: "Now you will be presented with a set of 18 cards with the designation of values. Your task is to put them in order of importance for you as the principles that guide you in your life."

Each value is written on a separate card. Carefully study the cards and, choosing the one that is most significant for you, put it in the first place. Then select the second most important value and place it after the first one. Then do the same with all the remaining cards. The least important will be the last and take 18th place.

Develop slowly, thoughtfully. If in the process of work you change your mind, you can correct your answers by changing the cards in places. The end result should reflect your true position."

3. The Test of Life-Sense Orientations (LSS) by J. Krambo and L. Makholika, an adaptation of DA Leontiev. The purpose of this technique is to study the meaningful life orientations of a person, which form the basis of the image of I.

The LSS method includes 20 descriptions of actions, experiences, or states that are evaluated on a seven-point scale, depending on how typical they are, typical for the subject.

Instructions: "You will be offered a pair of opposing statements. Your task is to choose one of two statements, which, in your opinion, is more true, and mark one of the numbers 1,2,3, depending on how confident you are in the choice (or 0, if both statements are in your opinion equally true). Work slowly, thoughtfully. If you change your mind during the process, you can correct your answers. The end result should reflect your true position. "

Test scores include the overall life meaningfulness (life expectancy) indicator, as well as five subscales, reflecting three specific life-meaning orientations and two aspects of the locus of control:

1. "Goals in life." It characterizes the purposefulness, the presence or absence in the life of the subject's goals (intentions, vocations) in the future, which give meaningfulness, direction and time perspective to life.

2. "The process of life or interest and emotional richness of life." It defines satisfaction with one's life in the present, perception of the process of one's life as interesting, emotionally saturated and filled with meaning. The content of this scale coincides with the idea that the only meaning of life is to live.

3. "Effectiveness of life or satisfaction with self-realization." Measures satisfaction with the lived-through part of life, assessment of the length of the covered period of life, the feeling of how productive and meaningful was the lived-through part of it.

4. "Locus of control - I (I am the master of life)". It characterizes the notion of oneself as a strong personality, possessing enough freedom of choice to build one's life in accordance with its goals and ideas about its meaning, to control the events of one's own life.

5. "Locus of control - life or controllability of life." It reflects the conviction that a person is given control over his life, freely make decisions and implement them, the conviction that a person's life is subject to conscious control.

The LSS test thus makes it possible to evaluate the “source” of the meaning of life, which can be found by a person either in the future (goals), or in the present (process) or past (result), or in all three components of life.

Analyses

After processing and analyzing the data, we obtained results using two methods that characterize various aspects of the psychological stability of the creative self-regulation of the personality of future teachers.

