

**PSYCHOLOGICAL FACTORS OF DEVELOPING SUBJECTIVE WORLD
INDEPENDENCE DURING THE STUDENT PERIOD**

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Abstract. The article presents an analysis of theoretical views on the psychological factors of developing the independence of the subjective world during the student period. In particular, the concept of the independence of the subjective world in a person, the content of the theoretical views of foreign psychologists in this regard, and the characteristic features are highlighted.

Keywords: student life, independence of the subjective world, physical body, territory, object, habits, social connection, values identification, adaptation, world of life, world of life, identity, identity, connection, boundaries, self-affirmation, adaptation, independence, autonomy, nonconformity.

**ПСИХОЛОГИЧЕСКИЕ ФАКТОРЫ РАЗВИТИЯ СУВЕРЕННОСТЬ
ПСИХОЛОГИЧЕСКОГО ПРОСТРАНСТВА В ПЕРИОД СТУДЕНТСТВА**

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Аннотация В статье представлен анализ теоретических взглядов по вопросам психологических факторов развития самостоятельности субъективного мира в студенческий период. В частности, освещены понятие независимости субъективного мира личности, содержание и характерные особенности теоретических взглядов зарубежных психологов в этой области.

Ключевые слова: студенческий период, независимость субъективного мира, физическое тело, территория, предмет, привычки, социальная связь, ценности идентификация, адаптация, жизненный мир, жизненный мир, идентичность, идентичность, связь, границы, самоутверждение, адаптация, независимость, автономия, нонконформизм.

The problem of the subjective world of the individual and the nature of their independence are studied in the psychology of a number of developed countries. Many Russian psychologists, including L.S. Vygotsky, A.N. Leontiev, V.A. Petrovsky, and S.L. Rubinstein, emphasized the need for a strong focus on the subject who interacts with the external world in various aspects. It should be noted that in Russian psychology, special attention is paid to the concept of the subject in connection with the resolution of one of the fundamental problems—the determination of the psyche and the interaction of the internal and external world. In humanistic and existential psychology, special attention is also paid to the phenomenon of the independence and sovereignty of human existence, which ensures the perfection of human life and spiritual comfort. As Gordon Allport, the architect of human psychology, writes [5 s 268], "Every person forms a unique type of interaction between their 'Self' and the world. His motives belong only to himself and always take the form of a "personal project." "His heredity is unique, the universe perceived by him is unique, therefore, his interaction with the entire universe is unique."

It is known that abroad, terms such as "life world," "psychological time and world" (K. Levin), "moving object" (psychoanalysis), "personal world" (R. Sommer), and "boundaries of communication" (F. Pearlz) have already been included in scientific concepts.

Kurt Lewin introduced the concept of the vital world in order to show that the main environment of a person's existence is not natural existence or the social environment, but their fragments reflected in the human brain, based on behavior. In this regard, the author proposes to consider man and his environment as interconnected factors that ensure integrity, and the sum of these factors as the world of life.

In the last decade, new in-depth studies in this direction have begun to appear in Russian psychology, and concepts such as the independence of the psychological world and the subjective world have been formed within them. The phenomenon of sovereignty is interpreted in the context of independent and narrow specialization: in terms of the development and preservation of the body as a form of subjectivity.

In particular, in the research of A.Ya. Varga, the non-conformity and independence of beliefs are studied in the relationship between parents and children, and in the work of V.S. Mukhina, they are studied as a mechanism of identification and adaptation between the individual and society. By V.S. Mukhina, the concept of adaptation is understood as the separation from the general holistic world and the acquisition of one's own special place in the external world [2]. The mechanism by which an individual preserves their natural and human essence is called adaptation. Adaptation can be viewed as an individual's desire to distance themselves from others, to stand out from the crowd, and to hide from the object of communication. Adaptation is a mechanism of personality individualization, in which the subject directly feels how far they have strayed from the object of adaptation.

Understanding the family as a system consisting of a subsystem of parents and children, the independence of each member is considered a necessary indicator for its healthy and full functioning. In the aforementioned studies, the independence construct has not become the subject of deep theoretical observations. The fact that the phenomenon of subjective independence of the individual is an operational system is reflected in the independent approach of S.K. Nartova-Bochaver. According to him, subjective (personal) independence is understood as a person's ability to control, protect, and develop their subjective world, arising from the generalized experience of successful autonomous behavior [4].

S.K. Nartova-Bochaver defines the subjective world of the individual as a holistic systemic structure linked to their independence. A thesaurus of concepts close to subjective independence: the world of life, the world of life, identity, identity, connection, boundaries, self-affirmation, adaptation, independence, autonomy, nonconformity.

Independence is manifested when one believes in the authenticity of one's own being when one acts in accordance with one's own desires and beliefs, and when one feels worthy in the spatial-periodic value situations of one's life that one has created or accepted.

