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Research Article

THE RELATIONSHIP BETWEEN SELF-CONFIDENCE AND PERSONALITY TRAITS IN STUDENTS

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ABSTRACT

Self-confidence is a personality trait, the core of which is the individual's positive assessment of his or her own skills and abilities as sufficient to achieve significant goals and satisfy his or her needs.

KEYWORDS

Student, confidence, personal qualities, self-esteem, communication skills, achievement motivation, resilience.

INTRODUCTION

Among such most important personal qualities are confidence and sociability, which form the ability of an individual to effectively build communication and productively realize their communicative skills, confidently navigate the growing flow of information and find solutions to emerging difficulties and problems. However, despite the existing demand from modern

science, practice and society, many issues of studying and forming confidence and sociability in the system of personal adaptation factors remain unresolved. At the same time, existing studies note a high degree of "spontaneity" of the adaptation process in first-year students, its insufficient study in second- to fifth-year students. In our opinion, without knowledge of

the patterns of development and taking into account the characteristics of personal qualities and properties, it is impossible to ensure the formation of the adaptive potential of the individual and the readiness of students not only for further professionalization, but also for active life with prospects and opportunities for self-improvement. Therefore, the study of the psychological characteristics of confidence and sociability of students during their studies and adaptation at a university is relevant. Based on the analysis of these 3 personal qualities, it becomes possible to create scientifically based programs for the development, harmonization and correction of certain components of confidence and sociability in order to adequately increase the level of adaptation of students in the educational and socio-cultural space of the university.

Some personal qualities associated with self-confidence in students:

High stable self-esteem. Its components are self-acceptance and a positive attitude towards oneself, the presence of confident behavior skills, self-assessment of one's own behavioral repertoire and belief in its effectiveness.

Resilience. With a high level of resilience, a person is able to cope with their fears, against this background, self-confidence increases. Self-confidence also affects the motivation for achievement. The motivation for success or failure depends on a person's self-confidence and their abilities. The higher the level of self-esteem, the higher the motivation for achieving success.

Confidence was first studied in foreign science within the framework of the behavioral approach. A. Salter tried to explain the causes of uncertainty. He suggested that the predominance of inhibition processes over excitation processes leads to the formation of an insecure personality who cannot openly and spontaneously express their feelings, desires and needs, is limited in self-realization and therefore experiences difficulties in contacts with other people. A. Salter developed a system for transforming a personality in which inhibition processes prevail. The essence of the transformation was that instead of learned inhibitory reactions, new conditioned reflexes should be formed during training, helping to implement confident behavior.

Further, D. Wolpe studied the causes of uncertainty. He found out that uncertainty is based on social fear that arises in certain situations. Having experienced a feeling of fear in any social situation, a person may be subject to this feeling in another situation that is associatively connected with the original one. Fear of entering such situations reduces the chances of success, and failure in turn increases fear. Thus, fear reinforces itself. To some extent, social fears are inherent in any person, but in insecure people, social fear becomes the predominant feeling and blocks social activity. From our point of view, D. Wolpe quite accurately outlined the mechanism of the emergence and development of insecurity as a consequence of social fear. However, we do not agree with the meaning that A. Salter and D. Wolpe put into the concept of confidence. They understood confident

behavior as assertive self-affirmation, bordering on aggressiveness. But there is a big difference between confident, aggressive and insecure, passive behavior. This difference was first identified by A. Lange and P. Jakubowski. In their opinion, confidence is something between insecurity and aggressiveness. Later, with the development of the theory of social competence, researchers began to classify aggressiveness and passive insecurity as particular forms of self-doubt, and in a broader sense, as a lack of social competence. For example, L. Krappmann notes that confidence is the basis of social competence, and social competence, in turn, is expressed in positive self-affirmation in real life circumstances, in which self-affirmation and social adaptation are intertwined in the proportion inherent in a given specific situation. A rather interesting explanation of the emergence of insecurity as a psycho-emotional state is given by researchers V. Wendlandt and V. Hefert.

