

THE INFLUENCE OF LIFE CONTENT AIMING ON THE FORMATION OF LIFE CHOICES DURING THE STUDENT PERIOD

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Abstract. In the article, we focused on highlighting the impact of targeting life content on the development of life choices during the student period. First of all, the essence of the concept of life meaning, its specific features, criteria and aspects of manifestation are shown during the student period. At the same time, the influence of life content on the possibility of choosing life during the student period has been empirically examined.

Keywords: student personality, life meaning, choice, life choice, goal, process, result, self-locus of control, life locus of control, thoroughness of choice, non-contradiction of choice, independence of choice, satisfaction with choice, life directions, personal maturity, value orientation, active striving for the future, emotional orientation, interest in moral problems.

ВЛИЯНИЕ ОРИЕНТИРОВАНИЯ НА СОДЕРЖАНИЕ ЖИЗНИ НА ФОРМИРОВАНИЕ ВОЗМОЖНОСТИ ВЫБОРА В ОТНОШЕНИИ К ЖИЗНИ В ПЕРИОД СТУДЕНТСТВА

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Аннотация. В статье мы сосредоточились на освещении вопроса влияния ориентации на жизненный смысл на развитие возможности выбора относительно жизни в студенческий период. Прежде всего, в студенческом периоде показаны сущность и содержание понятия жизненного смысла, его специфические особенности, критерии и аспекты проявления. Вместе с тем, эмпирически исследовано влияние содержания жизни на возможность выбора относительно жизни в студенческий период.

Ключевые слова: личность студента, жизненный смысл, выбор, жизненный выбор, цель, процесс, результат, локус контроля, локус контроля жизни, тщательность выбора, бесконфликтность выбора, независимость выбора, удовлетворенность выбором, жизненные направления, личностная зрелость, ценностная направленность, активное стремление в будущее, эмоциональная направленность, интерес к нравственным проблемам.



ТАЛАБАЛИК ДАВРИДА ҲАЁТГА НИСБАТАН ТАНЛОВ ИМКОНЯТИНИ ШАКЛЛАНИШИГА ҲАЁТИЙ МАЗМУННИ МЎЛЖАЛГА ОЛИШНИНГ ТАЪСИРИ

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Аннотация. Мақолада талабалик даврида ҳаётга нисбатан танлов имкониятини ривожланишига ҳаётий мазмунни мўлжалга олишнинг таъсири масаласини ёритишга эътибор қаратдик. Даставвал талабалик даврида ҳаётий мазмун тушунчасининг мазмун-моҳияти, унинг ўзига хос хусусиятлари, мезонлари ҳамда намоён бўлиш жиҳатлари кўрсатиб ўтилган. Шунинг билан бирга талабалик даврида ҳаётга нисбатан танлов имкониятига ҳаётий мазмунни таъсири эмпирик жиҳатдан текширилган.

Калит сўзлар: талаба шахси, ҳаётий мазмун, танлов, ҳаётий танлов, maqsad, jarayon, natija, men lokus nazorat, xayot lokus nazorat, tanlovning puxtaligi, tanlovning ziddiyatsizligi, tanlov mustaqilligi, tanlovdan qoniqish, ҳаёт йўналишлари, шахсий етуклик, қадриятлар йўналганлиги, келажакка фаол интилиш, ҳиссий йўналтирилганлик, ахлоқий муаммоларга қизиқиш.

In the modern world, especially in the context of uncertainty and rapidly changing realities, the meaning of life is becoming increasingly important and relevant. For young people, especially students, the development of meaningful life paths is becoming crucial in finding their place in life, identifying their talents, and determining the direction of personal development. Modern youth are falling under the influence of the era of mass consumption. This leads to the constant spread of conflicting knowledge and values. As a result, young people face difficulties in forming their personality, as they lose their main goals in life. Therefore, the modern education system pays great attention to the transfer of knowledge, but the problem of forming a person's value-based and meaningful attitude toward the world is still one of the issues awaiting resolution. The primary goal of education is not only to impart knowledge but also to form the spiritual and moral component of the worldview [8].

Furthermore, a shortage of the individual's humanitarian experience is observed in modern society. This reflects the formation of reflective awareness and subject-subject cultural creativity. It should be noted that "the meaning of life" manifests as a relationship linking the structure of the subject's objective life situations and activities. A.G. Asmolov introduces the concept of a "content orientation," which plays a leading role in the regulation of activity. The main function of the content instruction is to manage and stabilize activity, which helps motivate actions.

In particular, students, in the modern information society, are exposed to large amounts of information, the impact of which can lead to the loss of their values and direction in life. The lack of such skills can lead to insurmountable difficulties not only in the learning process but also in everyday life. The university's mission is to teach





learning—that is, how to navigate the flow of information and survive in digital jungles [5].

