

SOCIO-PSYCHOLOGICAL MODEL OF FRUSTRATION AMONG STUDENTS OF HIGHER EDUCATIONAL INSTITUTIONS

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ABSTRACT

this article discusses the socio-psychological model of frustration among students of higher educational institutions. It also highlights the modeling process, which required the organization and conduct of an empirical study, during which psychodiagnostics were performed.

Keywords: Modeling, student, frustration, psychodiagnostics, research

INTRODUCTION

Today, the concept of model is actively used in psychological science, the appearance of which was a natural phenomenon, since the world of psychology has become so diverse over time that it is quite difficult to characterize it. In this aspect, the model provides ample opportunities to reflect a relatively large number of phenomena as a single system, clearly demonstrate the corresponding relationships, conditionalities and mutual influences. At the same time, there is no unambiguous approach to understanding the term model. In some cases, the model is understood as a characteristic of typical tasks, in others-as a list of activities, or a set of individual psychological characteristics, relevant knowledge and skills.

Thus, according to V. I. Mikheev, the model can be anything that is defined by the structure. The author considers the model as a form and method of scientific knowledge that exists in reality or in the imagination and relates to another system, which is called the original, object or nature.

R. I. Ostapenko notes that the practical value of the model in psychological research is determined by its adequacy to the studied sides of the object, as well as by how optimally the basic principles of modeling are taken into account at the stages of building the model. All this determines the capabilities and type of the model, its functions in psychological research \.

B. A. Glinsky, B. S. Gryaznov, B. S. Dynin characterize the model as a diagnostic description with all the multiple completeness that modern scientific knowledge is capable of, of all the aspects, properties and qualities of a person that exist for life in the modern world .

By its nature, the model can perform the following main functions:

- research, which provides an opportunity to study and analyze the simulated phenomenon;
- predictive, which allows you to plan the sequence and dynamics of the development of relevant features, qualities, manifestations, etc.;
- correction, which allows to identify more effective psycho-correction technology;
- training and educational, which allows you to adjust the content and structure of the training process and create the necessary conditions for improvement.

The most common models, to varying degrees, include the following parameters:

- psychological requirements imposed by a particular activity;
- specific socio-psychological features that ensure the achievement of a certain goal;
- mutual conditionality of certain socio-psychological, etc. features';
- regularities, mechanisms of psychological processes.

In turn, the process of creating a model is called modeling, which is one of the methods of cognition of the world. It has spread widely with the development of science and is due to the creation of new types of models that reveal new functions of the method itself.

Modeling itself as a method of scientific research is widely used in psychology. It allows you to combine experimental research of the subject with the construction of logical constructions and abstractions. In addition, the modeling process can be attributed to experimental research, i.e. it covers the transition from a model to a natural object, which consists in transferring the results obtained during the research to a specific subject.

MATERIALS AND METHODS

Based on the content of terminology in this study, process simulation was mainly focused on the system approach is a methodological base for exploring complex phenomena, processes, objects that include frustration, her socio-psychological appearance of educational activities of students, the process of training in higher educational establishment.

The modeling process required the organization and conduct of an empirical study, during which psychodiagnostics were performed:

- frustration, anxiety, aggressiveness, rigidity using the method of diagnostics of mental States (G. Eysenck);
- emotional expansiveness, sociometric status with the help of a Sociometric survey (J. Moreno);
- types of relationships to others (authoritarian type, egoistic type, aggressive type, suspicious type, subordinate type, dependent type, friendly type, altruistic type) using the Technique of interpersonal relationships diagnostics (T. Leary).

In addition, in order to study the influence of frustration on the learning process were collated and considered the average estimates of students ' progress over the last semester and a course, age and gender of respondents.

RESULTS AND DISCUSSION

In the empirical study, a total of 367 students of higher educational institutions, aged 19 to 26 years, both female (182 people) and male (185 people), took part in various courses of study

(Fig.1.)