Independence is an evolutionary and socially formed characteristic of the individual and a necessary condition for their normal functioning and development. The opposite pole of the construct is called deprivation (in English, deprive – to deprive). Deprivation is expressed in a sense of dependence, alienation, and the unevenness of one's personal life, as well as difficulties in finding objects of the environment where a person identifies with themselves, at an inconvenient time, and in "alien territory."

In her research, S.K. Nartova-Bochaver identified levels of independence such as high confidence, normative (weak) independence, deprivation, and trauma [3].

The independence of the individual's subjective world is a dynamic phenomenon. Kurt Lewin, introducing the concept of the subjective world, believes that a person's personal world is not static; it always belongs to the unity of the world and time in which a person exists at that moment. S.K. Nartova-Bochaver also considers independence as a system of psychological situations resolved through psychological overcoming [6].

According to the results of his research, active coping behaviors are combined with the achievement of independence, while passivity is combined with deprivation. Frustration, as a striving for independence in some dimension of the subjective world, leads to the replacement of this dimension with another, or to a decrease in the level of independence or its excessive increase. Disorders in the form of deprivation or excessive independence can be compensated (compensated) by the effect of purposeful psychological development, corresponding to increased personal control in various spheres of natural life or existence.

Independence is characterized by the boundaries of the individual's subjective world—psychological (cognitive, emotional, behavioral) markers that distinguish what belongs to one person from others. Boundaries define human identity (belonging) and constitute an equal means of interaction and selection of external influences and personal responsibility. Like the disruption of boundaries, its support is also reinforced in the "I" concept, which ultimately manifests in the objective behavior of a person. According to S.K. Nartova-Bochaver, the module on the independence of the individual's subjective world consists of a set of various types of independence:

- The independence of the human physical body is explained by its somatic comfort and the absence of attempts at disruption. Deprivation is the feeling of discomfort caused by touch, smell, etc., directed toward natural needs;
- territorial independence - the security of the natural world in which a person exists (having a separate room or their own territory in a corner of the house), deprivation is the absence of territorial borders;
- independence of the world of things - ownership of only the things that one disposes of, expresses respect for private property, and deprivation is the absence of the right to own private property;
- independence of habits is the temporary acceptance of organizing one's own life, while deprivation is the forced change of an order that is pleasant and convenient for a person;
- independence of social relations - having friends and acquaintances despite being prohibited by close people, deprivation - means social control over human life;
- independence of values represents freedom of taste and worldview, while deprivation represents the forced acceptance of unrelated values.

Also, as individual-psychological characteristics related to the structure and level of independence of the subjective world, personal anxiety, sensitivity, introversion, the concept of "I," belonging to one type or another of character accentuation, success and financial status, gender and age can also be manifested.

In particular, there are significant gender differences in the independence of the subjective world; that is, as a product of evolutionary development, the desire for independence in men is manifested at a higher level than in women. At the same time, significant differences can be observed in the violation of independence. In women, this is associated with a decrease in independence and the formation of

a depressive life position, while in men, on the contrary, it occurs organically with an excessive increase in independence and the development of aggressive behavior.

It should be noted that the level of subjective independence has a positive correlation with the "Self" concept, which can be observed in a person's social status, academic performance, professional self-expression, understanding of the meaning of life, orientation toward active forms of overcoming difficulties, hyperthymia in the male group, and emotional and exalted types in the female group.

The negative level of subjective independence is associated with reactive anxiety, neuroticism, and distem character accentuation.

Independence is not a new structure that arises by chance at some stage of human mental development. Therefore, according to S.K. Nartova-Bochaver, normative independence in ontogenesis develops during the process of fulfilling tasks related to overcoming contradictions between the existing needs of the subject at each stage of human life and the possibilities for their satisfaction. At the same time, it allows for a reflection on the existence of an interconnection between age periodization and the formation of a particular type of independence of the subjective world in each age period [4 s30].

The sphere of independence is formed, expands, and continues to encompass many objects of the mental and natural world in the following order. From this perspective, it is observed that the independence of the subjective world occurs in a unique way at different stages of personality formation:

- during infancy, independence of one's own body emerges, the child begins to distinguish himself from others and understand the boundaries of his own body;
- independence in possessing personal space and belongings is formed during early childhood and preschool age;
- Habit independence emerges during preschool age;
- at primary school age, social ties, taste, and independence of values are manifested;
- In adolescence, the independence of social connections, tastes, and values initially acquired actively develops and manifests as a manager of behavior.

In particular, S.K. Nartova-Bochaver's research on the genesis of the independence of the subjective world allows for the identification of factors sensitive to child development and sources threatening independence [4 s32].

