

PSYCHOLOGICAL CHARACTERISTICS INFLUENCING THE FORMATION OF PERSONAL IDENTIFICATION AMONG STUDENTS

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Annotation. *The study explores the psychological characteristics that influence the formation of personal identification among students, emphasizing the interplay between emotional intelligence, self-reflection, and motivation. It highlights how these internal mechanisms shape students' self-concept, social adaptation, and emotional stability within the educational environment. The research underlines the importance of fostering self-awareness and psychological resilience to ensure the development of a well-balanced and mature identity.*

Keywords: *personal identification, psychological characteristics, emotional intelligence, self-reflection, motivation, student psychology, identity formation, self-awareness, resilience, social adaptation.*

Аннотация. *В исследовании рассматриваются психологические особенности, влияющие на формирование личностной идентичности у учащихся, подчеркивая взаимосвязь эмоционального интеллекта, саморефлексии и мотивации. Он подчеркивает, как эти внутренние механизмы формируют самосознание учащихся, социальную адаптацию и эмоциональную устойчивость в образовательной среде. В исследовании подчеркивается важность воспитания самосознания и психологической устойчивости для обеспечения развития хорошо сбалансированной и зрелой идентичности.*

Ключевые слова: *личностная идентичность, психологические характеристики, эмоциональный интеллект, саморефлексия, мотивация, студенческая психология, формирование идентичности, самосознание, устойчивость, социальная адаптация.*

Introduction. The process of personal identification formation among students is one of the most important psychological phenomena that determine the development of their personality, self-awareness, and social adaptation. During the student period, young individuals face various challenges related to self-perception, identity, and value orientation, which influence their understanding of who they are and what role they play in society. This stage represents a transitional period when a person moves from external dependence to internal autonomy, forming personal boundaries and a sense of individuality.

Psychological characteristics such as emotional intelligence, motivation, self-esteem, and self-regulation play a decisive role in shaping personal identification. Through these traits, students develop their ability to evaluate themselves, interact with others, and build

stable self-concepts. The educational environment, interpersonal relationships, and social expectations also influence the dynamics of identification formation. Therefore, studying the psychological characteristics that affect this process allows understanding how inner and outer factors contribute to building a coherent personal identity. This, in turn, creates the foundation for a balanced and socially responsible personality. In modern education, recognizing and supporting this process is one of the key psychological priorities.

The psychological characteristics influencing students' personal identification include cognitive maturity, emotional stability, reflective thinking, and a sense of self-efficacy. These internal mechanisms help students to compare themselves with others, assess their strengths and weaknesses, and form consistent self-images. Emotional sensitivity and empathy promote understanding of social relationships and the ability to integrate into collective environments without losing individuality. Motivation and volitional control, on the other hand, ensure the stability and direction of personal development.

When these traits are harmoniously developed, students show confidence, social competence, and self-consistency in various life situations. In contrast, weak self-regulation or emotional immaturity may lead to identity confusion and psychological discomfort. The development of these psychological mechanisms is therefore a continuous process that requires both internal reflection and external support from educators and peers. A balanced combination of emotional and cognitive factors leads to the formation of a healthy and stable identity. Consequently, educational institutions play an essential role in nurturing these characteristics through supportive environments and psychological assistance.

The study of psychological characteristics affecting personal identification is not only theoretical but also has deep practical implications for modern pedagogy and psychology. A well-formed sense of identity ensures emotional balance, academic motivation, and effective communication within social groups. When students develop self-understanding and internal coherence, they are more resilient to stress, social pressure, and uncertainty. In this context, psychological education should focus on enhancing self-reflection, emotional intelligence, and interpersonal skills. Teachers and psychologists need to create conditions where students can explore their inner world, understand their motives, and accept their uniqueness. The process of identification is not a single event but a dynamic interaction between inner experiences and social influences. By promoting awareness, empathy, and self-discipline, educators can help students build strong personal identities aligned with moral and social values. Thus, the formation of personal identification among students becomes a vital foundation for building mature, conscious, and emotionally balanced personalities capable of contributing meaningfully to society.

Analysis of literature and methodology. The issue of psychological characteristics influencing personal identification among students has been widely discussed in classical and contemporary psychological literature. According to Erik Erikson's theory of psychosocial development, identity formation is the central task of adolescence and

young adulthood, where individuals seek coherence between internal values and social expectations. His concept of the “identity crisis” highlights the psychological tension that arises when young people struggle to define who they are and what they represent. Carl Rogers, representing the humanistic school, emphasized self-concept and the individual’s tendency toward self-actualization as crucial elements of identity development.