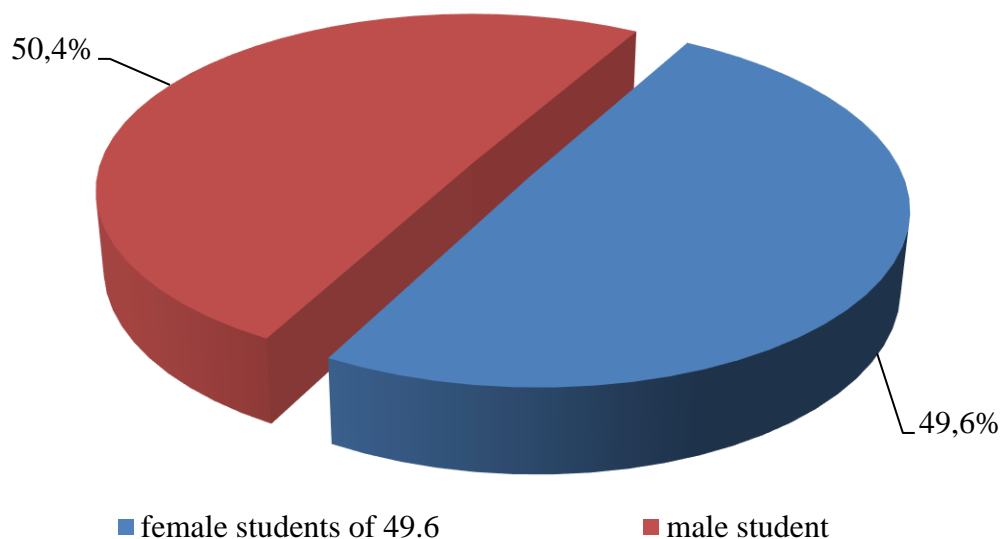


Fig. 1. Characteristics of the sample of empirical gender studies (n=367)

According to the results of the psychodiagnostic survey, a correlation analysis of the obtained data was carried out, which allowed us to identify many statistically significant correlations of the level of frustration with other diagnosed signs

Table 1. Correlation analysis results of a psychodiagnostic survey of a sample of an empirical study (n=367)

№	The names of the signs of the correlation analysis	Correlation coefficient at p<0.05 (Spearman Rank)
1	Frustration (Method of diagnostics of mental States of Eisenk) & Anxiety (Method of diagnostics of mental States Of Eisenk)	0,81
2	Frustration (Method of diagnostics of mental States of Eisenk) & Aggressiveness (Method of diagnostics of mental States Of Eisenk)	0,80
3	Frustration (Method of diagnostics of mental States of Eisenk) & Rigidity (Method of diagnostics of mental States Of Eisenk)	0,74
4	Frustration (the Technique of diagnostics of mental States, Eysenck) & Average level of student performance	0,74
5	Frustration (Method of diagnostics of mental States of Eysenck) & Sociometric status (Sociometry of G.Moreno)	-0,60
6	Frustration (G. Eysenck's method of diagnosing mental States) & Emotional expansiveness (Sociometry of G.Moreno)	-0,58
7	Frustration (the Technique of diagnostics of mental States, Eysenck) & Dependent type (Methods for diagnostics of interpersonal relationships T. Leary)	0,57
8	Frustration (the Technique of diagnostics of mental States, Eysenck) & the Aggressive type (the Technique of diagnostics of interpersonal relationships T. Leary)	0,49
9	Frustration (the Technique of diagnostics of mental States, Eysenck) & training students	0,25

Based on the theoretical aspects of the concepts model and modeling, statistically significant correlations, a socio-psychological model of frustration among students of higher educational institutions has been prepared (Fig. 2.).