Table 1

№	Fullname.	Form A	Form.B
1	AskharovAnvar	E- 11; I - 7; N- 3; L - 3	E - 12; I - 7; N - 2; L - 3
2	ElmurodovUlug'bek	E- 12; I- 6; N - 4; L - 5	E - 10; I- 5; N - 3; L - 4
3	ErgashevKamoliddin	E- 9; I - 7; N - 3; L - 4	E - 10; I - 6; N - 3; L - 3
4	HasanovAxror	E - 6; I - 13; N - 2; L - 3	E - 6; I - 14; N - 2; L- 3
5	NumonovMurod	E - 8; I - 6; N - 1; L - 2	E- 9; I - 5; N- 2; L - 2
6	QarshiboyevQaynar	E - 4; I - 5; N - 12; L - 4	E - 3; I - 4; N - 11; L - 3
7	RafiyevShoxrux	E - 14; I - 2; N - 2; L - 4	E - 13; I - 3; N - 3; L - 3
8	HolboyevNurbek	Э - 7; И - 12; H - 3; Л - 2	E - 6; I - 12; N - 2; L - 3
9	ShavkiyevLukhmoniddin	Э - 8; И - 7; H - 2; Л - 3	E - 9; I - 8; N - 2; L - 2
10	SalimovAhror	Э - 13; И - 5; H - 1; Л - 2	E - 14; I - 4; N - 1; L - 3
11	AbdusalomovIslomdjon	E- 5; I - 13; N - 3; L - 3	E - 4; I - 14; N - 3; L - 2
12	AkimovFaridun	E - 12; I - 4; N - 2; L- 1	E - 12; I - 4; N- 2; L - 1
13	AvazovAbdurashid	E - 9; N- 6; N- 3; L - 3	E - 8; I - 7; N - 2; L - 2
14	AxmedovAnvar	E- 12; N - 4; N-1; L - 5	E- 13; I - 3; N - 2; L - 5
15	BaitovGhofurdjon	E - 10; I - 3; N - 12; L- 2	E - 10; I - 4; N- 11; L - 2
16	Beknazarova Farangiz	E - 7; I - 11; N - 4; L - 3	E - 8; I - 12; N - 4; L - 2
17	Bekmuridova Umida	E - 5; I - 9; N - 2; L - 1	E - 6; I - 9; N - 2; L - 1
18	BobojonovBekhzod	E- 6; I - 11; N - 3; L - 5	E - 8; I - 11; N - 4; L - 6
19	BozorboyevKamliddin	E - 12; I - 9; N - 5; L - 3	E- 13; I - 6; N - 4; L - 2
20	DavlatmurodovDior	E - 14; I - 4; N - 1; L- 4	E- 13; I - 3; N - 0; L - 5
21	BerdaliyevaGulkhayo	E- 4; I - 14; N - 4; L - 3	E- 5; I - 14; N - 5; L - 4
22	OlimjonovaShakhnoza	E- 11; I - 6; N - 2; L - 6	E- 12; I - 6; N - 3; L - 5
23	OchilovGholibdjion	E- 10; I - 11; N - 4; L - 3	E - 11; I - 13; N - 3; L - 2

The results of the examination of subject swiththetest of life-sense orientation (LSS) J. Crumbaughand L. Makholik, adapted by D. A. Leontiev:

On a scale number 1 (goals): a high level - 45% (9 people), an average level - 20% (4 people) and a low level - 35% (7 people).

On a scale of 2 (process): a high level - 85% (17 people), an average level - 5% (1 person) and a low level - 10% (2 people).

On a scale number 3 (result): a high level - 50% (10 people), an average level - 45% (9 people) and a low level - 5% (1 person).

On a scale of 4 (LK-I): a high level of 70% (14 people), an average level of 5% (1 person) and a low level of 25% (5 people).

On a scale of 5 (LK-life): a high level - 75% (15 people), an average level - 5% (1 person) and a low level - 20% (4 people).

The overall rate of coolant: a high level of 80% (16 people), an average level - 5% (1 person) and a low level - 15% (3 people).

On the basis of the data obtained, it can be concluded that the majority of the subjects - 80% (18 people) showed high and sufficient levels of meaningfulness of life.

Scale №1 – Goals in life, characterizes the presence or absence in the life of the subject of the goals in the future, which give life meaningfulness, direction and time perspective. Less than half (45%) of the subjects scored high points on a given scale and can be characterized as purposeful individuals who have certain life plans and are committed to their implementation. Low scores on this scale (in 35% of subjects), even with an overall high level of contentment, will be inherent in a person living today or in the afternoon.

Scale number 2 – The process of life, or interest and emotional richness of life. The content of this scale coincides with the well-known theory that the only meaning of life is to live. This indicator indicates whether the subject perceives the process of his life as interesting, emotionally rich and filled with meaning.

85% of subjects who score high on this scale can be characterized as today's hedonists. Only 10% who scored a small amount on a scale show dissatisfaction with their life in the present, but have far-sighted plans for the future.

Scale №3 – Effectiveness of life, or satisfaction with self-realization. The scores on this scale reflect the assessment of the distance covered, the feeling of how productive and meaningful the part of it was lived. 45% of the subjects are completely satisfied with their self-realization and the effectiveness of their lives. High scores on a scale of 50% of subjects can talk about the feeling that a person has lived his life and does not see the need for further self-realization.

Scale №4 - Locus of control-I (I am the master of life). High scores (70% of subjects) correspond to the notion of one self as a strong personality, with enough freedom of choice to build one's life in accordance with its goals and ideas about its meaning. Low scores (25% of subjects) – lack of confidence in their own forces to control the events of their own lives.