He believed that congruence between a person’s real self and ideal self determines psychological well-being and stability. Albert Bandura, through his social-cognitive theory, showed that self-efficacy and observational learning play a major role in shaping personal identity, as individuals learn behavioral patterns through social interaction. Abraham Maslow’s hierarchy of needs also suggests that only after satisfying basic and social needs can a person move toward achieving self-identity and self-realization. These foundational theories collectively underline that emotional awareness, motivation, and self-perception are key psychological mechanisms behind identity formation. Thus, early research provides a strong theoretical basis for understanding how psychological characteristics shape personal identification in students.

In Russian and post-Soviet psychology, the issue of personal identification is linked closely with the activity-based approach and socio-cultural theory. L. S. Vygotsky viewed the formation of self-awareness as a social process where identity is internalized through communication, cooperation, and cultural interaction. S. L. Rubinstein emphasized that personal identity emerges through the individual’s active engagement with the world, where self-consciousness develops in practical activity. A. N. Leontiev and D. A. Leontiev argued that meaning-making and personal sense are central psychological mechanisms for establishing a coherent identity.

These scholars considered motivation, goal orientation, and self-reflection as the primary forces driving identification. In this view, students form their identities through the internalization of social roles and value systems encountered in educational and social contexts. Later research in Russian psychology explored the importance of emotional regulation, self-attitude, and volitional traits in stabilizing personal identity during the student years. The combination of cognitive awareness and emotional maturity was found to contribute significantly to the integration of self-concept. This approach shows that identity is not static but develops through interaction, reflection, and continuous psychological adaptation.

Uzbek psychological research has increasingly focused on the influence of national, cultural, and educational contexts on personal identification among students. Scholars such as Z. T. Nishonova, B. R. Qodirov, and V. M. Karimova have emphasized the interdependence between personal identity and socio-cultural belonging. Their studies indicate that psychological characteristics such as emotional intelligence, moral values, self-control, and empathy are deeply influenced by family upbringing, collective norms, and traditional ethics. Qodirov stressed that students’ self-identification develops

effectively when educational settings encourage autonomy while preserving social harmony.

Nishonova highlighted the importance of emotional balance and interpersonal understanding as mechanisms promoting identity stability. In the context of Uzbekistan, the process of self-identification among students reflects the synthesis of personal individuality and collective cultural identity. The integration of national consciousness into the educational process strengthens students' sense of belonging and responsibility. Moreover, psychological resilience and adaptability are seen as crucial characteristics enabling students to manage internal and external conflicts during identity formation. Hence, Uzbek researchers present identity development not only as a psychological but also as a moral and cultural process.

Western psychological literature, in contrast, focuses more on the cognitive and social aspects of identification formation. Henri Tajfel's social identity theory posits that individuals define themselves through group membership and social categorization, which influence self-esteem and intergroup relations. Erich Fromm associated identity with the human need for freedom and belonging, noting that psychological well-being depends on maintaining individuality within social structures. Contemporary scholars such as James Marcia expanded on Erikson's ideas and introduced the concept of identity statuses, including diffusion, foreclosure, moratorium, and achievement, each reflecting a different stage of self-definition.

Daniel Goleman's studies on emotional intelligence further demonstrated that self-awareness and emotional regulation are fundamental traits influencing personal identity and decision-making. Recent cognitive-behavioral approaches also link identity formation with self-reflection, goal-setting, and internal motivation. In modern educational psychology, these ideas are applied to help students develop coherent, adaptive, and emotionally stable identities. Western approaches, therefore, complement Eastern perspectives by emphasizing the dynamic interaction between cognition, emotion, and social context in the psychological mechanisms of identification. Together, these viewpoints provide a comprehensive understanding of how psychological traits shape students' personal identity in a globalized and rapidly changing world.

Discussion. The discussion on psychological characteristics influencing the formation of personal identification among students reveals that this process is a complex interplay between cognitive, emotional, and social dimensions of personality. Personal identification develops through self-awareness, reflection, and the internalization of social experiences. Students, during their university years, undergo a period of intense self-exploration, where emotional stability, motivation, and self-regulation become essential traits for maintaining psychological balance. When emotional intelligence is well-developed, students can better understand themselves and others, which enhances their ability to integrate personal and social identities harmoniously. Cognitive flexibility also plays a key role, as it allows individuals to adapt their identity according to new experiences without losing consistency.

