

The Personal Potential of High School Students Studying in a Rural School

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Abstract: Abstract: In this scientific article based on a study of personal potential of senior high school students identified the personal criteria of students in rural and urban areas. In addition, summed up the effect of the place of residence on the development of personal potential. The article discusses the results of psychodiagnostics school students in rural and urban areas.

Key words: personal potential; self-identity; vitality

Each person goes through certain stages of development. The first stage of development is called the "crisis of three years" at this stage, the child is trying to assert his I, demonstratively does not obey the instructions of the parents. The second stage of development is the "teenage crisis", the need for independence reaches its highest point, there are severe family conflicts. The period of completion of the maturation of those personal mechanisms that allow a person to interact with the world one-on-one, as well as independently fall on the age of 16-18 years [4]. But at this stage, the formation of the personality is not completed, it still goes a long way. A person achieves self-government, independence from external motives, realizes his goals. It should be noted that personal development does not coincide with mental, moral and intellectual development. This suggests that the cognitive sphere, intellect, moral orientations develop individually for each person, but do not have deep differences. In Russian psychology, attempts are made to holistically comprehend personal characteristics that are responsible for successful adaptation and coping with life's difficulties. This indicates a personal adaptive potential, which determines a person's resistance to extreme factors (A.G. Maklakov). To measure "personal in personality" Leontiev D.A. introduces the concept of "personal potential" (LP). Everyday experience gives us an idea of the individual characteristics of each person, as well as a certain core of personality [1]. Personal potential is a systemic organization of personality traits that form the "core of personality" and reflect the level of personal maturity (DA Leontiev) [2].

According to D.A. Leontyev, personal potential underlies personal autonomy, self-determination and self-regulation of the individual and provides: on the one hand, the stability of the personality and its semantic orientations in a changeable world, in which a low degree of predictability of future events and a "situation of uncertainty" acquire an ontological status; on the other hand, the ability for a person to change his strategy and tactics of behavior when the situation changes, to show supra-situational activity. This opportunity allows him not only to adapt to the changed conditions, but also to effectively cope with the new tasks that arise before him by independently creating the necessary conditions, both in the professional field and in other spheres of life.

A high personal potential of a person turns out to be an important condition for the formation of effective mechanisms of self-regulation and thereby allows a person to cope with emerging problems in various spheres of life and organize their own living space [2].

We refer to the criteria of personal potential as indicators of vitality, self-organization of activity, as well as satisfaction with life [4]. Resilience is included in the criteria of personal potential, but in Russian psychology two psychological phenomena were combined - these are personal adaptive potential (A.G. Maklakov), subjectivity (K.A. Abulkhanova-Slavskaya, B.G. Ananiev, A.V. Brushlinsky, E.A. Klimov, O.A. Konopkin, V.I. Morosanova), self-realization of personality (L.A. Korostyleva, M.V. Ermolaeva, E.V. Galazhinsky, D.A. Leontiev, I.V. Solodnikov and others), life-creation (D.A. Leontiev), personal potential (Leontiev D.A.).

Consequently, one of the specific forms of manifestation of personal potential is the problem of overcoming the unfavorable conditions of his development by a person. Conditions can be set not only by genetic characteristics, but also by external unfavorable conditions. Therefore, there are unfavorable conditions for personality formation that can influence development.

Personal potential lies at the heart of the personal ability to proceed from stable internal criteria and guidelines in one's life and maintain the stability of activity in one's life against the backdrop of pressures and changing external conditions.

Since, high school students will have professional self-determination, which affects many components of the personality. The development of the personal potential of high school students can be influenced by various life factors, such as: the area of residence, vitality, life satisfaction, self-development. Questions concerning the personal potential of high school students are relevant.

Problem: the influence of life factors and place of residence on the development of personal potential in high school students.

As a result of the analysis of this problem, a contradiction was revealed between the necessary conditions for the development of personal potential in high school students and the lack of readiness to change certain conditions of life.

The object of the research is the personal potential of high school students.

The subject of the study is the characteristics of the personal potential of high school students studying in rural areas.

The aim of the study is to analyze the characteristics of the personal potential of high school students.

Tasks. To reveal the features of the personal potential of high school students.

Explore the main aspects of personal potential.

Consider the influence of the place of residence on the development of personal potential.

Conduct a comparative analysis of rural and urban areas.

Hypothesis: the place of residence does not affect the development of the personal potential of high school students.

The study of personal potential was carried out on the basis of two schools: "No. 1" and No. 34 in Nukus. The study enrolled students in the 10th grade in the amount of 48 people. For psychological research, the following methods were used: Methodology for the study of self-attitude S.R. Panteleev; Test "Resilience" (S. Maddy; adaptation by DA Leontiev and EI Rasskazova,

modification by E. Osin); Questionnaire “Self-organization of activity” (E.Yu. Mandrikova); Scale “Satisfaction with life” (E. Diener).

This study will help educational psychologists to better understand the personal characteristics of high school students, as well as timely carry out corrective work for difficulties.

Conclusion 1: Based on the results of analysis of variance, it can be concluded that the “mirror self” prevails among children studying in the city, high values of this scale correspond to the idea that personality, character and activity are capable of evoking respect, sympathy, OK. Among adolescents studying in rural areas, “self-accusation” prevails, high values indicate that the adolescent is ready to blame himself for his mistakes and failures, his own shortcomings, these factors are accompanied by negative emotions in his address even despite the presence of high self-esteem of his own qualities.

The findings indicate that children from urban areas are more sociable, and also do not focus on failure. They react more calmly to emerging difficulties. Children living in rural areas are more difficult to experience emerging life difficulties, perhaps this is due to the fact that schools in rural areas do not have educational psychologists who would directly help them cope with these difficulties.

Conclusion 2: Based on the results of factor analysis, it can be concluded that adolescents studying in rural and urban areas have the same indicators of involvement, risk acceptance and resilience, which indicates that the place of residence does not affect these factors. It should also be noted that urban self-acceptance prevails, and openness is also a negative component, low values of this scale indicate a deep awareness of the Self, increased reflexivity and criticality.

In rural adolescents, control prevails - it represents the conviction that the struggle allows you to influence the result of what is happening, even if this influence is not absolute and success is not guaranteed, the scale of persistence is a contradictory factor, which means that it is difficult for children to make volitional efforts to bring the started business to its logical conclusion.

In conclusion, we note that vital activity does not make significant changes in the personal potential of high school students. Changes occur in some aspects of the personality. Self-blame and control prevail among high school students studying in rural areas, that is, if for some reason they fail to achieve a positive result, they blame themselves for it. High school students who study in urban areas are more open to others to achieve success, they are more likely than children from rural areas.

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