They believe that uncertainty arises when the usual or planned course of activity is disrupted, when something happens in an unusual or unplanned way. From their point of view, the state of uncertainty can also arise as a result of unclear formulations of behavioral goals, unrealistic claims, incorrect assessment of the results of actions, inability to use positive consequences as "reinforcements" and insufficient correction of behavior plans based on the results of past actions. In addition to explaining the reasons for the emergence of confidence or uncertainty, representatives of the behavioral approach describe behavioral

manifestations of confidence. In their opinion, a confident person has the following skills: the ability to build interpersonal relationships, the ability to ask for something, and also to refuse someone's request. Thus, representatives of the behavioral approach explain a person's uncertainty by the presence of social fears and a lack of social skills, and also describe in detail the behavioral manifestations of confidence. According to the cognitive-behavioural approach, confidence or lack of confidence is associated with the way of self-perception, with those mental attitudes towards oneself, with those self-assessments with the help of which a person evaluates his personal qualities, abilities, actions, etc.

For example, R. Sigmund claims that, when experiencing fear in certain social circumstances, a person mentally tells himself that he will not be able to cope with this situation, he will not have enough strength, etc. Attention is concentrated on such mental attitudes, the person begins to behave insecurely. In the case of a lack of skills, a situation of failure arises, negative experience reduces self-confidence, reinforces the experience of failure. According to R. Sigmund, past experience also determines the way of assessing oneself. A person asks himself questions: how do I look? how would I like to look? how do others presumably perceive me? Self-doubt arises as a consequence of negative assessments, a "disturbed self-image", one's own achievements are underestimated in comparison with others. As a result, an individual begins to habitually negatively assess himself, his

achievements, abilities and goals. If we consider confidence from the point of view of the social-cognitive approach, represented by A. Bandura, confident or insecure behavior can be explained by the fact that a person uses behavioral stereotypes prevailing in his social environment. If parents demonstrate confident behavior, then the child, imitating them, will also behave confidently. In accordance with the ideas of M. Seligman, the reasons for the formation of uncertainty can be related to the theory of learned helplessness.

Depending on the prevailing reactions of the social environment, one or another type of behavior is formed. If the environment reacts uniformly to any actions of a person or does not react at all, then a helpless personality type is formed, unsure of his own strength. Such a person believes that nothing depends on him, he cannot influence events in any way. Among the works of Russian scientists devoted to the definition of this concept and consideration of the reasons for the formation of confidence or uncertainty, we can note the works of F. I. Ivaschenko, E. A. Serebryakova, E. P. Shcherbakov, K. A. Abulkhanova-Slavskaya, V. B. Vysotsky and others. F. I. Ivaschenko studied self-confidence in poorly performing schoolchildren. In our opinion, his definition of the causes of uncertainty is somewhat consonant with the definitions of Western researchers. He considered self-doubt as a manifestation of fear. From his point of view, self-doubt and fear are phenomena of the same nature, but of varying degrees of severity, associated with the strength of the nervous

system and with pedagogical violations: excessive demands, intimidation, punishment.

According to E. A. Serebryakova, self-confidence is a self-assessment that can be measured by three criteria: stability (stable, unstable), adequacy (adequate, inadequate) and level (high, medium, low). In her opinion, confidence is a high stable self-assessment that simultaneously relates to the operational-technical and value aspects of one's own "I". In our opinion, identifying confidence with self-esteem is incorrect, since self-esteem is a component of the "I-concept", and confidence is a personality trait that can influence self-esteem. A. S. Prangishvili studied confidence in connection with attitudes. If the information received does not contradict the existing attitude, a feeling of confidence arises. When the information does not correspond to the attitude, a delay occurs on the object that contradicts the attitude. This causes a feeling of insecurity, complicates the achievement of the goal, but at the same time can lead to a change in attitude. According to E. P. Shcherbakov, confidence as a personality trait is characterized by the experience of confidence in repeated conditions of the state of confidence.

