

The Life Perspectives of Students as a Factor of Mindful Attitude Towards Learning

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Abstract The article presents the results of a study of the life perspectives of students in the context of their education in higher educational institutions. The study participants were 542 students of higher educational institutions. The Motivational Induction Method by J. Nuttin and The Psychological Mindedness Scale (H.Conte) were used in the study. The results of the study showed gender differences in the characteristics of life perspectives, insufficient formation of professional motives among students and the connection of psychological mindedness with the depth of life perspective and with creative motivation.

1 INTRODUCTION

It would not be an exaggeration to say that psychology plays a key role in the study of the life path and life perspectives. Philosophy and sociology approach this problem phenomenologically, while psychology reveals the mechanisms of the formation and functioning of a life perspective, which makes it possible to manage them purposefully. The practical significance of this problem is obvious to anyone involved in teaching, upbringing, management, team building – in a broad sense, organizing the activities of other people. It should also be noted that research in this direction meets a social need. Life perspective is an integrative concept that determines not only psychological well-being, but also the success of personality formation, including professional development. Today, it is especially important to be able to imagine your possible life path, consciously make plans for the future, and be able to adjust them as life circumstances change. These skills in adolescence ensure the preservation of the integrity of the individual's inner world, better adaptation to the chosen profession, and the achievement of self-realization in the future.

Thus, the study of the problem of life perspective and its features in student age could contribute to the

organization of more effective teaching, the creation of favorable conditions for the harmonious development of the personality of students. However, it is obvious that no teaching methods, whether active, interactive, or traditional, will lead to an increase in the quality of training of our specialists if they, the future specialists themselves, are not interested in assimilating the knowledge offered to them. And here, cognitive motivation alone is not enough.

First of all, it is necessary for students to see the connection between what they are studying and their future professional activities. Of course, an experienced teacher highlights this connection at every lesson, showing how what is discussed in a lecture or seminar can be used in practice. However, this requires that students have some ideas about what they will do after graduation, as well as an active desire for such activities. In other words, future professional activity should serve as an expression of their life values and at the same time be based on the leading motivation already in the learning process. This, in turn, leads to the question of how clearly students generally imagine their future, what feelings it evokes in them, and whether they see the connection of this future with what is happening now and what happened in the past.

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2 LITERATURE REVIEW

The concepts of life perspective and life path are not new and poorly understood. Even a superficial review of the scientific literature shows that there has been a lot of research on this topic. The first reason for this interest is that the problem of life path is interdisciplinary. Existential philosophy considers it in the context of a person's being, the meaning of their life, choice, and responsibility. Sociologists look for typical features of life paths in specific socio-economic conditions and in the historical context. Psychologists are interested in how the facts and events of the past, present, and future are represented in the mind of a person, and how these ideas are reflected in their activities.

The psychological analysis of life perspective goes back to the genetic psychology of Pierre Janet. In his book "Psychological Evolution of Personality", Janet offers a level concept of motivation of human actions, showing how on the basis of the simplest reflex reactions, more complex acts arise - elementary intellectual actions and primary speech forms; then, at the middle level, intention, discussion, and decisions; and, finally, the highest level is represented by unique personal actions, the creation of a biography, and a focus on the future. Rational behavior inherent in a person at the top of psychological evolution is expressed, according to Janet, in the ability to independently set goals for their activities and achieve them. Another most important aspect of higher forms of behavior, Janet considers the creation by a person of their own biography, a kind of "history of the hero", integrating the events of life and their meaning for a person. Although Janet does not literally use the concept of life perspective and life path, the range of problems he touches is directly related to the topic of our research. According to the ideas of Pierre Janet, the ontogeny of personality cannot be understood outside the historical context, the real conditions of human life.

Let us further consider how this thought is reflected in Alfred Adler's individual psychology. Adler designates the real model of life behavior by the term "life style". According to Adler, life style is a unity that is formed in the process of overcoming difficulties experienced in childhood and based on striving for a goal. The mechanism for the formation of a life style can be described as follows: problems that a child cannot solve due to their physical limitations lead to the formation of feelings of inferiority and an inferiority complex. The desire to get rid of unpleasant experiences requires starting an activity and, therefore, setting a goal. This persistent

movement towards the goal, according to Adler, is a life style. The author considers it important, when considering an individual life style, to compare it with the life style of a well-socially adapted person, who in this case plays the role of a standard. Thus, for Adler, life style is not only a way for a personality to travel through their life path, but rather a way of planning it, which directly leads us to the concept of life perspective.