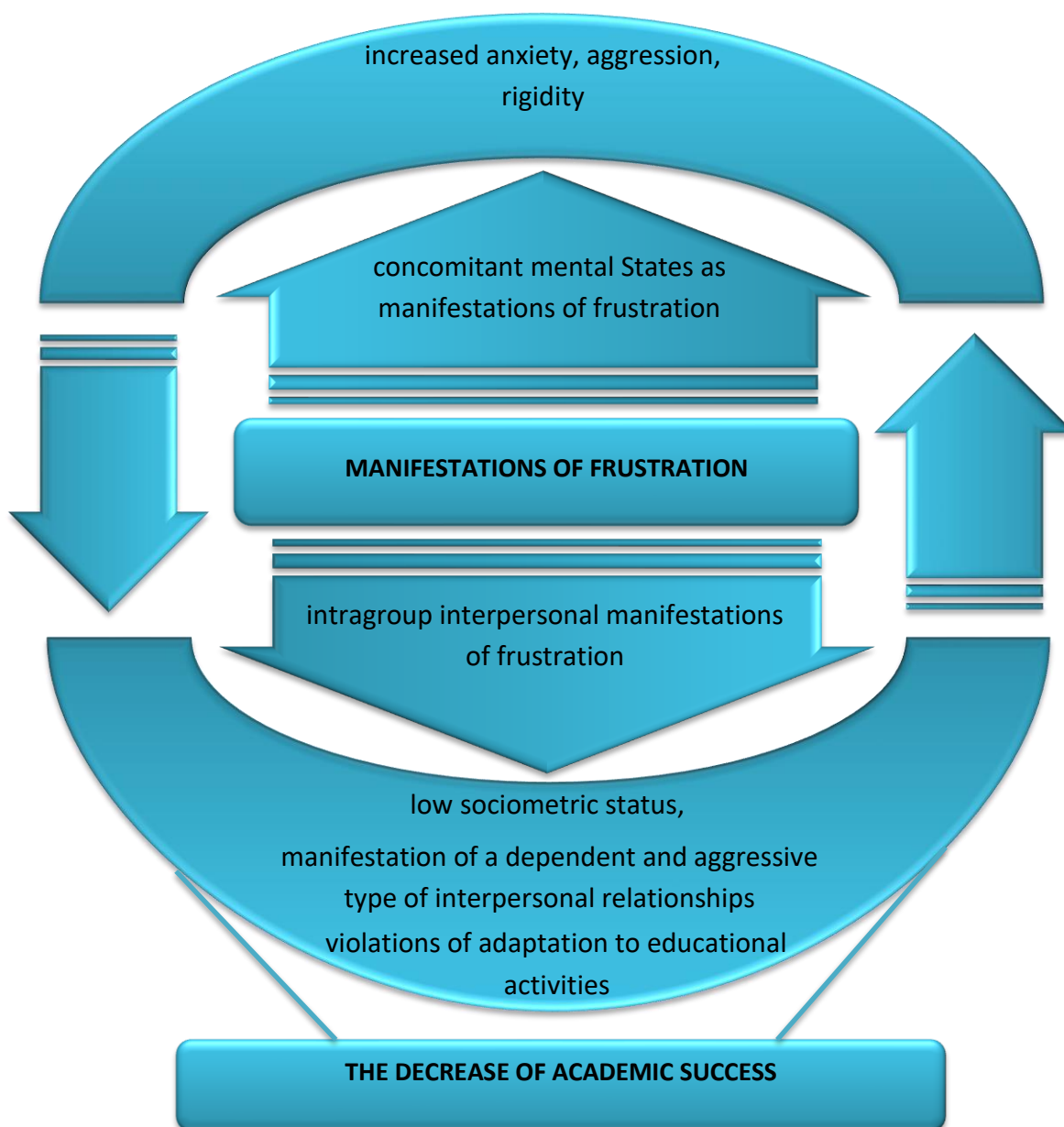


Fig. 2. Socio-psychological model of frustration students of higher educational institutions (n=367)

This model, in its essence, is a set of the most stable, statistically significant relationships between structural elements, which are manifested mainly in educational activities as a result of frustration. Research on this issue is also multidimensional, complex, but at the same time very interesting and relevant.

In the prepared model, special attention is paid to the socio-psychological structure of manifestations of frustration, which reflects:

1. Concomitant mental States as manifestations of frustration:- тревожность;
- aggressiveness;

- rigidity.
- 2. intra-Group interpersonal manifestations of frustration:
 - negative sociometric status;
 - low emotional expansiveness;
 - dependent type of interpersonal relationships;
 - aggressive type of interpersonal relationships;
 - violations of adaptation to educational activities.

In addition, the decrease in the student's academic performance is singled out as a negative manifestation of frustration in General.

CONCLUSION

At the same time, the socio-psychological model of frustration among students of higher educational institutions does not claim to be complete, since it is more of a working, mainly practical orientation. This emphasis is due to the fact that the model shows the socio-psychological manifestations of modern students engaged in educational activities, which may change or appear in combined forms in other respondents who differ in other age characteristics, as well as involved in other activities. This position is also explained by the presence of many difficult to diagnose factors, both objective and subjective, affecting the manifestation of such a complex and multifaceted phenomenon as frustration, which is very difficult to take into account in the modeling process.

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