



Adolescent Life Goal Setting as a Key Indicator of Self-Concept

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Abstract: *The article shows the psychological mechanisms of forming life goals during adolescence. Also, the psychological indicators of the purpose of the life content in the adolescent person are revealed. In particular, the levels of formation of purposeful life content during adolescence were analyzed on the basis of empirical data.*

Keywords: *adolescent personality, life goal setting, life views, "I" image, behavior, life process, interest, emotional fulfillment, life effectiveness, locus of control, life management.*

According to the recognition of a number of researchers who have studied the period of adolescence, the unique characteristics of this age period are the unity and integrity of the psychological changes that occur at this age. At this age, in addition to the transition of leading activities to educational and professional activities, the formation of intersystemic values takes place in a person, and a system of normative values is formed. At this point, changes are observed in the system of self-awareness, the image of "I" gains great importance. Self-assessment criteria and levels will change. Young people become active and make plans for the future.

From the above-mentioned changes, it is possible to consider adolescence as a period when a person is actively engaged in building not only a professional but also a personal life strategy (path) in a somewhat wider scope. One of the success criteria of such activities can be a high level of life satisfaction [1].

The purpose of our research is to study the nature of the relationship between the orientation of the meaning of life and the ways of overcoming difficult life situations. In connection with this, we solved the following empirical tasks:

- to determine the degree of formation of life content orientation in teenagers;
- to determine the characteristics of passing behavior in adolescents;
- researching the level of life satisfaction among teenagers;
- to study the relationship between the level of life satisfaction, the characteristics of the orientation of the meaning of life and the optimal ways to overcome difficult life situations [3].

A connection between the general indicator of life meaning orientation and active ways of overcoming difficult life situations was determined. In this way, a person who can set goals related to self-expression and strives to find the meaning of his personal life, confident in himself, overcomes the difficulties and problems that arise with his own strength, knowledge, tend to actively change based on skills and competence. In our study, it was determined that the level of satisfaction with life of teenagers is related to the general indicator of life content orientation. We can emphasize that when the subject enriches his life with content, his level of satisfaction with life increases in general. In our study, it was observed that there is a reciprocal correlation between the indirect manipulative way of avoidance and life satisfaction.



Thus, a person who mostly uses slow and manipulative ways to overcome difficult life situations gets less satisfaction from life. This can be explained by the fact that, on the one hand, the implementation of ineffective ways of life, especially relying on his subjective point of view, does not lead to success in life, and on the other hand, when a person is not satisfied with his personal life, he does not consider it important to show his personal activity.

A positive correlation was observed between manipulative forms representing an indirect path, aggressive forms with an asocial path, and avoidance forms representing slow paths.

We assume that in this way a unique strategic model of behavior in difficult situations will be embodied before our eyes. For example, if the subject shows manipulative and evasive behavior when faced with difficult life situations, he relies on defensive aggression as the importance of the situation increases [2].

In order to study the formation of life satisfaction during adolescence, we used the methodology of "Planning the content of life" in the test group. The main purpose of conducting the methodology is to determine whether the understanding of the meaning of life in adolescence is a factor determining their satisfaction with life. The research methodology was conducted in a group of testers, and the results were analyzed in terms of quantity and quality. The results of the quantitative analysis were presented in tables and diagrams.

Table 1

The level of awareness of the meaning of life in adolescence

(by average value)

№	Indicators	7-сиф	9-сиф
1	Goals in life	19,6	21,9
2	Life process or interest and emotional fulfillment of life	18,7	19,5
3	Life satisfaction or self-renewal	17,3	18,9
4	Locus of control-I (I am the master of life)	20,6	21,3
5	Locus of control – life or management of life	21,7	22,6

According to the results of the table, we can see that the goals in life in the test group were $M=19.6$ and $M=21.9$. It is known that the goal is the image of the final result of human activity and the fulfillment of needs. It is worth noting that it represents the presence or absence of goals for the future life, it is distinguished by giving meaning to life. It also shows that the person is living with the present or the past, while expressing the goal orientation of the teenagers.

If we look at the results of teenagers on the scale of life process or interest and emotional fulfillment of life, it is $M=18.7$ and $M=19.5$. The essence of this scale is consistent with the popular theory that the only meaning in life is to live. This indicator shows whether the examinee considers his life process to be interesting, emotionally complete and meaningful. According to him, the significance of indicators in the test subjects shows that they are a person living with today. Also, in some places, it shows that a person is not satisfied with his life today, but the memories of the past and the direction of the future can have meaning for him.

Life effectiveness or self-recovery satisfaction is $M=17.3$ and $M=18.9$ in the test group. According to him, it shows that satisfaction with the result of life in the group of test subjects is at a significant level. This scale reflects the assessment of the past part of life, that is, it shows how effectively and meaningfully the life was spent. At this point, these indicators reflect the fact that the past life was



good and the memories in it give meaning to the rest of the person's life.

In personality psychology, it is called locus of control when a person assigns responsibility for what happens to him to external factors or to himself. This concept was introduced by Dj. Rotter. If a person has an internal locus of control, such people are called internals. He feels like the creator of his life. Internals are not very influenced by others, if they feel an attempt to control them, they show their opposition to it. They work better in isolation than under supervision and have a hard time forgiving the lack of personal freedom. In the group of teenagers, we can see that locus of control-I (I am the master of life) was $M=20.6$ and $M=21.3$. This shows that they have a vision of themselves as a strong person and a sufficient amount of freedom in decision-making, building a life based on their goals and visions. If a person thinks that what is happening to him is the result of external forces beyond his control, they are called external, and he is inclined to accept all these events.

Even if they do not occupy high peaks in life creativity like internals, they cannot solve complex problems. Externals adhere to the law of conformity, are influenced and pressured by others and work better together with people than alone. They find it difficult to organize their activities, they mainly take external demand into account when planning.

Locus of control is inextricably linked with how a person builds relationships with others. As a rule, internals are more popular in a more confident group and more patient than externals. Interns have an active attitude towards their health: they are better aware of the characteristics of their health, take care of themselves and seek preventive care more often. Externality is characterized by depressed mood and concern for health.

For many years, the locus of control has been considered to be a stable description of a person that is preserved for a long time and that his achievements and failures are related to all areas of his life, health, education, work, family, friends. But later, it is determined that the locus of control can change depending on the real possibilities of influencing a person's life. But whatever it is, it is more important that a person be more realistic in assessing what is happening. Accordingly, we can see that Locus was $M=21.7$ and $M=22.6$ in the group of control-life or life control subjects. According to him, it is determined by the presence of the opinion that a person has the right to control his life, to make an independent decision and to have the opportunity to implement it.

According to the results of empirical research, the formation of life goals in adolescence is determined by the composition of life goals in them. In particular, the understanding of the content of future activities in the adolescent person, the enrichment of their imagination about life, causes them to have a positive attitude towards living.

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