

INDIVIDUAL-PSYCHOLOGICAL CHARACTERISTICS OF STUDENTS AND THEIR INFLUENCE ON INDEPENDENT ACTIVITY

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Abstract

This article examines the individual-psychological characteristics of students and their influence on independent activity in the context of pedagogical education. Independent activity is considered not only as a form of learning outside direct teacher supervision, but also as a complex psychological and pedagogical process connected with motivation, self-regulation, cognitive style, emotional stability, responsibility, volitional qualities, and personal educational needs. The article emphasizes that students differ in their level of initiative, learning motivation, attention stability, memory capacity, creative thinking, anxiety, self-confidence, and readiness to make decisions independently. These differences directly affect how they plan tasks, search for information, analyze educational material, overcome difficulties, and evaluate their own academic results. Special attention is given to the role of pedagogical support, differentiated instruction, reflective tasks, and motivational strategies in developing students' independent learning skills. The study argues that effective organization of independent activity requires consideration of students' psychological individuality, because a uniform approach cannot fully reveal their intellectual and personal potential.

Keywords: Individual-psychological characteristics, students, independent activity, motivation, self-regulation, cognitive style, pedagogical support, reflective learning, personal development.

Introduction

O‘QUVCHILARNING INDIVIDUAL-PSIXOLOGIK XUSUSIYATLARI VA ULARNING MUSTAQIL FAOLIYATGA TA’SIRI

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Annotatsiya:

Ushbu maqolada talabalar individual-psixologik xususiyatlarining mustaqil faoliyatga ta’siri pedagogik ta’lim sharoitida tahlil qilinadi. Mustaqil faoliyat faqat o‘qituvchi nazoratisiz bajariladigan o‘quv topshirig‘i sifatida emas, balki motivatsiya, o‘zini o‘zi boshqarish, bilish uslubi, emotsional barqarorlik, mas’uliyat, irodaviy sifatlar va shaxsiy ta’lim ehtiyojlari bilan bog‘liq murakkab psixologik-pedagogik jarayon sifatida qaraladi. Maqolada talabalarning tashabbuskorlik darajasi, o‘quv motivatsiyasi, diqqat barqarorligi, xotira imkoniyatlari, ijodiy tafakkuri, xavotirlanish holati, o‘ziga ishonchi va mustaqil qaror qabul qilishga tayyorligi turlicha bo‘lishi ta’kidlanadi. Bu farqlar ularning topshiriqlarni rejalashtirishi, axborot izlash jarayoni, o‘quv materialini tahlil qilishi, qiyinchiliklarni yengishi va o‘z natijalarini baholashiga bevosita ta’sir ko‘rsatadi. Shuningdek, mustaqil ta’lim ko‘nikmalarini rivojlantirishda pedagogik qo‘llab-quvvatlash, differensial yondashuv, refleksiv topshiriqlar va motivatsion strategiyalarning ahamiyati yoritiladi.

Kalit so‘zlar: individual-psixologik xususiyatlar, talabalar, mustaqil faoliyat, motivatsiya, o‘zini o‘zi boshqarish, bilish uslubi, pedagogik qo‘llab-quvvatlash, refleksiv ta’lim, shaxsiy rivojlanish.

Introduction

Independent activity occupies an important place in the modern system of pedagogical education, because it forms the basis for students’ intellectual growth, professional readiness, self-development, and conscious participation in the learning process. In higher education, especially in pedagogical universities,

students are expected not only to reproduce theoretical knowledge, but also to analyze information independently, solve educational problems, make reasoned decisions, and apply acquired knowledge in future professional situations. Therefore, the effectiveness of independent activity depends not only on the content of educational tasks or the methodological organization of lessons, but also on the individual-psychological characteristics of students. Each student enters the educational process with a unique combination of abilities, motives, interests, temperament, emotional reactions, cognitive strategies, volitional qualities, and personal experience. These characteristics determine how the student perceives learning requirements, plans academic work, reacts to difficulties, and evaluates personal achievements.

