



## PSYCHOLOGICAL CHARACTERISTICS OF SCHOOL STUDENTS

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**Abstract:** This article analyzes the psychological characteristics of schoolchildren, their formation processes and development dynamics. The importance of individual psychological aspects of students - temperament, character, abilities, interests, emotional states and self-awareness 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.

**Introduction.** One of the current topics in the psychology of schoolchildren is the issue of student motivation and goal orientation. The motivational aspects of students' educational activities are directly related to their readiness and ability to set goals, motivate themselves, and complete set tasks within specific deadlines. The development of digital technologies, the widespread introduction of the Internet, mobile applications, and online educational platforms, on the one hand, opens up new opportunities for students, but on the other hand, they also create various problems and psychological challenges. In this regard, the development of systematic approaches to the rational and purposeful use of modern digital resources, as well as to the conscious setting of goals and increasing motivation to achieve them, is considered an important task for school psychologists and students and their parents.

Another important area of school psychology is the social relationships between students and the resolution of psychological problems associated with them. These include topics such as the formation of healthy relationships between students, bullying, stress, the development of solidarity, and conflict management. In today's digital space, student relationships and concerns that arise through the Internet and social networks also create new psychological problems. Therefore, psychologists, in collaboration with parents, pay special attention to providing advice and psychological support to improve students' digital literacy, Internet safety, managing relationships in social networks, and ensuring psychological stability. Also, various techniques are widely used in the practice of school psychology to help students understand themselves, manage their emotions, overcome stress, and support personal development. These methods provide students with the opportunity to deepen their knowledge, express their emotions, make the right decisions in problematic situations, and develop social and emotional competencies.



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**Main part:** In the conditions of the modern digital world, the introduction of interactive learning methods creates an opportunity for students to develop self-management skills, make the learning process more interesting and effective. Today, psychologists and teachers are actively following innovations in such promising areas as spiritual-future psychology, cognitive-digital psychology, and the mechanics of virtual learning environments. Through these approaches, opportunities are created for students to fully realize their cognitive potential, and methodological guides are being developed that support their self-study, interaction, and spiritual development.

In this context, all advanced educational resources and continuing education programs are important in supporting the personal development of students, and in this regard, psychologists and teachers are implementing innovative methods in collaboration. In general, the psychology of schoolchildren serves to teach how students respond to the psychological resources of a changing and digital environment and how to use this environment consciously and effectively.

All psychic manifestations of the human personality are continuously formed throughout life. Temperament, character, abilities, emotions and motivational systems are noted as individual psychological characteristics of a person. These psychological characteristics are manifested in activity as a whole system in an interconnected manner. Taking into account these individual characteristics of an individual is of particular importance in practical activity, and their development plays an important role in the increase of a person's social activity and abilities.

The individual develops as both a product and an active subject of the historical process, and his social structure is formed in close connection with biological factors. Biological factors - physical structure, the activity of the nervous system and endocrine glands, as well as physiological advantages and limitations - play an important role in the development of individual psychological characteristics. However, over time, biological factors are absorbed into the psychic structure of the individual, are enriched with social factors and begin to manifest themselves in a social form. In the process of personality formation, social and natural factors form a harmonious unity, they act not as opposing elements, but in a mutually integrated system.

In psychology, there are theoretical approaches to the existence of two main substructures that are formed under the influence of biological and social factors in the development of the individual. In particular, the view has been put forward that the human personality has "endopsychic" and "exopsychic" structures.

The "endopsychic" component of the personality structure includes internal mechanisms close to the human nervous and mental system - such features as memory, thinking, imagination, willpower, and sensitivity to external influences. The "exopsychic" component reflects the individual's interactions with the external environment, social experience, interests, ideals, dominant emotions, formed knowledge, and a system of interpersonal relationships.

It is worth noting that the "endopsychic" structure, which has a natural basis, also develops under the influence of social factors, while the "exopsychic" one also receives its influence from the biological basis. In the development of the personality, biological and social factors, integrating with each other, participate in the formation of a single psychic structure of the individual.



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There are many psychological studies on this issue, and various scientists have provided a deep scientific justification for the harmony of biological and social factors and their role in the formation of the individual. These approaches allow us to understand the individual as a complex and dynamic system.

**Results and discussions:** Evolutionary theories are of great importance in the development of psychology, and in this regard, E. Haeckel's approach to applying the laws of evolution to psychology is noteworthy. He argued that heredity (phylogeny) is repeated in the process of individual development (ontogeny). According to the scientist, infancy is a continuation of the animal stage of development, while childhood corresponds to the period of harmony with the main occupation of ancient people - hunting and fishing. The growth period of 8–12 years coincides with the end of savagery and the beginning of the era of civilization in human history. Adolescence, on the other hand, is the period from puberty to adulthood, when romantic moods predominate.