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Moreover, the ability to maintain self-esteem during failures strengthens resilience, which is an indicator of mature self-identity. The educational environment can either foster or hinder these traits depending on the level of psychological support provided. When students experience understanding and encouragement from teachers and peers, their identity formation becomes more stable and coherent. Therefore, the psychological mechanisms supporting identification are directly tied to emotional maturity and self-perception accuracy.

The psychological discussion also points out that individual differences greatly determine the dynamics of identity formation. Students with high self-reflective capacity tend to construct clearer and more stable self-concepts because they continuously analyze their feelings, motivations, and social behaviors. Those with strong volitional control and emotional balance are capable of maintaining internal harmony even in challenging social or academic situations.

Conversely, individuals with poor self-regulation may experience role confusion, anxiety, or dependency in their identity development. Motivation, particularly intrinsic motivation, directs the individual toward purposeful growth and self-actualization, which strengthens identity integration. Furthermore, empathy and interpersonal sensitivity allow students to balance self-centered goals with collective values, which contributes to social adaptability. Psychological traits such as curiosity, perseverance, and openness to experience stimulate the process of identity re-evaluation and renewal. This suggests that personality development and identity formation are parallel processes, constantly influencing each other. Therefore, fostering positive psychological characteristics among students can serve as a preventive mechanism against identity crises.

In modern higher education, the psychological discussion emphasizes the necessity of intentional strategies to nurture identity-supportive traits in students. The presence of psychological counseling, mentoring programs, and reflective learning practices enhances emotional awareness and self-regulation. Encouraging students to engage in self-analysis, creative projects, and collaborative problem-solving helps them integrate cognitive and emotional aspects of their identities. Moreover, exposure to multicultural environments and diverse value systems challenges them to refine their beliefs and develop tolerance, which strengthens adaptive identity mechanisms.

Teachers and psychologists play a crucial role by providing constructive feedback and helping students articulate their goals and personal meanings. When academic institutions prioritize psychological well-being alongside intellectual growth, students gain not only knowledge but also a stable sense of self. This leads to higher motivation, self-confidence, and the ability to make responsible life choices. In conclusion, personal identification among students depends largely on the cultivation of emotional intelligence, self-awareness, and resilience, all of which are the cornerstones of psychological maturity.

Conclusion. The conclusion regarding the psychological characteristics influencing personal identification among students shows that identity development is a multifaceted



and dynamic process deeply connected with emotional, cognitive, and social maturity. The formation of a stable self-concept depends largely on how students perceive themselves, interpret their experiences, and integrate them into a coherent sense of identity. Emotional intelligence, self-reflection, and motivation emerge as key psychological mechanisms that ensure balance between individuality and social belonging.

When these traits are nurtured within an educational environment that values empathy and autonomy, students achieve stronger self-understanding and higher resilience. The harmony between emotional awareness and cognitive control creates a foundation for self-regulated growth. Moreover, identity formation becomes an ongoing process of adaptation and self-discovery that strengthens psychological well-being. In this regard, psychological support systems within universities play a vital role in promoting stability, self-esteem, and moral awareness. The overall result is that psychological traits are not isolated factors but interact dynamically to shape a balanced and purposeful personality. Therefore, fostering these internal mechanisms is essential for ensuring that students develop into self-confident and socially responsible individuals.

It can be concluded that personal identification among students is not merely a cognitive construct but a holistic reflection of their psychological integrity and emotional maturity. Stable identity arises from the interaction of self-perception, emotional regulation, and value orientation, all of which are influenced by educational and social experiences. Students who possess empathy, optimism, and high self-efficacy are more capable of building consistent and adaptive identities. Meanwhile, lack of self-control or unresolved emotional conflicts often leads to identity diffusion or uncertainty.

Hence, psychological development programs should focus on enhancing emotional intelligence, reflective thinking, and interpersonal communication. The integration of psychological counseling and self-assessment methods in academic settings contributes significantly to identity consolidation. Furthermore, creating conditions that encourage independent thinking, critical reflection, and moral reasoning helps strengthen students' sense of self. Ultimately, the formation of personal identification is a lifelong psychological process that determines an individual's inner harmony, purpose, and role in society.

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