

THE PERSONAL PSYCHOLOGICAL QUALITIES POSSESSED BY LEARNERS RELATED TO MOTIVATION, CHARACTER, TEMPERAMENT

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Abstract. This article analyzes the psychological characteristics of learners, their formation processes and development dynamics. The importance of individual psychological aspects of students - temperament, character, abilities, interests, emotional states and selfawareness mechanisms in the educational process is highlighted. The socio-psychological influence of the family, school and peer group on the formation of the personality of students is also analyzed. The article describes the stages of psychological development of school-age children and pedagogical approaches appropriate to them based on modern psychological research. The results of the study help teachers take into account the individual characteristics of students in the educational process and serve to form effective communication and a personal approach.

Keywords: schoolchildren, psychological characteristics, personality development, temperament, character, abilities, interests, emotions, self-awareness, education, interpersonal communication.

Annotatsiya. Ushbu maqolada o'quvchilarning psixologik xususiyatlari, ularning shakllanish jarayonlari va rivojlanish dinamikasi tahlil qilinadi. Ta'lim jarayonida o'quvchilarning individual psixologik jihatlari – temperament, xarakter, qobiliyat, qiziqish, hissiy holatlar va o'z-o'zini anglash mexanizmlarining ahamiyati yoritilgan. Shuningdek, o'quvchilar shaxsining shakllanishida oila, maktab va tengdoshlar guruhining ijtimoiy-psixologik ta'siri tahlil qilingan. Maqolada maktab yoshidagi bolalarning psixologik rivojlanish bosqichlari va zamonaviy psixologik tadqiqotlarga asoslangan holda ularga mos keladigan pedagogik yondashuvlar tavsiflangan. Tadqiqot natijalari o'qituvchilarga ta'lim jarayonida o'quvchilarning individual xususiyatlarini hisobga olishda yordam beradi va samarali muloqot hamda shaxsiy yondashuvni shakllantirishga xizmat qiladi.

Kalit so'zlar: maktab o'quvchilari, psixologik xususiyatlar, shaxs rivojlanishi, temperament, xarakter, qobiliyatlar, qiziqishlar, his-tuyg'ular, o'z-o'zini anglash, ta'lim, shaxslararo muloqot.

Аннотация. В данной статье анализируются психологические особенности обучающихся, процессы их формирования и динамика развития. Подчеркивается значение индивидуально-психологических аспектов учащихся – темперамента, характера, способностей, интересов, эмоциональных состояний и механизмов самосознания – в образовательном процессе. Также анализируется социально-психологическое влияние семьи, школы и группы сверстников на формирование личности учащихся. В статье описаны этапы психологического развития детей школьного возраста и соответствующие им педагогические подходы, основанные на современных психологических исследованиях. Результаты исследования помогают учителям учитывать индивидуальные особенности учащихся в образовательном процессе и служат формированию эффективного общения и личностного подхода.

Ключевые слова: школьники, психологические особенности, развитие личности, темперамент, характер, способности, интересы, эмоции, самосознание, образование, межличностное общение.

Introduction. In the development of the science technology and the demand of the pedagogical implicate to the study of the psychology of learners is the issue of motivation and goal orientation. There is a direct connection between the motivational dimensions of students' academic work and their preparedness and capacity to define goals, sustain self-

motivation, and complete set assignments on time. The advancement of digital technologies, along with the widespread availability of the Internet, mobile applications, and online learning platforms, presents new opportunities for students. At the same time, it also introduces various problems and psychological difficulties. Therefore, developing systematic approaches for the rational and intentional use of modern digital tools—as well as for consciously setting goals and strengthening motivation to achieve them—is considered an essential task for school psychologists, students, and their parents. Another key area of school psychology involves students' social relationships and addressing the psychological issues that arise from them. This includes promoting healthy peer interactions, tackling bullying, managing stress, fostering solidarity, and resolving conflicts. In today's digital environment, students' relationships and related concerns emerging from the Internet and social media create new psychological challenges. As a result, psychologists work closely with parents to offer guidance and psychological support aimed at improving students' digital literacy, online safety, social media relationship management, and overall psychological resilience. Additionally, school psychology practice makes extensive use of various techniques to help students understand themselves, regulate their emotions, cope with stress, and support their personal development. These methods enable students to deepen their knowledge, express their feelings, make sound decisions in difficult situations, and build social and emotional competencies.

