SELF-CONFIDENCE ROLE IN SUCCESS OF EDUCATIONAL ACTIVITY OF STUDENTS

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Abstract. This article describes the features of learning activities of students, in particular, its psychological aspects; defined the importance of implementing educational tasks in the intellectual development of students, formation their volitional qualities. The article briefly shines the position of famous scientists and psychologists on issues of psychological development of pupils during the learning activities. Particular emphasis is placed on the formation of students' sense of responsibility and self-confidence. In this connection the self-confidence indicators of students of pedagogical high school, which were identified by the Raydes’ method are presented.

Keywords: personality, juvenile, motivation, self-confidence, sense of responsibility, educational activity, psychological development, self-concept, mentality, volitional qualities.

Each age period of human life, literally from the day of his birth, seems very interesting and meaningful. Besides physical maturation there are important psychological changes, which are peculiar to a certain age. In addition, at each life stage any type of activity serves as prevailing. In order to "come" in this activity and implement it, you need to generate desired qualities. Our study showed that educational motives, that is the pursuit of knowledge, social, external and internal motives are strong enough appeared in juvenile. The distinctive features of learning individual are interested in knowledge, commitment, internal impulses that form the basis of motivation.

The main purpose of the students after entering the educational institution – is to master the professional knowledge, to become qualified specialists. However, not all students at the university have sufficiently developed sense of responsibility and a serious attitude to study. Each of them is an individual person and at the same time, the student's circle has a definite influence on everyone.

Learning activities of students, execution of public works are caused by his pedagogical activity, main function of which is to prepare the individual for any situation. According to scientists D.B. Elkonin and V. Davydova psychological activity is aimed at mastering the techniques of training activities and the development of mentality.

In the process of learning activities student in a certain degree "converts" itself, changes. An important component of learning activities is educational tasks. When performing tasks, including practical nature, there are changes in the representation of the student of studied objects. As a result, the subject changed, as the search for solving the problem or concerns associated with the process of selection and options for solutions. Educational activity is a certain structure, which includes: the need for problem-motives-action. If a student is formed this algorithm then later it will have less (or will not) difficulties and future professional and any other activities will be much more successful.

Timely implementation of the educational tasks at a high level is necessarily associated with the manifestation of the student's personal qualities. Primary it is increasing of sense of responsibility, demands of him. It is important that the successful implementation of tasks increases confidence in his capabilities, which in its turn plays an important role in forming the character, independence. Conviction, a strong will helps a person to feel protected over other.

Offering tasks to students, the teacher expects them to the original, complete, interesting answers and directs it to the students, the students, having received a specific task start to work.

P.Ya. Galperin and his followers have investigated the problem of the unconscious level of human activity, and features of its inner consciousness expressed in the product of mental activity. Answers to these questions are reflected in the concept of the formation of mental actions by Galperin, which is essential for the
development of general psychology. Human psychology, according to the scientist, in contrast to animal psychology, embodies the principles of evolution, forms and types of psychological activity, its laws and concepts of their formation.

In order to the student has fulfilled unfamiliar to him operation, the teacher should give him direction (designation) of the method of its execution. In other words, if a person develops an activity (or its components) at the first time, and he is armed with the instructions, it will perform the work correctly, but very slowly. Therefore, performing of any kind was of new work or a new task, whether it is a decision of the trigonometric tasks, correct orthographic spelling, assembling new aircraft design requires careful analysis of the psychological situation.

Galperin claimed that "each human action has three elements: the purpose, implementation, monitoring. In the educational process the student activity carries directed nature, and the teacher provides control. The direction and the purpose also the teacher sets." From this statement it follows that during of training in high school student is not only engaged in self-education, but also closely related with their teachers, because he gets most of the materials and knowledge through them.

The concept of effective organization of learning activities is deeply designed not only by Galperin, but also by his "school" (students). Classification of results of the training system (by D.V.Elkonin and A.V.Davydov) includes:

a) level of formation of educational activity skills;

b) level of intellectual development of students;

c) the level of social and personal development of students;

d) level of mastery of knowledge, skills and abilities at the end of education.

In our country special attention from scientists and psychologists paid to the study of issues of psychological development of the student’s individual, without which it is impossible to effectively organize the educational activities of students. Famous psychologists of Uzbekistan M.G. Davletshin, B.G. Kodirov, E.G. Goziyev, R.I. Sunnatova, S. Djalilova, F. Khaydarov, Z.T. Nishonova in their research developed various aspects of the psychology of learning and education and created a number of techniques for the study of individual psychological characteristics of students and identifying their attitudes towards education.

Psychologist E. Goziyev deeply studied features of learning activities of students of schools and students analyzed the difficulties in the learning process. In his study guide "Management of educational activities" an analysis of international research on issues of personal and intellectual development of the student presents, the problems of intelligence considers. Scientist extensively commented range of issues related on mentality on the basis of research results, presented indicators of development of cognitive processes inherent to youth.