The relevance of this problem is connected with the growing need to individualize the educational process. In traditional teaching, students are often given identical tasks, identical deadlines, and identical assessment criteria. However, their psychological readiness for independent work may differ significantly. Some students are characterized by high internal motivation, confidence, persistence, curiosity, and the ability to organize their time effectively. Such students usually perform independent tasks with greater responsibility and creativity. Other students may experience uncertainty, low self-esteem, weak volitional control, unstable attention, or fear of making mistakes. As a result, they may postpone assignments, rely excessively on the teacher's instructions, or complete tasks mechanically without deep understanding. For this reason, the teacher's ability to identify and consider students' individual-psychological features becomes a necessary condition for improving independent learning.

Individual-psychological characteristics influence independent activity through several interrelated mechanisms. Motivation determines why a student performs a task and how much effort is invested in it. Cognitive style affects the way information is selected, structured, interpreted, and remembered. Temperament influences the speed of work, emotional response, communicative behavior, and endurance during prolonged intellectual activity. Self-regulation determines whether the student can set goals, distribute time, monitor progress, correct mistakes, and complete work without constant external control. Emotional stability affects the student's ability to overcome stress, accept criticism, and continue working in difficult situations. Thus, independent activity cannot be studied separately from the psychological structure of personality.

In the context of pedagogical education, this issue has special significance because future teachers must learn to organize not only their own independent activity, but also the independent learning of pupils. A student who understands personal learning strategies, psychological strengths, and difficulties is more likely to develop reflective and flexible pedagogical thinking. Such a future teacher can later recognize the diversity of learners in the classroom and use differentiated methods more effectively. Therefore, the study of individual-psychological characteristics of students is important both for improving their academic performance and for developing their professional competence. The main idea of this article is that independent activity becomes more productive when it is organized in accordance with students' psychological individuality, educational motivation, and capacity for self-regulated learning.

Methods

The methodological basis of the article is formed by a psychological-pedagogical analysis of the relationship between students' individual characteristics and the quality of their independent activity. The study is based on the assumption that independent learning cannot be evaluated only through the final academic result, because the process itself includes motivational, cognitive, emotional, volitional, and organizational components. Therefore, the methods used in the analysis are directed toward identifying how students plan, perform, control, and evaluate independent tasks in accordance with their personal psychological features. The research approach combines theoretical analysis, pedagogical observation, comparative interpretation, and generalization of educational experience in pedagogical university conditions.

The theoretical stage of the study involved the analysis of scientific literature devoted to personality psychology, educational psychology, self-regulated learning, motivation, cognitive styles, and independent work in higher education. Particular attention was paid to the concepts of intrinsic and extrinsic motivation, self-efficacy, reflection, attention stability, memory processes, temperament, responsibility, and volitional regulation. These concepts made it possible to determine the main psychological indicators that influence the success of independent activity. Independent activity was interpreted as a purposeful form of educational work in which the student sets or accepts a learning goal, selects

ways of achieving it, works with information, monitors progress, corrects mistakes, and evaluates the obtained result.

At the empirical-analytical level, pedagogical observation was considered one of the main methods for identifying students' behavior during independent learning. Observation allows the teacher to determine how students respond to tasks of different complexity, whether they need constant external control, how quickly they begin work, how they distribute time, and how they behave when encountering difficulties. For example, students with strong self-regulation usually demonstrate consistency, responsibility, and the ability to complete assignments without repeated reminders. Students with weak self-regulation may show hesitation, passivity, dependence on ready-made explanations, or insufficient attention to task requirements. Such observations help reveal not only academic difficulties, but also the psychological causes behind them.

The comparative method was used to analyze differences between groups of students according to their motivational orientation, cognitive activity, emotional stability, and independence level. Students with dominant internal motivation are usually more interested in the content of the task and try to understand the material deeply. Students with mainly external motivation often focus on grades, formal completion, or avoidance of criticism. The comparison of these features helps explain why identical educational tasks may lead to different results among students. It also shows that the same method of organizing independent work cannot be equally effective for all learners.

Reflection was considered an important methodological tool, because independent activity requires students to understand their own learning process. Reflective questions, self-assessment tasks, learning diaries, and short analytical summaries may help students identify their strengths, difficulties, preferred learning strategies, and emotional reactions to academic challenges. Through reflection, students gradually learn to connect their psychological characteristics with the effectiveness of their work. This is especially important for future teachers, because professional pedagogical activity requires constant self-analysis and the ability to adapt educational strategies to the needs of learners.

