

SOCIO-PSYCHOLOGICAL CHARACTERISTICS OF REFLECTION AND SELF-REGULATION MECHANISMS IN THE FORMATION OF PSYCHOLOGICAL CULTURE AMONG YOUTH

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Abstract

This article analyzes the socio-psychological characteristics of reflection and self-regulation mechanisms in the process of forming psychological culture among youth. Psychological culture is considered an important factor ensuring the intellectual, emotional, and social development of the individual. The article examines the theoretical approaches of both domestic and foreign scholars to the problems of reflection and self-regulation. In addition, the results of an empirical study conducted among students of higher education institutions are presented. The findings demonstrate statistically significant relationships between the indicators of reflection, self-regulation, and psychological culture.

Keywords: Psychological culture, reflection, self-regulation, youth, personality development, socio-psychological factors.

Introduction

In modern society, the system of social relations is changing rapidly. This further increases the importance of psychological culture in the personal development and social adaptation of individuals.

Psychological culture includes a set of important personal qualities that enable an individual to understand themselves, regulate their own behavior, and establish effective communication with others.



Psychological culture is an integral characteristic of personality that encompasses knowledge about psychological processes, reflective abilities, and self-regulation skills. The problem of forming psychological culture among youth is of particular importance because it is precisely during youth that a person's worldview, values, and social activity are shaped.

Theoretical Foundations of the Research. Reflection is considered one of the important concepts in psychology. It is defined as the ability of an individual to understand and analyze their own thoughts, emotions, and the outcomes of their activities [4].

L.S. Vygotsky associated reflection with the development of higher psychological functions and interpreted it as a mechanism of self-awareness [1]. A.N. Leontiev examined reflection in relation to the internal structure of human activity and explained it as an important element in the process of understanding experience [2]. Self-regulation refers to a person's ability to set goals, plan actions, and control their own activities [5]. According to the studies of V.I. Morosanova, the level of self-regulation directly influences the effectiveness of educational and professional activities [5].

The system of personal values also plays an important role in the formation of psychological culture. In this regard, the theory of basic human values developed by the American psychologist S. Schwartz is of particular significance. According to this theory, human activity and behavior are regulated through a universal system of values. Schwartz identifies ten basic value types widely found in human culture: self-direction, stimulation, hedonism, achievement, power, security, tradition, conformity, benevolence, and universalism [6].

According to Schwartz, these values serve as important guiding factors in personal development and social relations. In particular, such values as universalism, benevolence, and self-direction play a significant role in shaping an individual's psychological culture. These values contribute to the development of respect for others, tolerance, and social responsibility. From this perspective, the formation of a value system is considered an important socio-psychological factor in the development of psychological culture among youth. From this perspective, the formation of a value system is considered an important socio-psychological factor in the process of developing psychological culture among youth.



As an important component of psychological culture, the ability of self-regulation is also of particular significance. This issue is widely discussed in the theory of self-regulated learning developed by the American psychologist B. Zimmerman. According to Zimmerman, self-regulation is characterized by a person's ability to set goals, plan activities, evaluate results, and control their own actions [7].

Zimmerman divides the process of self-regulation into three stages: the planning stage, the performance stage, and the reflection stage. In the first stage, an individual defines goals and chooses an activity strategy. In the second stage, the person monitors their actions during the activity process. In the third stage, the individual analyzes the results of their activities and draws conclusions for future actions. These processes demonstrate the interrelationship between reflection and self-regulation mechanisms.

According to Albert Bandura, human behavior and personal development are shaped through the interaction of the social environment, personal cognitive processes, and activity. Based on his social-cognitive theory, individuals are able to regulate their behavior through observing, evaluating, and controlling their own activities [8].

Bandura emphasized that people also learn by observing the behavior of others. This process is called modeling. He also introduced the concept of "self-efficacy," showing that a person's belief in their own abilities is an important factor in their activity, motivation, and personal development. From this point of view, Bandura argued that reflection and self-regulation abilities develop through the process of interaction between the individual and the social environment, and that they play an important role in the formation of psychological culture.

The theoretical approaches developed by Roy F. Baumeister and Kathleen D. Vohs are also important in explaining the significance of self-regulation mechanisms in the formation of psychological culture. In their studies, these scholars interpret self-regulation as the ability to control goal-directed behavior, restrain impulses, and effectively organize personal activities. According to them, self-regulation is one of the main psychological mechanisms that ensure successful functioning in social relationships, responsible decision-making, and personal development [9].

According to Baumeister and Vohs, the process of self-regulation is closely connected with cognitive, emotional, and motivational processes, ensuring an



individual's internal control. Their studies demonstrate that individuals with a high level of self-regulation are more capable of planning their activities, analyzing their behavior, and correcting their mistakes. This demonstrates the interrelationship between reflection and self-regulation mechanisms.

From this perspective, the development of self-regulation abilities is of great importance in the process of forming psychological culture among youth. Self-regulation enables individuals to control their actions, manage their emotional states, and function in accordance with the demands of the social environment. Therefore, the theoretical ideas proposed by Baumeister and Vohs scientifically substantiate that reflection and self-regulation mechanisms are among the important psychological factors in the formation of psychological culture among youth.