Methodology. In today's digital world, the use of interactive teaching methods enables students to build self-management skills while making the learning process more engaging and productive. At present, psychologists and educators are closely monitoring advancements in fields such as spiritual-future psychology, cognitive-digital psychology, and the dynamics of virtual learning environments. These approaches help unlock students' full cognitive potential, and practical guides are being created to support their independent learning, social interaction, and spiritual growth. In this context, all modern educational tools and lifelong learning programs play a key role in fostering students' personal development. Accordingly, psychologists and teachers are working together to apply innovative methods.

Broadly speaking, school psychology aims to teach students how to respond to the psychological demands of a changing digital environment and how to navigate that environment both consciously and effectively.

All mental aspects of human personality develop continuously throughout life. Temperament, character, abilities, emotions, and motivational systems are recognized as individual psychological traits. These traits are expressed in behavior as an interconnected whole. Taking these individual differences into account is especially important in practical work, and their development significantly enhances a person's social engagement and capabilities.

A person develops both as a product and an active agent of historical progress, and their social nature is shaped in close connection with biological factors. Biological elements—such as physical constitution, nervous system and glandular activity, and physiological strengths or limitations—play a crucial role in shaping individual psychological characteristics. Over time, however, these biological factors become integrated into the individual's mental structure, are enriched by social influences, and eventually manifest in social forms. During personality formation, social and natural factors merge into a balanced unity; they do not oppose each other but function within a mutually integrated system.

In psychology, there are theoretical models suggesting that two main substructures emerge under the combined influence of biological and social factors in personality development. Specifically, it has been proposed that human personality consists of "endopsychic" and "exopsychic" structures. The endopsychic component includes internal mechanisms closely tied to the nervous and mental systems—such as memory, thinking, imagination, willpower, and sensitivity to external stimuli. The exopsychic component reflects the individual's interaction with the outside world, including social experience, interests, ideals, dominant emotions, acquired knowledge, and interpersonal relationships. It is important to note that the endopsychic structure, though biologically grounded, also develops under social influences, while the exopsychic structure is likewise affected by biological foundations. Thus, biological and social factors work together to form a single mental structure in personality development.

Results and discussion. Numerous psychological studies have examined this issue, and various scholars have provided deep scientific explanations of how biological and social factors harmoniously contribute to personality formation. These perspectives allow us to view the individual as a complex and dynamic system.

Evolutionary theories hold great significance in the development of psychology. In this regard, E. Haeckel's attempt to apply evolutionary laws to psychology is particularly noteworthy. He argued that heredity (phylogenesis) repeats itself during individual development (ontogenesis). According to Haeckel, infancy continues the animal stage of development, while childhood aligns with the period when early humans were primarily engaged in hunting and fishing. The growth stage between ages 8 and 12 corresponds to the end of savagery and the beginning of civilization. Adolescence, from puberty to adulthood, is characterized by romantic tendencies.

Unlike S. Hall, E. Claparède proposed studying human mental functions based on ontogenesis and phylogenesis using the following criteria: (a) meeting the organism's needs; (b) the emergence of conscious action when reflexive behavior encounters an obstacle; (c) orientation toward a specific type of activity when a need arises.

French sociologist and psychologist E. Durkheim viewed development as the process of internalizing human feelings. According to him, thoughts and emotions received from

the external environment are reflected in the child's mental activity. The child absorbs societal experiences, customs, and traditions through imitation. Just as heredity is crucial in biological development, imitation plays an equally vital role in social development.

