

THE FACTOR THAT DETERMINES PERSONAL COMPETENCE IN ADOLESCENT PERIOD OF LIFE CONTENT

Ganiyeva Nargiza Odiljonovna

Base Doctoral Student of Namangan State University

Abstract

The article examines the impact of life goals on the development of personal potential during adolescence. At the same time, the analysis of the theoretical approaches of scientists regarding the purpose of the meaning of life during adolescence is described. In particular, it was possible to examine the problem of interrelationship between the development of personal potential and the goal of the meaning of life during adolescence.

Keywords: adolescence, purpose in life, goals in life, life process or interest and emotional fulfillment of life, life achievement or self-renewal satisfaction, life direction, value, social life, ideal, life purpose, moral standards.

ФАКТОР, ОПРЕДЕЛЯЮЩИЙ ЛИЧНОСТНУЮ КОМПЕТЕНТНОСТЬ В ПОДРОСТКОВОМ ПЕРИОДЕ СОДЕРЖИМОСТИ ЖИЗНИ

Ганиеву Наргизу Одильжоновну-базового докторанта Наманганского
государственного университета

Аннотация

В статье рассматривается влияние жизненных целей на развитие личностного потенциала в подростковом возрасте. При этом описывается анализ теоретических подходов ученых относительно назначения смысла жизни в подростковом возрасте. В частности, удалось исследовать проблему взаимосвязи развития личностного потенциала и целевого содержания жизни в подростковом возрасте.

Ключевые слова: подростковый возраст, цель в жизни, цели в жизни, жизненный процесс или интерес и эмоциональное осуществление жизни, жизненные достижения или удовлетворенность самообновлением, жизненное

направление, ценность, социальная жизнь, идеал, жизненная цель, моральные нормы.

The theme of the meaning of life is related to the eternal existential problems of humanity and has been the point of view of philosophers and theologians throughout human history. The processes of acquiring the meaning of a person's existence, the influence of this factor on human life are the subjects of current research in the science of psychology. As an answer to the question of the meaning of life, different worldview concepts are put forward, and although there are various philosophical, religious and ideological systems, it is impossible to find an unambiguous answer to it.

Often, a person avoids the need to find an answer to this most important question, immersed in everyday worries, but this, at least in his declining years, the problem of the meaning of life confronts him directly with any depression. it doesn't mean it doesn't come.

In modern Russian psychology, the meaning of life is considered as a regulatory concept inherent in any developed worldview system, it justifies and explains the moral norms inherent in this system, it shows why the activities prescribed by them are necessary. V.E. Chudnovsky defines the meaning of life as "an idea that contains the purpose of a person's life, is "mastered" by him and has become a very high value for him, the loss of which means that a person stops his own life can lead to a decision" [3].

The problem of the "content" category, despite the lack of a single approach to its understanding and study, was developed in detail by D.A. Leontev. According to him, content is "a relationship between an object and an object or a reality event determined by the place of an object (event) in the life of an object, which distinguishes this object (event) in the image of the world and the behavior of the subject in relation to this object (event) is reflected in the management of personal structures" [2].

The interdependence of personality, content and activity is shown in the concept of personal meaning ("meaning for me") introduced by A. N. Leontiev in 1947, which is the real relationship of a person to the objects in which his activity develops. defined as an individual reflection, recognized as a "meaning for me" that is assimilated by the subject. impersonal knowledge about the world, including



concepts, skills, actions, social norms, roles, values and ideals performed by people [1].

D.A. Leontev distinguishes six types of semantic structures, which he considers to be modified forms of the subject's life relations that make up three hierarchical levels of semantic regulation of the individual's life. According to him, personal meanings and semantic relations of a specific activity form the first hierarchical level of semantic control. Motives, semantic structures and dispositions form the second level. The third and highest level of semantic control systems is formed by values, which function in relation to all other structures to form meaning. In addition, D. A. Leontev introduces the term "semantic directions", which are also divided into two levels. First, the level of the most general semantic directions includes such psychological formations as needs, personal values, worldview, meaning of life and attitude towards oneself. They are responsible for critical processes of changing semantic directions through free choice or self-reflection and determine the directions of development of the semantic field. Secondly, this semantic level is defined by the concept of "the inner world of a person", derived from the relationship of a person with the world. Here, the "production of semantic directions" is carried out in the process of a person's real life, in the implementation of his relations with the world. Thus, we give a clear definition of the concepts that make up the ideological and motivational structure of a person.

The meaning of life is the highest value or dominant idea chosen by a person, for the service of which a person is ready to dedicate his life.

Finding the meaning of life becomes the result and guiding idea of a person's conscious activity. This idea (a conscious choice of the highest life value) is formed in the course of the development of a person under the influence of many factors, among which individual and socially defined determinants are distinguished. In turn, the idea of the meaning of life itself is a determinant of the formation of semantic life directions as subordinate to motivational tendencies in the semantic field of personal psychology. Thus, the main motivational idea about the meaning of human life and its life directions and values are interrelated and work as parts of a single hierarchical meaningful-value structure.

In this framework, the development of the meaning of life is impossible without the influence of needs, values and lower-level orientations, which in turn are partially determined from above, that is, formed under the influence of the dominant idea



about the meaning of life. The meaning of life, as the highest value or dominant motivational tendency, is at the head of this dynamic system that can change over time.