Research Materials and Methods. The empirical study was conducted among students of higher educational institutions. A total of 120 students aged 18–23 participated in the research.

To determine the level of reflection, A.V. Karpov's methodology for diagnosing personality reflexivity was applied [4]. To evaluate the level of self-regulation, V.I. Morosanova's methodology "Style of Self-Regulation of Behavior" was used [5]. The obtained data were analyzed using methods of mathematical statistics. Pearson correlation analysis was applied to identify relationships between the indicators.

Research Results. The data obtained during the study were aimed at determining the level of development of reflection and self-regulation mechanisms among students. The results of the analysis showed that the majority of students demonstrated an average level of development of these psychological mechanisms.

Table 1. Distribution of Reflection Levels

Level	Percentage (%)
High	25
Average	55
Low	20

As shown in Table 1, a high level of reflection was observed in 25% of the research participants, an average level in 55%, and a low level in 20% of the participants.

Table 2. Distribution of Self-Regulation Levels

Level	Percentage (%)
High	30
Average	50
Low	20

The data presented in Table 2 indicate that self-regulation was highly developed in 30% of the students, moderately developed in 50%, and poorly developed in 20% of the participants.

Table 3. Correlation Analysis

Indicators	r	p
Reflection – psychological culture	0.63	<0.01
Self-regulation – psychological culture	0.58	<0.01

The results of the correlation analysis demonstrated a positive and statistically significant relationship between reflection and psychological culture ($r = 0.63$, $p < 0.01$). In addition, a significant relationship was identified between self-regulation and indicators of psychological culture ($r = 0.58$, $p < 0.01$).

Discussion

The obtained results confirm the principles of the cultural-historical theory of psychology. According to this theory, self-awareness plays an important role in personal development [1]. Reflection enables young people to analyze their behavior and adjust it in accordance with social norms [4]. Self-regulation, in turn, plays a significant role in managing emotional states and ensuring social adaptation [5].

The obtained results indicate that reflection and self-regulation mechanisms play an important role in the formation of psychological culture among youth. According to the research findings, students with a high level of reflection demonstrated more developed abilities to analyze their actions, evaluate their behavior, and adapt to the demands of the social environment. This confirms that



reflection is an important mechanism in understanding the interaction between an individual's inner world and the external social environment.

These findings are consistent with the ideas proposed within the framework of cultural-historical psychology. In particular, according to L.S. Vygotsky, self-awareness and reflective thinking abilities are formed through the process of understanding and processing social experience. This indicates that reflection is an important factor in the spiritual and intellectual development of the individual. The research results also demonstrated that self-regulation mechanisms play a significant role in the formation of psychological culture. The ability of self-regulation enables individuals to set goals, plan activities, and control their actions. This contributes to increasing a person's social activity and responsibility. Such findings are also consistent with the theory of self-regulated learning developed by B. Zimmerman. According to this theory, effective activity depends on an individual's ability to plan, monitor, and analyze their own actions. In addition, the research findings indicate that the system of personal values and social relationships plays an important role in the formation of psychological culture. In this regard, the theory of human values developed by S. Schwartz is of particular significance. According to his theory, human behavior and social relations are determined by a system of basic values. Values such as universalism, benevolence, and self-regulation play a crucial role in the development of an individual's psychological culture.

Thus, the obtained results confirm that reflection and self-regulation mechanisms are important psychological factors in the formation of psychological culture among youth. In this regard, it is important to introduce psycho-pedagogical technologies into the educational process aimed at developing students' reflective thinking, independent decision-making skills, and the ability to analyze their own activities.

Conclusion

The results of the conducted research demonstrated that reflection and self-regulation mechanisms are important socio-psychological factors in the formation of psychological culture among youth. Psychological culture appears as an integral characteristic that ensures self-awareness, the regulation of internal



states, and the ability to establish effective communication with the social environment.

The research findings showed that the majority of students possessed an average level of development in reflection and self-regulation skills. At the same time, correlation analysis revealed a statistically significant positive relationship between the level of reflection and indicators of psychological culture. This confirms that reflection is an important mechanism in the process of understanding and analyzing one's own behavior, thoughts, and emotions.

It was also determined that the ability of self-regulation plays an important role in the formation of psychological culture. Self-regulation enables individuals to plan their activities, control their actions, and direct their behavior in a purposeful manner. Such abilities play a significant role in social adaptation and personal development.

The research results indicate that the development of reflection and self-regulation mechanisms positively influences the formation of psychological culture among youth. In this process, educational institutions, the social environment, and the system of upbringing play an important role. Therefore, it is advisable to introduce special psycho-pedagogical programs aimed at developing reflective thinking, independent decision-making, and self-analysis skills among students during the educational process.

Furthermore, the system of personal values, social relationships, and motivational factors also play a significant role in the formation of psychological culture among youth. This demonstrates the necessity of studying this issue in a comprehensive manner.

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