Modern society, experiencing socio-economic development, has fallen into a state of instability and uncertainty. This has a powerful impact on the very perception of the world and what is happening. The decay of old ideals and values is being observed among modern youth. This requires the formation of new life directions.

V.I. Slobodchikov defines studenthood as a stage of individualization. In this case, a person can interact with other people. Striving to find the meaning of life, setting goals, and finding one's place in life are important indicators of personal maturity during the student period. At the same time, many researchers note that students face difficulties in determining the meaning of life. According to V.E. Chudnovsky, in adolescence, it is much more difficult for a person to determine the main direction of life due to the limitation of life experience and a lack of knowledge. According to A. N. Leontiev and D. B. Elkonin, during the student years, educational and professional activity becomes the leading type of human activity.

It is well known that choosing one's life path and future profession is an important problem for a student. During this period, a person's level of responsibility increases. In turn, every mistake in choosing life goals can lead to serious consequences. The sociologist V. I. Shubkin emphasized this characteristic, describing student life as the most fateful period of life, and the price of a mistake is perceived as particularly tragic.

Developing meaningful life orientations in students helps in shaping their personalities. It helps to set goals in life, learn how to make decisions, and realize the path to success. Modern youth face many complex life situations that require making important decisions, and in this regard, the development of clear value orientations is of particular importance [13].

The main aspects of the problem of the meaning of life are a person's desire for self-awareness and the actualization of their needs. Under such conditions, the meaning of life is largely determined by a person's ability to engage in creative activity. Since the pursuit of meaning is inherent in all people, the inability to satisfy such a need can lead to nervous disorders and mental disorders.

Depending on the meaning of life, individuals may focus more on material well-being, internal development, social justice, spirituality, or other goals. In particular, while some people strive for career growth and achievement in the professional sphere, others focus more on family relationships and satisfying personal needs.

Researchers point to a number of specific characteristics of meaningful life paths during the student years. These are:

- active striving for the future;
- emotional orientation;
- interest in ethical issues;

- inconsistency between the content of life directions and the direction of their professional training [8].

The study of life orientations allows for an understanding of why people perform certain actions, how they perceive the surrounding world, and what moral guidelines they possess. It is also important to note that the meaningful directions of life can change depending on circumstances and changes in an individual's personal life. O.A. Zaitseva emphasizes in her works that meaningful life orientations are a complex concept that encompasses the core values and attitudes of individuals. Studying these areas is important for understanding human motives and behavior in various spheres of life and can help create social programs, promote specific goals, and better understand human nature. He concludes about the connection between the content of life directions and the choice of profession [6].

Developing students' meaningful life paths is a crucial task in the educational process, directly impacting their personal and professional development. Content orientations define an individual's value orientations and characterize their life position. An important aspect of developing meaningful life orientations is the development of an active life position, readiness for personal and professional growth, as well as a desire for self-improvement [4].

Student life is a period aimed at forming a self-developing personality capable of actively participating in material and spiritual processes. Higher education plays an





important role in this system of training. Provides a developing environment for the development and expansion of life directions.

One of the key factors in developing students' meaningful life paths is the educational environment. It is important to create conditions for students' self-awareness and the development of their interests and inclinations. It is necessary to ensure the maximum variety of forms and methods of education that contribute to the development of students' individuality and diverse interests [5].

Another factor influencing the development of meaningful life paths for students is professional self-determination. It is important to help students choose a profession, direct them toward realizing their potential and promising growth, and provide them with the opportunity to acquire new knowledge and skills necessary for professional activity [7].

Developing meaningful life paths for students is an important task that requires a comprehensive approach and cooperation between educational institutions, teachers, and students. Creating conditions for self-awareness, orientation toward an active life path, and supporting professional growth and development is of particular importance [1]. Thus, a student's life directions and social adaptation interact and influence each other. It shapes overall life direction and educational and career success.

In this regard, the direction of life's meaning, which defines an individual's value orientations and goals, as well as leads to the search for one's place in life and society, is of great importance [4]. In a student's social adaptation, meaningful life orientations act as a guide for their behavior and help them overcome difficulties arising during the educational process. They help the student identify their goals and ways to achieve them, forming in them a sense of purposefulness and motivation for activity [2].

A student's meaningful life orientation is an important condition for social adaptation and successful education, determining an individual's value orientation and motivation. Developing a student's meaningful life trajectories is an important task of higher education, requiring educational institutions to create conditions that facilitate the formation of success and development trajectories in students [3]. The value-based and meaningful life paths of modern students are characterized by a contradictory competition between material and spiritual-moral values. This negatively affects the further development of the modern student's personality.

In general, the development of meaningful life directions for students' educational activities is a complex and multifaceted process that requires the use of various methods and techniques. However, the successful development of these areas is a key factor for the successful socialization of students in the modern world [9, 10, 11, 12].