Swiss psychologist J. Piaget analyzed human intellectual and mental development in stages. He divided development into:

1. Child – external environment – information processing.
2. Stages of thinking: (a) pre-social stage; (b) social stage.
3. Stages of intellectual development: (a) sensorimotor stage (up to 2 years); (b) pre-operational stage (2–7 years); (c) concrete operational stage (8–12 years); (d) formal (abstract) operational stage (12–15 years).

The concepts of extroversion and introversion were introduced by Swiss physician and psychologist K. G. Jung in 1923. He developed a personality typology based on whether a person's psychic energy is directed outward or inward.

Today, tests created by scientists such as R. Cattell, C. Spearman, A. Binet, H. Eysenck, and J. Raven are widely used to assess talents and abilities.

Interest is a motivational factor that drives a person to actively engage in a particular activity or field of knowledge. It carries a subjectively positive emotional tone and appears as a desire to understand, know, and study an object more deeply. Interest serves as a constant stimulus for learning. Interests can be classified by content, purpose, scope, and stability. Stimulating students' interest in socially significant objects plays a key role in developing their cognitive needs. Therefore, one of the school's main tasks is to cultivate deep, serious, and stable interests in students.

The range of a person's interests reflects their level of development. Some individuals focus on a single area, while others maintain stable interests across multiple domains. Scientific observations suggest that a broad range of interests is desirable for well-rounded development. Belief is a motivational system that encourages a person to act according to their views, principles, and worldview. Needs expressed as beliefs consist of a person's knowledge about nature, society, and the environment, along with the ways this knowledge is interpreted. This knowledge forms a person's worldview—a system of philosophical, aesthetic, moral, and scientific views. It is also noted that worldview has a class character. A person's thoughts, principles, and values are deeply tied to the meaning of life and have a personal essence. In psychology, personality orientation refers to a subconscious state of readiness and inclination toward activities that satisfy specific needs. For example, first-graders' lack of critical response to anything the teacher does clearly illustrates this process.

A person's understanding of their "I" develops from infancy. I.S. Kohn called this process the "discovery of the self." The child first learns to distinguish their own sensations and feelings from external objects. By age 2–3, the child begins to see their actions as different from those of adults and declares independence by saying, "I do it

myself!" At this stage, the child starts separating themselves from the environment and perceiving themselves as an independent subject. In kindergarten and primary school, with the help of parents and teachers, the child begins to understand their successes and failures. Finally, during adolescence and young adulthood, active participation in social life leads to the formation of a socio-moral self-evaluation system, and the individual's self-image is largely shaped.

One of the most remarkable human traits is the ability to speak. Speech is a fundamental condition for the existence of the human psyche. Society cannot function without communication. Communication is a key activity that shapes a person. It is a form of interaction carried out through practical cooperation in work, study, and play. Shared activities require communication. Through communication, a person establishes various connections with others and works toward common goals. The role of communication in human development is unparalleled. Without it, full personality formation is impossible. It is through communication that a person absorbs social experience, acquires knowledge, skills, and qualifications, and forms beliefs and views. Only through communication do spiritual needs, moral-political and aesthetic feelings develop, and character is formed.

Conclusion. In summary, each person's personality is a unique combination of traits and qualities that constitute their individuality. Individuality refers to the set of psychological characteristics that make a person distinct from others. It is most clearly expressed in temperament, character traits, dominant interests, cognitive qualities, abilities, and individual ways of acting. Because of their individuality, each person is irreplaceable and unique, distinguished from others by their psychological makeup and life direction. Taking a person's individual psychological characteristics into account and communicating accordingly enhances the effectiveness of interpersonal relationships and fosters deeper, more meaningful connections. Moreover, each person has a distinctive way of perceiving and understanding the world and others, which helps avoid misunderstandings in communication. Qualities such as composure, thoughtfulness, and the ability to understand others' inner worlds through their speech and actions are recognized as key factors for successful interpersonal communication.

Overall, a deep understanding of human individuality and the consideration of individual characteristics serve as an essential methodological foundation not only for personal development but also for social cooperation and cultural progress in society.

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