

LEVELS OF SUBJECTIVE CONTROL OF STUDENTS OF EDUCATION IN PSYCHOLOGY

Rasulov Abdimumin Ibrahimovich,
Professor of the Department of Psychology of the National
University of Uzbekistan, Doctor of Psychology (DSc)

ABSTRACT	KEYWORDS
Psychology and levels of subjective control have been studied for many years and are an important area of psychological research. This article is devoted to an empirical study of the degree of subjective control in psychology students. The author investigated the levels of subjective control of students using the survey by J. Rotter "The level of subjective control". Empirical data served to reveal the general and structural components of the degree of students' subjective control.	Level of subjective control, locus, control, internality, questionnaire.

Introduction

Any activity assigned to a person entails responsibility. When looking for reasons for failures in the performance of responsible tasks, they are interpreted either by external reality or by the subject himself. This situation is assessed in psychology by the formation of subjective control in a person. The concept of subjective control of the person was first introduced by the American psychologist Julian Rotter, and its diagnosis is determined objectively in the person's work actions, actions, life and activities [5,7,14,15]. Voluntary activity is carried out by a person as a subject for its overall consequences. The object itself is responsible for the activity, although it goes beyond the scope of its purpose. The subject shows kindness, organizes help in other ways, helps to solve problems. If one refers to research on the problem of subjective control levels in a person in psychology, a number of scientific results can be observed [5, 7, 14, 15].

Individuals differ significantly in their tendency to assign responsibility for their actions to someone else. Locus of control (Latin locus of lotus and French.control- means check) is called [3, 10, 11. 12, 16]. It is known that there are people who tend to understand the reasons for their behavior and activities as external factors.

In psychology, localization of control means a set of qualities that determine responsibility for the results of a person's individual activity in external forces and conditions, as well as their inclination to energy and ability. Localization of control is divided into external (external) and internal types. Here are some examples of external localization of control: When an employee is late for work or a student is late for class, he tries to explain this phenomenon with various excuses. 1) the bus didn't come on time, 2) I couldn't get on the bus because there were too many passengers, 3) the bus moves very slowly, 4) the traffic breaks down, 5) we got stuck due to a traffic accident on the street, etc. According to the results of psychological research, the manifestation of the type of external localization of control

is directly related to certain defects and vices of a person, such as irresponsibility, lack of confidence in one's own abilities, hesitation, risk-taking, neglecting the realization of personal intentions, etc. If a person takes responsibility for the consequences of his behavior and understands his actions as personal, this psychological reality means that there is an internal localization of control. People with internal localization of control feel responsibility or accountability for achieving goals, have the ability to self-analyze. Due to the formation of both (external, internal) types of localization in a person in the process of social education, it is possible to turn it into a strong personal quality [16]. The issue of subjective control of the person has been studied in researches, the factors influencing the formation of subjective control [5], the context of the person [7], the importance of subjective control in the regulation of the social behavior of the unemployed [14] and the role of subjective control in pedagogical communication [15]. Attention was paid to studying this issue directly on the example of psychology education students. 66 second-year students were involved in the study. In the study, the level of subjective control, individual willpower and mastery indicators of subjects of psychology students were studied.

In the research, it was empirically studied what levels of subjective control students achieved in their daily activities. The level of subjective control and methods of its study are covered in a number of psychological literatures [1, 2, 3, 4, 8, 9]. In our research, we focused on the methodological features of these sources. Among them, the use of J. Rotter's "Subjective control level" questionnaire and its adapted form for the Uzbek environment [13, p. 87-90].

In the study, the relationship between the state of formation of students' subjective control levels and its structural components was studied. Seven scales of the questionnaire were used to study the level of subjective control of psychology students. The results of the empirical study of the subjective control of the students of psychology are presented in the following table (Table 1).

The level of subjective control of the students of psychology education on all scales of the general group is 5.66 ± 8.00 is ranked. It was observed that the scale of internality, which represents the subjective control of psychology students (in the following texts, will be used as students), is higher than the norm of the questionnaire (the norm of all scales is 5.5). In this respect, the general internality index of students means that they are individuals who feel that most of the important events in their lives are the result of their own actions, that they can control them, and that they are responsible for the events and how their lives develop in general.

