



PSYCHOLOGICAL FEATURES OF THE PERSONALITY OF UNIVERSITY STUDENT

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ABSTRACT

The article presents modern data of psychological characteristics of university students, focused on particular age, interests, their levels and their background influence. The work is focused on the idea of the dynamics of the psychological characteristics of students seems valuable from the standpoint of the optimal choice of the program they study as well as their achievement.

KEY WORDS: *psychology of student, the student's personality typology, level, characteristics, education.*

Аннотация: В статье представлены современные данные психологические характеристики студентов вузов, учитывая их возраст, интересы, уровень и их фундаментального знания. Работа ориентирована на представление о динамике психологических характеристик студентов, представляющих ценность с точки зрения оптимального выбора изучаемой ими программы, а также их достижения.

Ключевые слова: психология студента, типология личности студента, уровень, характеристики, образование.

Psychological characteristics of students from the position and development as well the psychological skills of the development of different levels of education is revealed through the knowledge of ageology and psychology. The first phenomena describes characteristics of each age period and the second considers the dynamics of psychological properties under individual age, but also the duration and dynamic state of those processes. B.G. Ananyev's reasearches showed that at the age from 18 to 35 years, periods of stagnation in psychological development are noted only in 14.2% of people, and usually last no more than 2-3 years, which determines this age range as a period of intensive development [2]. If we analyze the processes of memory and thinking within this age period, then interesting features reveals by the time. According to Yu.N. Kalyutkina and Ya. I. Petrov at the age of 19, there is a peak in the functional capabilities of memory, at the age of 20 an increase in heuristic (thought) processes, then at 20-22 years old

memorization decreases for some time, and at 21-22 search activity develops. At the age of 23-24, memory grows again, followed by heuristic processes at the age of 25-26. Further, the peak of memory falls on 30 years, and the peak of heuristic processes at 32. Despite the apparent oscillatory dynamics, the functions of memory and thinking in this age period are extremely well expressed. In addition, at the age of 18-20 years (the period of entering the university), it is characterized by a highly intensive development of moral and aesthetic feelings, growing up with the features inherent in this process (inclusion in an independent life, the creation of family relations, mastering initial professional and labor skills, socialization). During this period, a person goes through 4 stages of identity development:

1) Uncertain identity, an individual has not defined his / her beliefs, profession, has not faced an identity crisis. This is usually the situation of a schoolchild who lives in a familiar home environment and does not need changes.



2) Premature identification an individual has defined his beliefs and approaches, but taking into account other people's experience, under the influence of the opinions of strangers. This period is experienced by many in different ways; it can be extended over the time. The choice of an educational trajectory and profession can occur under the influence of parents, friends, acquaintances, without sufficient justification. Looks are often made up of a mixture of fashion trends and a desire to stand out from others.

3) The third Period "Maratoria", the individual begins self-determination, chooses from the available options. Often this period falls on the entire period of study in the bachelor's and specialty programs, sometimes it can take the time of the internship and residency. A number of students go through several educational programs to figure out what is interesting to them. For example, if they are students of Medical university, they graduate from the program in the specialty as "Medical and Preventive Care", and then enter the external program "General Medicine", or complete the "General Medicine", and enter the program "Pharmacy", undergo residency in the specialty "Dermatovenereology", and then suddenly they also decide to graduate with a degree in Urology.

4) Mature identity an individual has gone through an identity crisis, made a choice of beliefs, attitudes and moved on to practical self-realization. This is professionally already a deliberate activity in the formation of a specialist in one specific medical or pharmaceutical direction. In the course of training, the situation with the perception of one's aspirations is constantly changing. Admission to a university, especially such a prestigious one as a medical one, is a significant increase in self-esteem, it is immersion in an elite environment of communication with people who have similar interests and beliefs. However, these are the first difficulties in mastering university program, which each individual experiences in his own way. The process of adaptation to learning in the first year is associated with the following problems:

- a) Negative emotions from changing the usual way of getting education and changing the team;
- b) Reducing parental control, the need for self-control and self-planning;
- c) The need to solve, along with difficulties in the educational process, also household and economic difficulties (housing, transport, food, clothing, distribution of finances, etc.);
- d) Lack of understanding of the goals of obtaining education in relation to their future profession;