Scale №5 – Locus of control-life, or manageability of life. In 75% of the subjects who received high scores on the scale, there is a conviction that a person can control his life, freely make decisions and implement them. For 20% of subjects, fatalism is characteristic. They adhere to the point of view that human life is not subject to conscious control, that freedom of choice is illusory and meaningless to make plans for the future.

Thus, the majority of the subjects (80%) showed themselves as active personalities, satisfied with their current position and striving for self-realization and self-knowledge. Most of the subjects have a lot of plans for the future and believe that they have enough power to accomplish the tasks. They see themselves as individuals with freedom of choice who are not afraid to take responsibility and guide their lives for themselves.

The second method used in the study was the method of "Value Orientations" by M. Rokich. The dominant orientation of the value orientations of a person is fixed as the life position he occupies, which is determined by the criteria of the level of involvement in the sphere of work, in family life and leisure activities. A qualitative analysis of the research results makes it possible to evaluate the ideals of life, the hierarchy of life goals, values, means and ideas about the norms of behavior that a person regards as a standard.

M. Rokich distinguished two groups of values – terminal and instrumental. After a qualitative analysis of the data, we can draw the following conclusions.

For each test subject, the prevalence of their values is characteristic, however, we can distinguish the tendency to put the values of professional self-realization or personal life in the first places. Thus, half of the subjects - 50% (12 people) put the values of professional self-realization for the first place: active active life, interesting work, public recognition, productive life, development 40% of subjects (10 people) choose the values of personal life - love, family, having good and faithful friends, freedom. In 10% (2 people) it is difficult to identify a certain tendency for the predominance of a certain group of values.

II. DISCUSSIONS

They put in the first place the life wisdom, health, beauty of nature and art, etc.

On the scale of instrumental values, several groups can be distinguished:

1. Ethical values, communication values, business values.
2. Individualistic, conformist and altruistic values.
3. Values of self-assertion, the values of the opinion of others.

Most of the subjects put on the first places the values of the case - 50% (12 people), individualistic values - 40% (10 people) and self-affirmation values - 70% (16 people). Next in order are the values of communication - 30% (6 people) and conformist values - 40% (8 people). In the last place are ethical values - 10% (2 people), altruistic values - 5% (1 person) and the values of adopting others - 30% (6 people).

Thus, from the results it is clear that each person puts different values for the first place for himself, but the prevailing choices of students are the values of the cause and material wealth, individualistic values (independence, firm will, courage in defending their opinion) and the values of self-affirmation (education, high demands, efficiency in business).

III. RESULTS

Analyzing the results, we see that in the first place 70% of the subjects (14 people) put the values of personal life - love, happy family life, the presence of good and true friends, and also, abstract values - development, knowledge, creativity. 30% of the subjects consider the values of professional self-realization as a priority – interesting work, productive life, material wealth.

For the group of instrumental values, 55% (11 people) emphasize the importance of communication values - cheerfulness, sensitivity, honesty, 25% (5 people) – business values (education, efficiency in business) and 20% (4 people) – ethical values (responsibility, independence, self-control).

In addition, the group has a higher level of prevalence of altruistic values (35%) and values of acceptance of other people (40%), which is a prerequisite for successful professional activity.

Recommendations for improving psychological stability

Depending on your physical condition, health, and success in your personal and worklife, psychological stability can vary significantly. Therefore, in each case, the methods of its preservation are different and individual. Nevertheless, it is possible to recommend relatively simple methods of self-regulation, self-control and attention training, allowing you to learn how to manage your emotions and mood, master fast ways to reduce excessive internal tension.

After processing and analyzing the data, we obtained results using two methods that characterize various aspects of the psychological stability of the creative self-regulation of the personality of future teachers.

IV. CONCLUSIONS

Students showed lower levels of psychological stability of creative self-regulation of the personality of future teachers, a lower level of social adaptation, emotional comfort, acceptance of themselves and other people. A lesser tendency towards fulfillment and self-reliance was revealed. At the same time, one cannot ethedominance of personal and altruistic values over professional and individualistic ones.

We have developed recommendations containing exercises and useful tips to improve the psychological stability of future teachers.

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