Although all scales of students' subjective control reflected high values in the questionnaire norms, among the scales

Table 1 Indicators of subjective control levels of students of psychology education

Scales	Category of testers	x	s	Student t- test	General performance of the group (N=66)		
					x	s	t***
General internality	Student girls	7.00	2.48	0.207	7.43	3.07	19,628
	Student guys	6.75	3.13				
Internality in relation to success	Student girls	8.50	3.50	0.447	8.00	3.44	18,883
	Student guys	7.91	3.34				
Internality to failure	Student girls	7.16	4.21				14,267

	Student guys	7.08	3.96	0.070	6.81	3.88	
Internality in relation to family relationships	Student girls	7.33	3.60	-0.494	7.92	2.99	21,466
	Student guys	8.00	2.66				
Internality with respect to performance	Student girls	9.75	0.86	1,367	8.69	2.82	25,030
	Student guys	8.66	3.14				
Internality to interpersonal relationships	Student girls	7.75	4.07	1,146	5.66	3.76	12,232
	Student guys	5.91	3.70				
Internally related to health	Student girls	4.66	4.53	-0.911	6.78	4.13	13,350
	Student guys	6.66	4.27				

Note: ***t - represents the level of significance of the indicators of the results of a one-sample research object ($r < 0.001$)

Compared to others, the scale of internality to activity results (8.69 sten) had a high index. They know that their actions are an important factor in the organization of activities, the development of relationships in the team and its motivation.

A statistical comparison of female and male student scores was made to shed light on gender differences along with overall scores of students' subjective control levels. The situation in Table 1 indicated that the results of male and female students were higher than the norm as in the general situation (female students: $4.66 \div 8.50$ sten; student boys: $5.91 \div 8.66$ sten). In these cases, there is no statistical difference in the level of subjective control in terms of gender characteristics of male and female students. However, although students' scores for internalization of attitudes toward health and illness were 4.66, they did not have a statistical difference with the values of male students on this scale.

We used the method of correlation analysis for the purpose of a deeper analysis of general indicators reflecting the state of formation of students' subjective control levels (Table 2).

Table 2 Correlation indicators of subjective control levels of students of psychology education

Scales	Generic internal	Internality in relation to success	Internal to failure	Internality in relation to family relationships	Internality with respect to performance	Internality to interpersonal relationships	Internally related to health
General internality	1	-0.015	0.348**	0.325**	0.389**	0.106	0.224
Internality in relation to success				0.246*	0.257*	0.202	0.081
Internal to failure				0.311*	0.196	0.455**	-0.089
Internality in relation to family relationships				1	0.341**	0.085	0.237
Internality with respect to performance					1	0.228	0.274*
Internality to interpersonal relationships						1	0.087
Internality in relation to health							1

Note: * $r < 0.05$; ** $r < 0.01$

Correlations between the scales of the subjective control level of students reflected a specific indicator. The level of general internality of students has a positive correlation with internality against failure from its structural aspects ($r=0.348$; $r<0.01$). Empirical evidence shows that the more students fail, the more likely they are to blame themselves. On the one hand, at the stage of professional activity of students, attention can be paid to the materials of the training course on the internal regulation of the personality and the formation of knowledge, skills and qualifications necessary for the professional activity of a psychologist.

General internality of students compared to internality of family relations ($r=0.325$; $r<0.01$) and internality with respect to performance results ($r=0.385$; $r<0.01$) also showed a high positive correlation with the scales. Students have a high level of subjective control of the moment, as they realize that their actions are important for the events in their family life and for achieving the results of their work. A number of positive significant relationships were also observed in the correlations between individual scales of students' subjective control levels. In them a high degree of internality with respect to success and internality with respect to failure ($r=0.385$; $r<0.01$) and internality in relation to family relationships ($r=0.385$; $r<0.01$) can be said to be the reason for its development. It is clear from this that the students develop responsibility in order to eliminate their shortcomings and defects in their work, to ensure the achievement of high results in their work. This is a positive thing for their professional development.