The process of adaptation to new learning conditions usually takes 1-1.5 years. By the 3rd year, a mature view of the university, teachers and for

classmates is formed and the most vital issue to the profession. This is due to the formation of the personality in the team, its maturation. By this period, according to experts, about 64% of students claim that they have chosen their future profession correctly. Also, by this time, the student's working capacity, accuracy in completing assignments increases, perseverance in lectures increases and in parallel with this, the mind, intellect, thinking, memory, perception, erudition, logic, etc. develops. In the 4th year (final in undergraduate programs), the sphere of professional interests narrows, which is associated with long periods of practices, there is a crisis of choosing a narrow specialty. As practice shows, when choosing a narrow specialization, 30% of students have difficulties in choosing the programs. However, up to 5% of those who entered the internship and residency programs during the first 2-3 months of training express dissatisfaction with the choice and, for one reason or another, come to the idea of changing their profession. This indicates the presence of not only objective circumstances that impede the development of certain programs, but also the psychological immaturity of the individuals making the choice. Adaptation to the internship, residency, postgraduate program is much easier and takes only 0.5 year, this is due to the fact that the student already has experience in university studies and adapts only to the specifics of these programs.

In the learning process, many students are guided by the acquisition of the competencies they need to master the profession and further work. This motive is natural, important and characteristic of a significant part of students in a particular profession. Students seeking to study disciplines that they like for some reason. Often this interest can be associated with the personality of the teacher, who is very brightly, figuratively, interestingly, kindly expounds the educational material. Students who are not interested in studying, they do not understand the meaning of their stay in university, do not understand the value of the medical profession. Most often, these students entered the university at the insistence of relatives or friends. It will be helpful to divide students by academic performance. It is worth noting that this approach is most widely used among teachers: Excellent mark students, strive to acquire universal and professional competencies, they are usually interested in learning, they clearly understand the goal of the educational process and strive to achieve it. Good mark students, are a special category of middle peasants, among whom there are students with good abilities, but lazy, and there are those with poor abilities, but extremely hardworking. In the future, both of these categories can provide good doctors or average engineer who are having mastered their professional competencies well, will cope with routine activities in their specialty. "Weak" mark



students are a category of persons who study for “satisfactory” and sometimes for “unsatisfactory”. Their appearance may be due to various factors, this is a lack of adaptation to the university system of education (there may be domestic, family problems, peculiarities of intelligence, etc.), the wrong choice of profession, dishonesty in studies, including those caused by pathological addictions (alcohol, drugs etc.). In order to transfer this category of students into one of the two previous ones, you need to understand the reason for their "weakness" and use a whole arsenal of educational techniques to help them. Overcoming communication barriers, understanding the psychological characteristics of students is important from the standpoint of overcoming communication barriers in the "teacher - student" link. Often, an understanding of psychology, awareness of personal difficulties allows you to remove these barriers. The most common mistakes of teachers, leading to the emergence of communication barriers, can be summarized as follows. Among the individual psychological characteristics of students that affect the success of learning, the researchers consider, first of all, the level of development of general abilities (intelligence, creativity, learning), general motivation that extends to many areas of the personality (for example, achievement motivation), and specific learning motivation. The level of achievement motivation among excellent students is not so unambiguously resolved: we did not reveal statistically significant differences between the samples of students with ultra-high and with high and medium learning success. However, if we separately consider the motivation for achievement among students who are excellent students at the university (excluding from the sample of high school students who at the university have lowered their level of academic success), we can conclude that their level of achievement motivation is higher than that of the rest of them. fellow students. The most significant differences are observed in the indicator of achievement motivation in the first year: students who passed their first session with excellent marks are much more motivated to achieve than their less successful classmates.

As a result of our research indicate that students with very high learning success do indeed have a higher level of non-verbal intelligence, are guided mainly by achievement motivation, are highly demanding of themselves and highly value their contribution to learning success and this success itself. As for the implicit theories of learning, according to this criterion, there are significant individual differences in the sample of students with super-high success in educational activities, which can be considered the basis for constructing a typology of excellent students.

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