According to E. P. Shcherbakov, confidence is an active volitional state, which is often one of the characteristic features of people. E. P. Shcherbakov also notes the connection between confidence and self-esteem. T. D. Korchagina and Yu. M. Orlov, studying confidence in success among students of medical institutes, found out that students confident in their own success show higher academic performance, they like the

learning process. From the point of view of V. G. According to V. Romek, a representative of the cognitive-behavioral approach in Russian psychology, the structure of confidence can be divided into cognitive, emotional and behavioral components. He believes that confidence is a personality trait, the core of which is the individual's positive assessment of his or her own skills and abilities as sufficient to achieve goals that are significant to him or her and to satisfy needs. Confident behavior is a repertoire of skills that ensures a person's self-realization in the appropriate social environment. V. G. Romek, studying the causes of uncertainty, believes that a low level of confidence is the result of many negative assessments from parents, loved ones and teachers.

In line with the systems approach, the problem of confidence was studied by K. A. Abulkhanova-Slavskaya, I. G. Skotnikova, N. Yu. Budich. K. A. Abulkhanova-Slavskaya considers confidence in connection with claims, self-regulation and activity. She understands claims as a global mechanism of personality, conditioned by motives, self-image, self-esteem, and also as the most important component of personal activity. Claims are associated not only with the desired, but also with its evaluation. A person's claims express both the desired and the evaluation of the desired according to a number of criteria: ease/difficulty, acceptability/unacceptability by others, significance/unimportance, value (for the person and those who evaluate) or its absence. The process of self-regulation is an intermediary link between claims and achievements of the

person. Confidence - uncertainty is a parameter of self-regulation.

The higher a person's confidence, the more independent and autonomous he is from external assessments of his activities. I. G. Skotnikova, examining the structure of confidence, comes to the conclusion that it is a systemic mental formation that performs cognitive and regulatory functions. N. Yu. Budich believes that self-confidence is a factor in personal self-determination, since there is a relationship between confidence and identity. The necessary conditions for the formation of self-confidence are the individual's personal experience, feedback with the prevalence of positive support for successful attempts to achieve personal goals. Self-confidence, according to N. Yu. Budich, is one of the forms of subjective confidence and is a structural formation, the core of which is a stable positive attitude of the individual to his own skills, abilities and capabilities, manifested in communication and implying his personal involvement. In our opinion, confidence as a personality trait is considered most fully and comprehensively in the multidimensional-functional approach. The multidimensional-functional approach to the study of personality, developed by A. I. Krupnov and M. A. Seliverstova, is based on theoretical provisions formulated in Russian psychology: on the inseparability of the dynamic, meaningful and effective aspects of mental activity, on the unity of personal and individual formations of the subject, on the systemic nature of personality relationships. From the standpoint of the multidimensional-

functional approach, each personality trait has a multidimensional structure, i.e. an internal structure consisting of instrumental-dynamic and motivational-semantic components. Confidence within the framework of this concept is considered as a systemic property of personality, containing in its structure eight main components: attitudinal-goal, motivational, cognitive, productive, dynamic, emotional, regulatory and reflexive-evaluative.

A. I. Krupnov and M. A. Seliverstova consider confidence in the system of basic personality traits. From their point of view, the basic personality traits are legitimately considered to be those that, taken together, sufficiently fully reflect the main aspects of the personality's mental makeup, the functions of the mental in activity, and the manifestations of the social essence of man. The category of basic traits should also include only those that form the basis for the development of other new qualities. A. I. Krupnov and M. A. Seliverstova attribute the following to the basic traits: confidence, sociability, responsibility, persistence, organization, curiosity, initiative, hard work, etc. Basic traits act as cross-cutting traits, i.e., inherent in the personality throughout its entire life.

They begin to form in early childhood. Studying the combination and level of development of basic traits in the mental makeup of individuality allows one to obtain an objective qualitative and quantitative characteristic of any stage of personality development, the new formations that arise in the process, and the level of social and psychological maturity achieved by the

personality. Confidence is a personality trait, the core of which is a stable positive attitude of the individual to his/her own skills, abilities and capabilities, manifested in communication and implying his/her personal involvement. Confidence is formed in the process of education and learning. Insecurity is based on social fears, lack of social skills, negative self-verbalizations and self-assessments, irrational beliefs. Confidence is one of the basic integral systemic properties of the personality, it is the basis of social competence and ensures the effectiveness of activity and communication, successful adaptation in the social environment.

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