Student years are considered one of the most difficult periods in a person's life. During this period, the realization of meaningful life goals occurs. As a result, the entity's activities will have a promising strategic direction. During the student period, conditions are formed for the formation of a higher system of management, which is specifically shaped and characteristic of a more self-sufficient individual. Since the life direction of students develops during the process of personal and professional self-determination, they also develop in close connection with the formation of the primary motive and the identification and formation of the primary task determined by the mastery of the future profession.

It is known that during the student period, we focused on studying the influence of life content orientation on the formation of choices regarding life. For this purpose, D.A. Leontiev's "Subjective Quality of Selection" questionnaire and the "Targeting for Life Content" methodology were used in the group of subjects. The conducted methodologies were analyzed quantitatively and qualitatively and reflected in the table.

Table 1

The relationship between the possibility of choosing life and focusing on the meaning of life during the student period

Criteria for determining the meaning of life	Chair	Vital Selection Indicators			
		Thoroughness of selection	Non-contradiction of choice	Independence of choice	Choice satisfaction





Purpose	1-kurs	-0,11	0,11	0,07	0,18**
	3-kurs	0,08	0,12	0,001	0,27**
Process	1-kurs	-0,04	0,05	-0,002	0,13
	3-kurs	0,22**	0,20*	0,18*	0,26**
Result	1-kurs	0,05	0,03	0,06	0,09
	3-kurs	0,04	0,03	0,19*	0,14
I control the locus	1-kurs	0,18*	0,16*	0,06	0,28**
	3-kurs	0,24**	0,29**	0,12	0,37**
Life locus control	1-kurs	0,12	0,08	0,08	0,08
	3-kurs	0,14	0,10	0,21**	0,21**

According to the results of Table 1, it was noted that 1st-year students have a high degree of significant correlation with satisfaction with the goal selection ($r=0.18$; $p \leq 0.01$). At the same time, it was observed that the goal is an independent component without interconnection with the thoroughness of the selection, the lack of contradiction in the selection, and the independence of the selection. In 3rd-year students, it was established that the goal has a highly significant correlation with satisfaction with the choice ($r=0.27$; $p \leq 0.01$). In turn, it was found that the goal is a separate phenomenon without interconnection with the thoroughness of the selection, the lack of contradiction in the selection, and the independence of the selection.

According to the results of the methodology, it was noted that in 1st-year students, the process is an independent component without interconnection with life choice criteria. In 3rd-year students, it was established that the process has a high degree of significant correlation with the thoroughness of the selection ($r=0.22$; $p \leq 0.01$), satisfaction with the selection ($r=0.26$; $p \leq 0.01$), non-contradiction of the selection ($r=0.20$; $p \leq 0.05$), and selection independence ($r=0.18$; $p \leq 0.05$).

According to the research results, it was observed that the result among first-year students is an independent component that does not interact with life choice criteria. In 3rd-year students, it was established that the result correlates with the independence of the selection ($r=0.19$; $p \leq 0.05$). In turn, it turned out that the result is a separate phenomenon without interconnection with the criteria of life choice, such as the thoroughness of the choice, the absence of contradictions in the choice, and satisfaction with the choice.

According to the experimental results, it was noted that in 1st-year students, the "I" locus has a high degree of correlation with satisfaction with the control sample ($r=0.28$; $p \leq 0.01$), with the thoroughness of the sample ($r=0.18$; $p \leq 0.05$), and with the absence of contradictions in the sample ($r=0.16$; $p \leq 0.05$). At the same time, I established that the locus of control is an independent phenomenon without interconnection with the independence of selection. In 3rd-year students, a high degree of significant correlation was observed between the I-locus and the thoroughness of the control selection ($r=0.24$; $p \leq 0.01$), the lack of conflict in the selection ($r=0.29$; $p \leq 0.01$), and satisfaction with the selection ($r=0.37$; $p \leq 0.01$). In turn, I noted that the locus of control is a separate phenomenon that does not interact with the independence of the sample.

Based on the results of empirical data, it was established that the life locus in first-year students is a separate component that does not interact with selection criteria for control life. In 3rd-year students, a high correlation was observed between the locus of life and the independence of the control selection ($r=0.21$; $p \leq 0.01$), as well as satisfaction with the selection ($r=0.21$; $p \leq 0.01$). At the same time, it was established





that the locus of life is an independent component without significant interconnections with the thoroughness of control selection and the absence of contradictions in selection.

The development of students' ability to make choices regarding life can be ensured by fulfilling the following psychological conditions:

- creating a favorable psychological environment that expands the pedagogical scope of educational activities by ensuring a desire to express and reveal one's thoughts and feelings. The application of student-centered educational technologies, such as dialogue, reflection, self-analysis, and project activities, allows students to realize their value orientations and develop them in the educational process;
- helps students develop self-organization and management skills, set life goals and objectives, plan activities, and effectively use their time;
- regular analysis of educational results and adjustment of the educational program in accordance with the needs and interests of students.

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