E. Claparede, unlike S. Hall, proposes to study the psychic functions of a person on the basis of ontogeny and phylogeny, based on the following criteria:

- a) satisfaction of the organism's needs;
- b) the emergence of conscious action when reflex action encounters an obstacle;
- c) orientation to a certain type of activity when the need arises.

French sociologist and psychologist E. Durkheim interprets growth as the process of assimilating human feelings. According to him, thoughts and emotions perceived from the external environment are reflected in the child's mental activity. The child assimilates the experience of society, customs, and traditions through imitation. Just as heredity plays a role in biological development, the imitation factor plays an equally important role in society.

Swiss psychologist J. Piaget analyzed the intellectual and mental development of a person in stages. He divided development into the following stages:

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 operations stage - 8–12 years;
  - d) formal (abstract) operations stage - 12–15 years.

The extroverted and introverted characteristics of a person were established by the Swiss physician and psychologist K. G. Jung in 1923. He created a personality typology based on the direction of personal psychic energy to the external or internal world.

Today, in psychology, tests developed by scientists such as R. Kettell, C. Spearman, A. Binet, G. Eysenck, J. Raven are widely used to determine a person's talents and abilities.

Interest is a motivational factor that encourages a person to actively engage in some activity or field of knowledge. Interest has a subjectively positive emotional tone and is manifested in the desire to understand the object more deeply, to know it and to study it. Interest acts as a constant stimulating mechanism of cognition. Interests are classified according to their content, goals, scope and stability. Arousing interest in socially significant objects in students



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plays an important role in developing their cognitive needs. Therefore, one of the main tasks of the school is to form deep, serious and stable interests in students.

The breadth of interests indicates the level of development of a person. Some people have interests focused on one area, while others have a stable interest in various areas. Scientific observations show that for the comprehensive development of a person, it is desirable to have a wide range of interests.

Belief is a motivational system that encourages a person to act in accordance with his views, principles and worldview. The needs that manifest themselves in the form of beliefs are a person's knowledge about nature, the environment and society and the forms in which they are perceived in a certain sense. This knowledge forms the worldview of a person as a system of philosophical, aesthetic, moral, scientific views. It is also emphasized that the worldview has a class character. The thoughts, principles and values of a person are inextricably linked with the meaning of his life and have a personal essence.

In psychology, personality orientation is a state of readiness and inclination to activity that exists subconsciously and is aimed at satisfying certain needs. For example, the lack of critical reaction of first-graders to any actions of the teacher is a clear manifestation of this process.

The process of understanding the \*\*"I"\*\* of a person is formed from infancy. I.S. Kohn calls this process the discovery of the "I". The child first learns to distinguish his sensations and feelings through external objects. At the age of 2–3, the child begins to understand his actions differently from the actions of adults and declares his independence by saying "I do it myself!" At this stage, the child begins to separate himself from the surrounding environment and perceives himself as an independent subject.

In kindergarten and primary school, the child begins to understand his successes and failures with the help of parents and teachers. Finally, during adolescence and young adulthood, through active involvement in social life, a system of socio-moral self-evaluation is formed, and the image of the individual's "I" is largely formed.

One of the most striking features of a person is the ability to speak. Speech is the main condition for the existence of the human psyche. Society cannot exist without communication. Communication is one of the important types of activity that shapes a person. It is a form of interaction between people, which is carried out through practical cooperation in the process of work, study and play. Joint activity requires communication. Through communication, a person establishes various connections with others and together achieves common goals.

The role of communication in the development of a person is incomparable. Without communication, the full formation of a person is impossible. It is in the process of communication that a person assimilates the experience of society, acquires knowledge, skills and qualifications, forms beliefs and views. Only through communication do spiritual needs, moral-political and aesthetic feelings develop in a person, and character is formed.

**Conclusion:** In conclusion, the personality of each person is a unique and unique combination of characteristics and qualities that form his individuality. Individuality is a set of psychological qualities that ensure the uniqueness of a person, his distinction from other people. It is clearly manifested, first of all, in temperament and character traits, as well as in dominant interests, qualities related to cognitive processes, abilities and individual methods of activity. The human personality is unrepeatable and unique due to its individuality, and each person is distinguished from others by his psychological structure and direction of activity. The process



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of taking into account the individual psychological characteristics of a person and communicating with a person on their basis increases the effectiveness of interpersonal relationships and allows for the formation of deeper and more meaningful connections between people.

In addition, each person has a unique way of perceiving and understanding the world and other people, which helps to prevent mistakes in the process of communication. For example, such qualities as a person's composure, thoughtfulness, and the ability to understand the inner world of others through their speech and actions are recognized as important factors in the successful implementation of interpersonal communication. In general, a deep understanding of the individuality of a person and taking into account individual characteristics serve as a necessary methodological basis not only for personal development, but also for social cooperation and cultural development in society.

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