Meaningful life values are subjectively chosen material and non-material values, and their implementation is also a function and a determinant of the meaning of a person's life. Thus, the meaning of life predetermines the meaning of life values of a person. However, these values, as well as values formed under the influence of other factors (physiological, social, etc.), affect the choice of the meaning of a person's life.

The meaning of life reflects a person's understanding of life, the conscious and generalized principle of his life, his life purpose. The meaning of life originates from the worldview and defines a person's attitude to the world, his place in it, to the surrounding reality, to himself, and the system of beliefs and views that have become his internal property. Worldview is a general understanding of nature, society, human relations and valuable attitude towards them, and includes life principles that determine the essence of human activity, his relations with others, and life aspirations.

The development of "I" as the pinnacle of human existence, the vector that determines the direction of finding the meaning of life, is a dynamic formation, like the directions of the meaning of life. Orientation to the meaning of life is a person's orientation to life values and the meaning of life. The vector of this direction shapes the current tasks and activities of a person and ultimately affects the attitude, character, behavior, etc. to the world around us. A person's system of semantic relations is intrinsically connected with the value orientations of a person. The uniqueness of a person is manifested in connection with the main values of cultural, spiritual and social life.

Meaningful directions in life are not limited to one, even very important idea, life goal, but represent a systematic hierarchy of "big" and "small" meanings. The hierarchy of life meaning directions of a person refers to specially organized integrated multilevel systems that include a number of different meaning structures. According to V. E. Chudnovsky, the meaningful directions of life are the manifestation of a high level of formation of the direction of the person, in other words, "the vital direction of the person", that is, the structure of the person, in which



the leading place is occupied by the person the motives of searching for the meaning of one's existence, building one's own destiny [4].

So, the orientation to the vital content is the regulator or mechanisms of the directed activity of a person as a subject, a person. They are a generalized structural-hierarchical and dynamic system of representation, which is the main element of the internal (dispositional) structure of a person, formed and strengthened by the life experience of a person in the process of socialization and social adaptation against the background of individual typological characteristics, and thus is a subjective component of the phenomenon of the content of life.

In order to study the impact of realizing the meaning of life in adolescence on the control of social behavior, we used the methodology of "targeted acquisition of the meaning of life" in the test group. The research methodology was conducted in a group of testers, and the results were analyzed in terms of quantity and quality. The results of the quantitative analysis are shown in the table.

Table 1 Manifestation of purposeful acquisition of the meaning of life during adolescence

№	Indicators	7th grade	9th grade
1	Goals in life	21%	22%
2	Life process or interest and emotional fulfillment of life	26%	24%
3	Life satisfaction or self-renewal	13%	11%
4	Locus of control-I (I am the master of life)	17%	19%
5	Locus of control – life or management of life	23%	24%

According to the results of the research, we can see that the presence of goals in life and the formation of its level of awareness have significantly increased in the group of test subjects. According to it, we can see that the indicators on this scale were 21% and 22%. Scores on this scale represent the presence or absence of goals for their future life, which gives meaning to life. This scale represents a person's goal orientation and shows whether a person lives with the present or with the past.

Life process or interest and emotional fulfillment of life show that awareness is important in the test group. According to it, it should be mentioned that the indicators of the examinees on this scale were 26% and 24%. The essence of this scale is consistent with the popular theory that the only meaning in life is to live. This indicator shows whether the examinee considers his life process to be interesting,

emotionally full and meaningful. According to him, it shows a person who lives with the present day. It also shows that a person is not satisfied with his life today, but the memories of the past and the direction of the future can have meaning.

One of the important aspects for a teenager is explained by the conscious construction of his life path and the strength of his desire for it. It should be noted that during adolescence, self-awareness, self-evaluation, self-control, and management are important. From this point of view, we can see that the indicators of life effectiveness or satisfaction with self-regeneration were the same in both groups of testers. It can be seen from the results that in the group of test subjects, it is possible to explain the phenomenon of seeing the outcome of life in a negative or positive way in advance.

According to the results, it reflects the assessment of the past part of life, that is, it shows how effectively and meaningfully the life was spent. According to him, because the past life was well spent, it reflects the fact that the memories in it will give meaning to the rest of the human life. In particular, it reflects their dissatisfaction with the past life.

If we focus on the results of the locus of control-I (I am the master of life) scale, we can see that it was 17% and 19% in the 7th and 9th grade test subjects. This shows that they have a vision of themselves as a strong person, enough freedom to make decisions, and build life based on their goals and visions. In particular, he shows a lack of confidence in his power to control the events in his life.

It can be seen from the results that the next scale of the research methodology is the locus of control - life or life control in the group of test subjects. According to him, it is 23% and 24%, and this is determined by the fact that they have a vague idea of managing their own lives. This means that they have the idea that a person has the right to control his life, to make independent decisions and to implement them. It is also determined by the predominance of the idea that human life is not subject to conscious control, that free choice is an illusion.

From the above points, it can be seen that the realization of the meaning of life in a teenager is characterized by the decision of their attitude towards their health. At the same time, factors such as feeling that life is a great blessing and enjoying it by a teenager indicate that it is a factor that shapes their attitude to their health. This, in turn, indicates the breadth of the teenager's imagination for real life.

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