The concept of a personality's life path was introduced into the scientific vocabulary by Charlotte Buhler and her collaborators at the Vienna Institute of Psychology. Buhler established patterns and dominant tendencies in the change of phases of life. The sequence of external events, their reflection by a person, and the results of their activities form, according to the author, three directions of personality development. The structural units of the life path are events - external and internal, and the main driving force of development is the individual's desire for self-fulfillment, which Buhler understands both as a result and as a process. On the one hand, self-fulfillment is the goal and result of the life path in the case of adequate implementation of the intermediate goals and values of the individual. On the other hand, self-fulfillment is a continuous process, the content of which changes at different age stages.

A concept similar in content is the term "life space", which was introduced into psychology by Kurt Lewin. For Lewin, the life space is a special relationship between an individual and their physical and social environment, reflected in a person's consciousness and determining their behavior. Any behavioral reaction is associated not only with the current situation - it is the result of existing experience and at the same time a step in achieving the goals of the future. Thus, the past, present, and future, being included in the life space of the individual, form their time perspective. The degree of structuredness and integrity of the temporal perspective, as well as its breadth are indicators of personality formation.

In the 1920s and 1930s, the concept of the life path was in the focus of attention of Boris Ananyev, the author of the largest longitudinal study of personality in psychological science. The study of character inevitably led Ananyev to the problem of the path of life. He understands the path of life as the history of the formation and development of an individual in a certain era, in a certain social environment.

3 METHODS

The research methodology is based on the following concepts:

The concept of a life path (S. Buhler, S. L. Rubinstein) is the broadest in scope and reflects the objective characteristics of human ontogenesis. It is considered as an interdisciplinary category. The subjective picture of the life path (B.G. Ananyev, A.A. Kronik, A.R. Akhmerov), living space (K. Levin), time perspective (J. Nuttin, O. N. Arestova) is actually a psychological category. It reflects a person's perception of their past, present, and future, as well as their attitude towards these time periods. Life perspective (K. A. Abulkhanova-Slavskaya, E. I. Golovakha), life style (K. Levin), future perspective (J. Nuttin), life scenario (N. V. Grishina), life plan (A. A. Kronik) is a cognitive-motivational category that is related to the future. It includes the immediate and distant goals of human activity and the events that a person expects to happen. The purpose of our research was to comprehensively study the life perspective of students and to identify the psychological mechanisms for the formation of a life perspective. The research participants were 542 students enrolled in different courses at domestic and foreign universities. To study the characteristics of a life perspective, we used the following psychological techniques:

The Motivational Induction Method by J. Nuttin (MIM). J. Nuttin considers the time perspective in three aspects-The extent and richness of the time perspective: This aspect refers to the breadth and depth of a person's life perspective.

The "temporary setting": This aspect refers to a person's attitude towards their past, present, and future.

The temporal orientation: This aspect refers to the dominant orientation of a person's attention towards the events of the past, present, or future. The attitude to life events is mediated by the system of personal meanings of a person. On the basis of this system, a person distributes events according to their importance at the moment, sets more or less distant goals for the future. A life perspective can be characterized in terms of its depth, that is, its deployment in time, motivational richness, and also from the content side. To assess the life perspective, respondents were invited to write down their desires, indicating the possible time of their implementation. After that, they were asked to indicate how these desires would come true. The Psychological Mindedness Scale (H.Conte) (PM). Psychological mindedness is defined as a personality trait that presupposes a certain availability of one's feelings, a willingness to understand oneself and others, belief in benefit from discussing one's problems, an interest in the meaning and motivation of one's own and other people's thoughts, feelings, and behavior, as well as the ability to change [Conte H., Plutchik R., Jung B. 1990].The method contains 5 scales that measure these components, as well as an integral indicator. To analyze the results, we used qualitative analysis and statistical methods of data processing. The statistical data processing was carried out using the SPSS 23.0. We tried to find differences in the answers of female and male respondents, differences in the age of the respondents, as well as differences related to the direction of education.

4 RESULTS AND DISCUSSION

Figure 1 shows the results of a survey of respondents on the MIM time code scale.

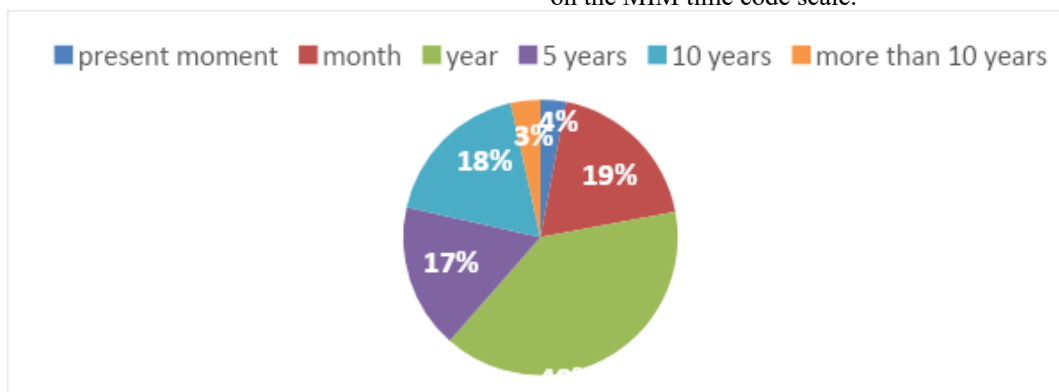


Figure 1: Depth of time perspective, measured using the MIM timecode scale (% of the number of respondents).