Undoubtedly, in order to achieve some success in learning activities of students it is necessary to form his skills of mentality operations.

Teaching – is the leading student activities. Great influence to help students to understand the professional knowledge, skills, abilities and experience have the mental aspects educational activity. If during the execution of complex tasks, students feel satisfaction, they have formed strong will, developed a sense of responsibility and positive emotions. At the same time memory, attention are developed, interest in the activities is increased. The latter is particularly important as interest is the foundation and guarantee of a successful outcome, thanks to the interest confident in their abilities is appeared.

In studies conducted A.A.Abdirazzakov and E.P. Nazirov revealed that students of 1 and 2 courses are showing increased interest in classroom work. Students of senior courses prefer extracurricular classes; they are more interested in deeper study of disciplines directly related to the specialty. These features of interest must be considered when organizing learning activities of students.

H.A. Ruhieva devoted her scientific research to studying features of learning activities of students. In scientific work "Psychological features of self-learning activities of students" was defined system of techniques and forms of generalized of educational activity, which includes: target orientation of management, planning, monitoring and ordering, self-organization. In a study all components of self-management, aimed at improving the professional interests and overcoming difficulties in the practical work of students are described. Exactly overcoming of obstacles helps to strengthen volitional qualities of students and to test their capabilities (Ruhieva, 1993, p. 8-9). If a person has no sense of confidence, and he is not able to respond quickly to the situation, then, in later life he was not able to independently take the right decision.
Consequently, one of the important requirements for the development of the individual is to develop self-esteem and self-confidence in youth.

The thesis of S.Kh. Djalilova "Psychological features of formation of personal qualities of students of pedagogical institute" the dynamics of identity formation of students studied and analyzed. Systematic observations of the development of students in the educational process have shown that a great influence on personal professionalization of students have psychological guidance on the personality of the teacher in aspects of "retrospective", "Real", "ideal", "reflective". According Djalilova in the preparation of future teachers in higher educational institutions should be reviewed the psychological aspects of training, and the main condition for the development of future teachers to the level of "ideal teacher" or at least approaching it is necessary to recognize the strengthening of quality and quantity of continuous participation of students in practice (Djalilova, 1994, p.7-8).

Follows from the above study it is obvious that the education of students should not be limited by armament of their professional knowledge. Particular attention should be paid to the psychological development.

In own study, we focused on the study of the psychological characteristics of the student's individual in educational activity. Particular importance in this process gets the notion of responsibility, without that person cannot progress his development. He is incapable to perform any work on their own and become only "following orders." Formation of responsibility is inextricably linked to self-education, self-esteem and assertiveness. To identify the level of self-confidence among students in our study, we used a technique of Raydes. The experiment involved students of pedagogical university.

Students of 1 and 2 courses found the utter helplessness and answering many questions, showed fluctuations, the uncertainty. Students of 3-4 courses showed greater confidence. Their answers fit under technique of Raydes.

<table>
<thead>
<tr>
<th>Levels of confidence</th>
<th>0-24 points, is absolutely not confident</th>
<th>25-48 points - uncertainty stronger than confidence</th>
<th>49-72 points - average degree of confidence</th>
<th>73-96 points - believe in himself</th>
<th>97-120 points - Fully confident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young men</td>
<td>43</td>
<td></td>
<td>77</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>1</td>
<td>4</td>
<td>21</td>
<td>71</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>1</td>
<td>4</td>
<td>64</td>
<td>148</td>
<td>21</td>
</tr>
</tbody>
</table>

Table 1

![Graph showing the level of students' confidence](image-url)
The table 1 accompanied by graph shows that by average indicators young men outperform girls by 22%, in terms of self-confidence – a difference of 6%; in terms of certainty boys ahead by 3%. Using this technique, we have tried to draw attention to the gender-specific. Traditionally men were inherent self-confidence, strength of character to a greater degree than women, but in modern terms this situation cannot be considered by the inequality of rights, or any restrictions.

M.G. Davletshin in the training manual "The period of youth and educational psychology" outlined the idea that self-education of teenagers and young men (referring to age, but not gender) influence educational institutions, public organizations, the team of teachers. That is self-education team takes its rightful place as the person is aware of its social responsibilities, the person attached to the socially useful work. According to the author, the students, being in a team, successfully acquire knowledge, receive training and try to contribute to society. Before each generation the task of shape himself as a person, to become mature professionals to benefit society is performed. Including to the students has the task to make a special contribution in their chosen profession, be responsible to the surrounding society. Great responsibility, in turn, for preparing students for life, profession rests on pedagogical collectives.

Rudaki last known philosopher once said: If a man does not learn from life, not any teacher has teaches him. In shaping the personality of a person great importance has his self-perception and awareness of its place in the life.

References