Students' internality in relation to family relations due to the formation of internality in relation to failure ($r=0.311$; $r<0.01$) and internality to interpersonal relationships ($r=0.455$; $r<0.01$) as it motivates the strong manifestation. Empirical indicators show that students understand that positive changes can be achieved at the expense of improving relationships due to the development of a subjective sense of control over negative events and situations, and sensitivity to blaming themselves for various failures, unpleasantness and suffering.

A student is, in one sense, preparing for a new stage of life, that is, starting a family. That's why their overall positive view of internality in relation to complementary relations increases responsibility and accountability for the results of one's own activities. ($r=0.341$; $r<0.01$) indicates.

Also, students show that good internality in relation to the results of the activity increases the attitude to the health of the individual ($r=0.341$; $r<0.01$). It can be seen that students can perform activities due to human health, the results will be positive, and it can be said that they have mastered the wise saying "healthy body - healthy mind". Although empirical indicators reflect a positive relationship about the level of subjective control in students, correlation indicators require that there are almost complete connections between the structural components of control.

According to the analysis of empirical data in the study, the following conclusions were reached:

- internal control has priority in the levels of subjective control in psychology students;
- gender differences were not found in the subjective control of students;
- the overall internality level of subjective control in students of psychology education with some of the structural components (internality in relation to failure, internality in relation to family relationships, internality in relation to performance results) have a high positive correlation, some of them did not reflect the relationship (internality to success, internality to interpersonal relationships, internality to health);
- it is necessary to organize psychological development measures to ensure the connection between the general internality of students and the components that do not have an internal connection;

- Empirical research on the study of subject control levels is necessary to conduct research as a new direction in our Republic;
- it is necessary to systematize the methods of empirical study of the level of subjective control adapted for the ethnocultural environment.

References

1. Arakelov N.E., Lysenko E.E. Locus control i metody ego issledovaniya // Psikhologicheskiy zurnal, 1997. - T. 4. - #2 - S. 34 - 38.
2. Bajin E.F., Golyunkina E.A., Etkind A.M. Metod issledovaniya urovnya sub'ektivnogo kontrolya // Psikhologicheskiy zurnal, 1984. - T. 5. - #3. S. 152 - 162.
3. Bolshoy psikhologicheskiy slovar / Pod ed. Meshcheryakova B.G., Zinchenko V.P. - M.: Prime-Evroznak, 2003 - 672 p.
4. Eliseev O.P. Locus control // Praktikum po psichologii lichnosti. - SPb.: Peter, 2003. - S. 413 - 417.
5. Kalinina A.O. Faktory, vliyayushchie na formirovanie sub'ektivnogo kontrolya / A.O. Kalinina. - M.: VLADOS, 2004. - 383 p.
6. Karelin A.A. Bolshaya encyclopedia psikhologicheskikh testov / A.A. Karelin. - M.: Izdatelstvo "Eksmo", 2007. - 416 p.
7. Kondakov I.M., Nilopets M.N. Experimental investigation of the structure and the lichnostnogo context of the locus of control // Psikhologicheskii zhurnal, 1995. - T. 16. - #1. - S. 43 - 51.
8. Ksenofontova E.G. Issledovanie lokalizatsii kontrolya lichnosti - novaya versiya metodiki "Uroven sub'ektivnogo kontrolya" // Psikhologicheskiy zurnal, 1999. - T. 20. - #2. - S. 103 - 114.
9. Maklakov A.G. Professional psychological staff. Theory and practice: Uchebnik dlya vuzov / A.G. Maklakov. - SPb.: Peter, 2008. - 480 p.
10. Nemov R.S. Psychology: Slovar - spravochnik / R.S. Nemov. - M.: Izdatelstvo VLADOS - PRESS, 2003. - 304 p.
11. Platonov K.K. Kratkiy slovar sistemy psikhologicheskikh ponyatiy / K.K. Platonov. - M.: Vysshaya shkola, 2004. - 176 p.
12. Psychology. Glossary / Pod obshch. ed. A.V. Petrovskogo, M.G. Yaroshevsky. - M.: Politizdat, 1990. - 494p.
13. Complex of psychological diagnosis methods// Compilers: S.N.Alimkhodjaeva F.I.Haydarov.- Tashkent, Center for vocational guidance of students and psychological-pedagogical Republican diagnosis, 2008.-132 p.
14. Cheplyaev V.L. Subjective control and regulation of social behavior of the unemployed [electronic resource]. - Mode dostupa: <http://window.edu.ru>, svobodnyy.
15. Shcherbakova T.N. Subjective control and pedagogical obshchenii [electronic resource]. - Mode dostupa: <http://www.ipkpro.aanet.ru>, svobodnyy.
16. Goziev E.G.General psychology. - Tashkent: "National Society of Philosophers of Uzbekistan" publishing house, 2010.- 542 p.
17. Sottarovich N. A. PSYCHOLOGICAL ASPECTS OF MAKING AND IMPLEMENTING MANAGEMENT DECISIONS IN THE ACTIVITIES OF A LEADER //Galaxy International Interdisciplinary Research Journal. – 2024. – T. 12. – №. 2. – C. 291-295.