The methodological approach also includes differentiated pedagogical support. This means that the teacher should not replace students' independent work with direct instruction, but should create conditions that help different students become more autonomous. For highly motivated and self-organized students, creative and

research-oriented tasks are effective. For students with low confidence or weak planning skills, step-by-step instructions, intermediate feedback, and clear criteria may be necessary. Thus, the selected methods make it possible to study independent activity as a dynamic process shaped by the interaction between personal psychological qualities and pedagogical conditions.

Results

The analysis of students' independent activity shows that individual-psychological characteristics have a direct and noticeable influence on the quality, depth, stability, and productivity of learning outcomes. Students with a high level of internal motivation usually demonstrate stronger involvement in independent tasks. They do not limit themselves to the minimum requirements of the assignment, but try to understand the essence of the topic, compare different sources, formulate personal opinions, and connect theoretical knowledge with practical pedagogical situations. Their independent activity is characterized by initiative, curiosity, responsibility, and readiness to search for additional information. Such students perceive independent work not as a formal obligation, but as a means of personal and professional development.

The results also indicate that self-regulation is one of the most important psychological factors affecting independent activity. Students who are able to plan their time, divide a large task into smaller stages, monitor their progress, and correct mistakes achieve more stable academic results. They are less dependent on constant teacher control and can continue working even when the task is complex or unfamiliar. In contrast, students with insufficient self-regulation often experience difficulties in organizing their work. They may postpone assignments, spend too much time on secondary details, misunderstand task requirements, or submit incomplete work. This shows that the development of independent activity requires not only academic knowledge, but also the formation of planning, self-control, and reflective evaluation skills.

Cognitive characteristics also play a significant role in the effectiveness of independent learning. Students with analytical thinking tend to structure information logically, identify key concepts, compare theoretical positions, and justify their conclusions. Students with a more creative cognitive style often demonstrate originality, flexibility, and the ability to find non-standard solutions. However, they may sometimes need methodological guidance in order to

organize their ideas consistently. Students with stronger visual memory may benefit from schemes, tables, diagrams, and conceptual maps, while students with stronger verbal-logical memory may prefer reading, summarizing, and written analysis. These differences confirm the importance of using varied forms of independent tasks in pedagogical education.

Emotional and volitional characteristics significantly affect students' behavior during independent activity. Emotionally stable students usually react more calmly to difficulties, criticism, and temporary failures. They are more capable of correcting mistakes and continuing the task without losing confidence. Students with high anxiety may avoid complex assignments, doubt their abilities, or fear negative evaluation. This can reduce the quality of their independent work even when they have sufficient intellectual potential. Volitional qualities such as persistence, discipline, patience, and purposefulness help students complete long-term tasks and overcome obstacles. Weak volitional control, on the other hand, often leads to superficial performance and dependence on external pressure.

The results show that pedagogical support becomes more effective when it is connected with students' psychological individuality. Differentiated instructions, clear assessment criteria, intermediate feedback, and reflective tasks help students gradually develop independence. At the same time, excessive teacher control may weaken initiative and reduce responsibility. Therefore, the most productive model is balanced support, in which the teacher creates conditions for autonomy while helping students understand their own learning strategies. In pedagogical universities, this has special professional value, because future teachers learn through personal experience how psychological differences influence learning behavior. Thus, independent activity becomes not only an academic requirement, but also a means of developing reflective, responsible, and psychologically competent future educators.

Discussion

The discussion of the obtained results demonstrates that independent activity should be understood as a psychologically conditioned form of learning rather than a simple organizational requirement of higher education. In pedagogical universities, independent work is often presented as a necessary part of the curriculum, but its real effectiveness depends on how deeply the teacher understands the internal mechanisms that guide students' learning behavior.

When individual-psychological characteristics are not considered, independent tasks may become formal, reproductive, and emotionally burdensome for many students. In such cases, students complete assignments only to receive a grade, avoid criticism, or fulfill external requirements. This weakens the developmental potential of independent activity and limits its influence on professional formation.

One of the central issues revealed by the analysis is the relationship between motivation and independence. A student with internal motivation usually demonstrates a higher level of intellectual engagement, because the learning process itself has personal meaning. Such a student is interested in discovering new information, comparing ideas, and applying knowledge in future pedagogical practice. However, external motivation is not always negative. In some situations, assessment, teacher feedback, academic competition, or professional expectations may encourage students to begin independent work. The pedagogical task is to gradually transform external motives into internal ones by showing the practical value of knowledge, creating problem-based situations, and connecting assignments with real educational practice.