As can be seen in the diagram, the subjects generally associate their plans and desires with a time interval of 1 year (40% of statements). Plans for a month (19%), 10 years (18%), and 5 years (17%) are much less pronounced. Only 4% of the respondents attribute their desires to a moment that is more distant than 10 years. In our opinion, this indicates that the near future is more understandable and conscious for students, while their attitude towards the future is not so differentiated. If we talk about the period of life to which the desires of the respondents belong (social time, in the terminology of J. Nuttin), we found differences in the answers of boys and girls. In 80% of girls, plans and desires related to the period of study prevail. The same proportion of young men is oriented towards the period of maturity (80%). Let's

move on to the analysis of the content of the desires of boys and girls, which is presented in Figure 2. For both the male and female respondents, the leading motive is self-realization, with the predominance of this motive being more noticeable in women. Male students show a more pronounced orientation towards their own personality, as well as the possession of material values such as a car, apartment, computer, and telephone. Female students have higher cognitive motivation and desires related to leisure. It is worth noting that creative activity is very little represented in the answers of both male and female respondents - it has the smallest value in the sample as a whole. Moreover, the few answers that touch on creative activities are mainly related to the achievement of personal prestige or family well-being.

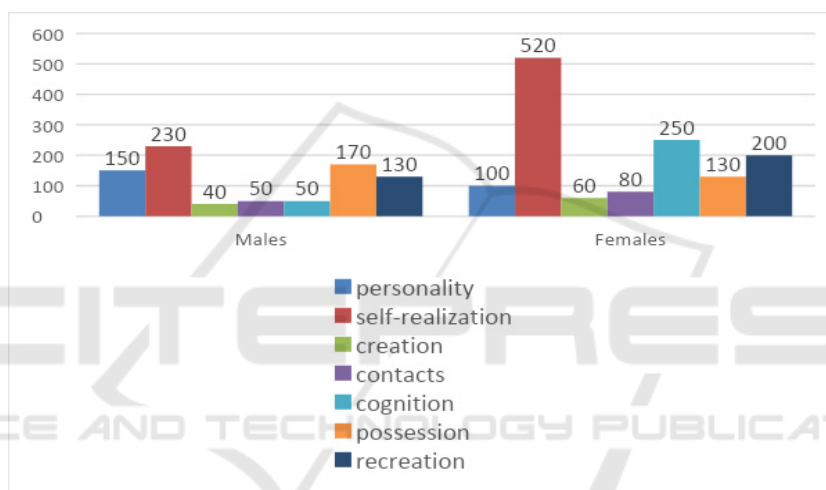


Figure 2: Differences in indicators of motivational orientation by gender (frequency of choice).

Our tasks also included the study of how the characteristics of life perspective are related to the age of the respondents. To do this, we divided the respondents into two age groups: younger (17-20 years old) and older (21-25 years old). Differences between age groups were found as follows: the younger age group is dominated by short time codes (1 year) and the period of study at the university, while the older group has long-term plans (10 years or more). As for the differences in motivation, it is worth pointing out that the younger group has more pronounced motives for self-realization, communication, and relaxation, while the older group has a personal and creative orientation. The data obtained allow us to conclude that it is necessary to pay special attention to the development of students' time perspective, filling the ideas about the future with events of a moral and business nature. Further, our task was to identify a possible connection

between the characteristics of life perspective and the psychological mindedness of the students we examined. The term 'psychological mindedness,' originally proposed in the 1990s in clinical psychology and psychiatry and considered mainly in connection with the success of psychotherapeutic work, has recently attracted the attention of researchers in the field of personality psychology, educational and professional activities, and family psychology. This is due to the fact that psychological mindedness is associated with many personal and intellectual characteristics. Interest in the inner world, the reasons for people's actions, and the willingness to discuss their own and other people's emotions can be boldly called not only professionally important qualities of a counselor psychologist but also important conditions for effective interaction with people of various professions. It would be interesting to identify indicators of psychological mindedness in

our student sample, as well as possible gender and age differences in these variables. One of the hypotheses of our research was also the assumption about the relationship of individual scales of the questionnaire, and in particular, the scale 'Openness to new experiences (changes),' with the peculiarities of the life perspective of students - its meaningfulness, depth, content, and fullness. Students from different fields of study took part in our research. We conditionally divided them by specialty into 3 groups: psychologists (group 1), humanitarian direction (group 2), and natural science and technical direction

(group 3). It was expected that psychology students would show the highest results on all five scales of the questionnaire, and the lowest results would be among the representatives of the third group. However, our survey results showed the following. Psychology students received significantly higher marks than representatives of other groups only on one of the scales - 'Interest in the meaning of one's own and others' behavior.' On the rest of the scales, their results were lower, moreover, the lowest among the three groups of respondents (Figure 3).