18. Nazarov A. S. PSYCHOLOGICAL ASPECTS OF MANAGEMENT DECISION-MAKING IN EMERGENCY SITUATIONS //Международный научно-практический электронный журнал" МОЯ ПРОФЕССИОНАЛЬНАЯ КАРЬЕРА". Выпуск. – 2022. – Т. 1. – №. 34. – С. 131.
19. Nazarov A. S. DECISION MAKING AS A KEY PART OF MANAGEMENT ACTIVITY //Международный научно-практический электронный журнал" МОЯ ПРОФЕССИОНАЛЬНАЯ КАРЬЕРА". Выпуск. – 2022. – Т. 1. – №. 33. – С. 77.
20. Nazarov A. S. RAHBAR FAOLIYATIDA QAROR QABUL QILISHNING DINIY VA IJTIMOY-PSIXOLOGIK XUSUSIYATLARINING TAHLILI //Academic research in educational sciences. – 2022. – С. 130-134.
21. Назаров А. РАЎБАРНИНГ ШАХСИЙ КОМПЕТЕНТЛИ ОМИЛИНИНГ БОШҚАРУВ ҚАРОРЛАРИНИ ҚАБУЛ ҚИЛИШГА ТАЪСИРИНИНГ ИЖТИМОЙ-ПСИХОЛОГИК ТАҲЛИЛИ //Международный научно-практический электронный журнал «МОЯ ПРОФЕССИОНАЛЬНАЯ КАРЬЕРА. – Т. 33. – С. 77.
22. Sottarovich N. A. FEATURES OF REFLECTION OF MODERN MANAGEMENT ASPECTS IN MANAGEMENT DECISION-MAKING //Western European Journal of Historical Events and Social Science. – 2024. – Т. 2. – №. 1. – С. 24-31.
23. Назаров А. С. QAROR QABUL QILISH ZAMONAVIY BOSHQARUV SUB’EKTINING MUHIM KOMPETENSIYASI SIFATIDA: Nazarov Azamat Sottarovich, O ‘zbekiston xalqaro islom akademiyasi katta o ‘qituvchisi, psixologiya fanlar bo ‘yicha falsafa doktori (PhD) //Образование и инновационные исследования международный научно-методический журнал. – 2023. – №. 10. – С. 345-351.
24. Назаров А. С. BOSHQARUV FAOLIYATIDA QAROR QABUL QILISH JARAYONINING GENDER VA IJTIMOY-PSIXOLOGIK XUSUSIYATLARI: Nazarov Azamat Sottarovich, O ‘zbekiston xalqaro islom akademiyasi katta o ‘qituvchisi, psixologiya fandlari bo ‘yicha falsafa doktori (PhD) //Образование и инновационные исследования международный научно-методический журнал. – 2023. – №. 6. – С. 336-338.