Throughout one's development, a person learns to express themselves, the six adequate dimensions of the subjective world, and the ability to use them in current situations.

It is known that an attempt was made to examine the characteristics of the relationship between the directions of reflexivity and the independence of the psychological world in the student group. In order to examine the relationship between the independence of the psychological world and the directions of reflexivity, S.K. Nartova-Bochaver's methodology "Independence of the Psychological World," V.V. Ponomarev's methodology "Determination of the Level of Reflexiveness," and the questionnaire "Determination of Priority Strategies for Reflexiveness" were conducted in a selected group of subjects, and the obtained data were analyzed.

Table 1.

The relationship between the independence of the subjective world and the directions of reflexivity during the first-year student period

Directions of reflexivity	Areas of the subjective world
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	Physical body	Territory	Objects	Habits	Social interaction	
To oneself	-0,20**	-0,21**	-0,11	-0,09	-0,04	0,11
To other people	-0,28**	-0,20	-0,18**	-0,13**	-0,10	-0,1
Past activity	0,07	0,08	0,12*	0,10	0,02	0,01
Current activity	0,13*	0,01	-0,04	0,03	0,01	-0,0
For future activity	0,09	0,02	0,10	0,04	-0,04	0,12
Collaborate and communicate with others	-0,06	0,04	-0,008	-0,009	0,008	0,05

According to the data presented in the table, it is observed that self-orientation has a significant inverse relationship with physical body independence ($r=-0.20$; $p\leq 0.01$), and territorial independence ($r=-0.21$; $p\leq 0.01$). According to the results, a self-oriented person does not always feel the need for physical and territorial independence. This, in turn, indicates that people of the self-oriented type have sufficient opportunities for decision-making and independent activity. It is observed that orientation toward people other than reflectivity has an opposite relationship with physical independence ($r=-0.28$; $p\leq 0.01$); territorial independence ($r=-0.18$; $p\leq 0.01$), habit independence ($r=-0.13$; $p\leq 0.01$), and value independence ($r=-0.14$; $p\leq 0.01$). It is evident from this that an increase in an individual's attitude toward others does not necessitate the development of all spheres of their subjective world independence.

As noted above, in the process of personal development, the main spheres of independence of the subjective world begin to develop in them. It is characterized by the development of human-to-human relationships within them. Most importantly, every person does not want others to enter their territory or psychological world.

According to the results of the methodology, a positive correlation is observed between reflection on past activity and the independence of the world of objects ($r=0.12$; $p\leq 0.05$). It should be noted that as a result of a systematic analysis of a person's past activities, it is often determined by their attitude toward objects. The independence of the world of objects means the possession of only the objects one imagines, the possession of personal property, and the formation of a sense of respect for personal property. Therefore, the issue of the independence of objects is of great importance during the student period. Especially during the student period, the priority of the need to own things belonging to oneself is noted.

It is well known that any activity carried out by a person may require physical activity from them. Therefore, in the group of subjects, it was found that reflection on current activity has a significant correlation with physical independence ($r=0.13$; $p\leq 0.05$). Indeed, the foundation of any activity achieved in the educational process lies in the health and activity of the individual.

Educational and social activities during the student period require their physical development. In particular, students' activities are always linked to a system of movements, which requires their physical development. At the same time, it became clear that reflection on current activities is not related to territory, objects, customs, social relations, or the independence of values.

During the student period, a significant correlation is observed between reflection on future activity and value independence ($r=0.12$; $p \leq 0.05$). It should be noted that the formation of values in the student's personality leads to the fact that their future worldview and views on humanity do not change. In turn, the establishment of value independence in the student's personality has a positive impact on their future activities. Furthermore, an individual's success in their activities is largely determined by their value system and their attitude toward themselves and others. It was established from the experimental results that reflection on future activity during the student period has no correlation with the independence of the physical body, territory, objects, habits, and social relations. According to the results of the conducted research, it can be said that there is a connection between the directions of reflexivity and the spheres of independence of the subjective world. According to him, reflection on past activity has a positive correlation with bodily independence, while reflection on future activity has a positive correlation with value independence; self-orientation is contrasted with physical body independence, spatial independence with spatial independence, and orientation toward other people with spatial independence and spatial independence. This, in turn, indicates the existence of a significant correlation between these two phenomena.

By systematizing theoretical information regarding the independence of the subjective world during the student period, it is advisable to draw the following conclusions:

- the manifestation of independence in the development of the individual leads to the formation of freedom of thought and perseverance in views;
- establishing a person's beliefs, worldview, and adequate attitude toward reality is of priority importance in the formation of independence of the subjective world;
- the system of family relations is embodied in the child's personality as a factor in the development of the subjective world;
- In the development of the individual, the components of the independence of the subjective world are observed to manifest in interconnection.

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