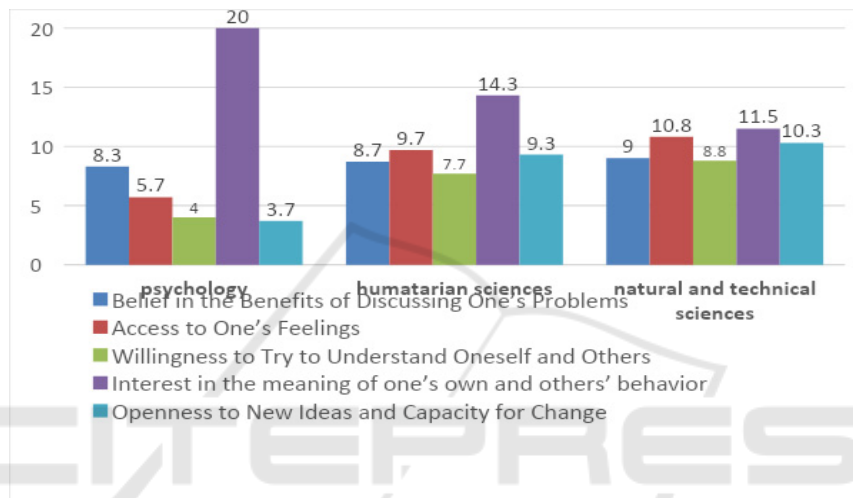


Figure 3: Indicators of psychological mindedness by areas of student learning (average scores).

Corrected grammar:

Regarding gender differences, as can be seen in Figure 4, female students outperform male students on scales 1, 4, and 5. In other words, they believe more in the benefits of discussing their experiences with others, they are more open to changes, and they have a greater interest in the motives of their own and other people's behavior. At the same time, men show a noticeably

greater desire to discuss their problems and believe in the benefits of such discussions. Our next task was to identify a possible connection between the results of the scales of psychological intelligence and the characteristics of a life perspective. When comparing the answers of our respondents using the PM and MIM methods, we found a strong negative correlation of the Access to One's Feelings Scale with the 'More than 10 years' time code scale ($r_s = -0.74$). This

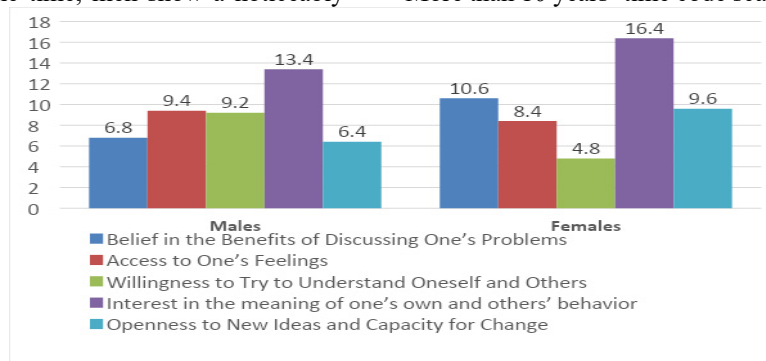


Figure 4: Indicators of psychological intelligence by gender (average scores).

suggests that respondents who are well aware of their feelings are not inclined to plan too distant events in their lives. It can be assumed that it is more common for people who are emotional and value emotions to live according to the principle of 'here and now,' in contrast to the rational type, who are inclined to planning.

The Openness to New Ideas and Capacity for Change Scale positively correlates with motivation for creative activity ($r_s=0.726$). Thus, a positive attitude towards change and a willingness to change oneself are accompanied by a desire to realize oneself in concrete achievements and to benefit one's family or society as a whole.

5 CONCLUSIONS

The inability to imagine your future, the lack of a clear idea of what you would like to achieve in life is not just a lack of planning. If the problem of a narrow life perspective could be solved only through the development of time management skills, then the question of motivation for learning would not be so acute. Our research has shown that special attention should be paid to the development of professional motivation of future specialists, which, in turn, is unthinkable without organizing their practical activities from the very first year. This is especially true for female students. In turn, the low values of psychological mindedness among psychology students also become a problem in the learning process. Of course, these are only preliminary results that require further understanding and clarification. However, it is already obvious that psychological mindedness as an object of research deserves the closest attention in connection with the problem of life perspective.

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