Self-regulation deserves special attention because it acts as a bridge between psychological readiness and academic result. Even a capable and motivated student may face difficulties if he or she cannot plan time, determine priorities, monitor progress, and evaluate the quality of completed work. Therefore, teachers should not assume that all students naturally possess independent learning skills. These skills must be developed systematically. For example, at the initial stage, students may need clear algorithms, examples, deadlines for intermediate stages, and specific assessment criteria. Later, these external supports can be gradually reduced, allowing students to take greater responsibility for their learning process.

The influence of emotional characteristics is also important. Anxiety, fear of failure, low self-esteem, and excessive dependence on teacher approval can seriously limit independent activity. A student may know the material, but avoid expressing personal judgment because of uncertainty. In this regard, the educational environment should be psychologically safe, supportive, and oriented toward development rather than punishment. Constructive feedback, respect for individual pace, and recognition of effort help students overcome emotional

barriers. At the same time, support should not turn into overprotection, because excessive assistance may reduce initiative and create dependence.

The discussion also shows that differentiated organization of independent work is more effective than a uniform approach. Students with different cognitive styles, memory types, temperament features, and levels of self-confidence require different forms of tasks. Some students achieve better results through analytical essays, others through projects, presentations, practical cases, observation reports, or reflective diaries. This does not mean that academic requirements should be lowered. On the contrary, differentiation helps all students reach the required level through psychologically appropriate methods. For future teachers, such experience is especially valuable, because it teaches them to see learners as active personalities with different educational needs. Thus, the consideration of individual-psychological characteristics makes independent activity more meaningful, productive, and professionally significant.

Conclusion

The study of individual-psychological characteristics of students and their influence on independent activity shows that independent learning is a multidimensional process in which personal, cognitive, motivational, emotional, and volitional qualities interact with pedagogical conditions. Independent activity cannot be reduced only to the completion of assignments outside the classroom, because it reflects the student's ability to understand learning goals, organize intellectual effort, search for information, analyze material, control personal progress, and evaluate the quality of achieved results. Therefore, the success of independent work depends not only on the content of tasks, but also on the psychological readiness of students to act consciously, responsibly, and autonomously.

The analysis confirms that motivation is one of the leading factors determining the productivity of independent activity. Students with internal motivation are more likely to demonstrate initiative, persistence, curiosity, and deeper involvement in the learning process. They perceive independent tasks as an opportunity to develop professional competence and personal intellectual potential. Students whose motivation is mainly external may also achieve positive results, but their activity often depends on grades, control, or teacher approval. For this reason, pedagogical work should be directed toward strengthening

students' internal motives, developing interest in future professional activity, and showing the practical importance of educational material.

Self-regulation is another essential condition for effective independent learning. The ability to plan time, set priorities, divide complex tasks into stages, monitor progress, and correct mistakes allows students to work more consistently and productively. Without self-regulation, even intellectually capable students may experience difficulties in completing assignments on time and at the required level. Therefore, the development of independent activity requires systematic formation of organizational and reflective skills. Teachers should gradually move from direct guidance to indirect support, giving students more responsibility for their own learning process.

The role of emotional and volitional qualities is also significant. Emotional stability, confidence, persistence, patience, and responsibility help students overcome difficulties and continue working despite temporary failures. High anxiety, low self-esteem, and fear of mistakes may reduce learning activity and prevent students from expressing independent judgments. A supportive educational environment, constructive feedback, and respect for individual learning pace can reduce these barriers and create favorable conditions for personal development. At the same time, pedagogical support should not eliminate students' responsibility, because independence develops through active effort and gradual overcoming of difficulties.

The results of the article indicate that differentiated organization of independent work is especially important in pedagogical universities. Students differ in cognitive style, temperament, memory, attention, motivation, and level of autonomy; therefore, identical tasks and uniform requirements may not fully reveal their potential. Differentiated tasks, reflective assignments, problem-based situations, project work, and individual feedback help students develop independent learning skills more effectively. For future teachers, this experience has professional value, because it teaches them to understand psychological diversity and to organize learning in accordance with the individual needs of pupils. Thus, consideration of students' individual-psychological characteristics is a necessary condition for improving the quality of independent activity and forming reflective, responsible, and professionally prepared future educators.

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