

THE EXPERIENCE OF LONELINESS AS A FACTOR OF INCREASING THE PERSONAL POTENTIAL OF STUDENTS

Makhliyo B. Yuldasheva,
PhD in Psychological Sciences

Gulnora O. Ergasheva,
Student of Pedagogy and Psychology Direction
Ferghana State University

Abstract

In recent years, the phenomenon of loneliness has attracted psychological scientists as one of the pressing problems of our modern society. Statistics show that during the pandemic, the tendency to loneliness increased in young people compared to older people. The problem of loneliness is widely studied in foreign psychology, where it is studied on the basis of various theories, concepts, approaches, positions, directions. This article presents the results of our research on the mechanisms of perception of loneliness and the impact of this phenomenon on the personal potential of students in Uzbekistan. As the personal potential of a person characterizes the inner physical and spiritual energy of a person, his active position aimed at creative self-expression and self-realization.

The degree of statistical reliability of the results obtained was confirmed by methods of mathematical statistics: the Mann-Whitney criterion, as well as the Spearman correlation coefficient.

Keywords: personal potential, loneliness, self-realization, anxiety, creative self-expression, physical energy, spiritual energy, differential analysis, scale of general loneliness experience, scale of dependence on communication, scale of positive loneliness.

Introduction

In the scientific research carried out in the world, scientific research is conducted on the preservation of human mental health, justified by the peculiarities of loneliness, manifested in the form of emotional experiences. They also include the need to study such issues as determining the priorities of the higher education system in the education of individuals who comply with the principles of social and psychological development, the need to raise the process of training highly qualified personnel with modern knowledge and high personal potentials to a qualitative level. Personal potential is the qualities of people that fundamentally affect the results of the activity in which they are involved in a particular field of activity.

In our republic in recent years, important tasks have been outlined aimed at the regulatory and legal consolidation of the requirements for the study of youth psychology and laying the foundations for their implementation by: “training highly qualified, creatively thinking personnel capable of independently making decisions based on international standards, the manifestation of their intellectual abilities and their formation as spiritually enlightened personalities ...” [1], “education of spiritually and mentally developed youth with serious views on life situations” [3]. The practical implementation of these tasks creates the need to search for new theoretical solutions aimed at

deepening scientific research on the study of psychoemotional states of students that hinder their mental and intellectual growth.

According to M.S.Kagan [2], five potentials can be distinguished in the structure of personality:

1. Epistemological potential of personality. It is characterized by the volume and quality of information that a person has. It contains knowledge about the outside world, natural, social, self-knowledge and depends on the natural mind, education, personal experience.
2. Axiological potential of personality. It is determined by the system of value orientations acquired by her in the process of socialization – her ideals, life goals, beliefs and aspirations, as a unity of consciousness of the individual and her self-consciousness.
3. The creative potential of the individual. It is characterized by the acquired and independently developed skills, abilities to act, to work, creative and destructive, productive and reproductive, as well as the measure of their implementation in a particular field of activity.
4. The communicative potential of the individual. It is determined by the measure, forms of her sociability, the nature and strength of contacts with other people, the content of interpersonal communication, expressed in social roles.
5. The artistic potential of the individual. It is determined by the content, intensity of her artistic needs and how she satisfies them.

The degree of personal potential can be influenced by the feeling of loneliness. Because loneliness also manifests itself in positive manifestations. In a negative manifestation, loneliness is associated with conditions such as depression, anxiety and a tendency to conflict in interpersonal relationships, the use of psychoactive substances and alcohol abuse, as well as suicidal tendencies of a person. Therefore, we tried to conduct a differential analysis of students' feelings of loneliness and determine how much this phenomenon affects students' personal potential.

Materials and Methods

The interpretation of approaches in the historical development of world psychology about loneliness as an objectively existing phenomenon, its nature, development and manifestation is sufficiently covered in the sources. Psychodynamic, cognitive, system-wide, interactionist, phenomenological, humanistic, biological, existential approaches to the study of loneliness differ from each other in deep research and theoretical analysis of the problem [5]. The study of the feeling of loneliness in the scientific direction is distinguished by its complexity and fertility. Therefore, its occurrence requires an important methodologically sound stage of the study of external and internal causes, their dependence on the situation, social changes in society.

General aspects of loneliness as a socio-psychological phenomenon have been studied by such well-known psychologists as K.A.Abulkhanova-Slavskaya, S.G.Korchagina, L.I.Starovoitova, G.M.Tikhonov, S.G.Trubnikova, Zh.V.Puzanova, N.E.Pokrovsky, S.A.Vetrov, Yu.M.Shvalb, O.V.Dancheva, I.S.Kohn, O.B.Dolginova, E.V.Filindash, A.U.Kharash. They investigated cultural and historical forms, psychological features of loneliness in adolescence and adolescence [7].

In our republic, the study of the feeling of loneliness of students was given little attention in specific studies. In particular, V.M.Karimova's research on the role of interpersonal communication in personality development analyzes such issues as any loneliness and lack of communication cause a person to feel unbalanced, emotional excitability, self-doubt, fear, anxiety, anxiety. G.B.Shoumarov,

N.A.Soginov, U.D.Kodirov, B.M.Umarov, G.K.Tulaganova, G.B.Suleymanova conducted studies aimed primarily at studying mental characteristics in childhood and adolescence, in which the main attention is paid to the influence of feelings of loneliness on the emergence of problems of deviant behavior, character accentuation, suicide, self-assessment and control [4; 6].

Nevertheless, by the XXI century, the phenomenon of loneliness among students and the problem of personal potential, as a subject of special research, had not been studied in Uzbekistan.

In the course of our research, the “Differential Questionnaire of Loneliness experience” by E.N. Osin and D.A.Leontiev was used. 124 students of the Faculty of Pedagogy and Psychology of Ferghana State University took part in the study.

The Results of the Study

The question of which statistical criterion to analyze the progress of students according to the methodology led to the verification of the compliance of the respondents' results with the normal distribution.

Table 1 The results of the correspondence of the data on the normal distribution of the “Differential questionnaire of loneliness experience”

Scales	min.	max.	average value	standard deviation	z	p
Total loneliness	15,00	46,00	25,30	6,245	2,783	0,000
Dependence on communication	24,00	54,00	37,44	6,91	1,873	0,002
Positive loneliness	16,00	37,00	28,11	5,28	2,676	0,000

Note: ***p<0,001

It was found that the results of the scales “General loneliness” (Z=2.783; p<0.001), “Dependence on communication” (Z=24.00; p<0.001), “Positive loneliness” (Z=2.676; p<0.001) do not correspond to the law of normal distribution. Based on this, at the next stages of the study of the scale of the “Differential Questionnaire of Loneliness experience”, an analysis based on nonparametric criteria should be carried out. To do this, we conducted a statistical analysis of the results by the Mann-Whitney criterion and a correlation analysis by Spearman.

Table 2 Correlation of scales of the method “Differential questionnaire of loneliness experience”

Scales	General loneliness			Dependence on communication			Positive loneliness		
	General value	The 1st course	The 3rd course	General value	The 1st course	The 3rd course	General value	The 1st course	The 3rd course
General loneliness	1	1	1	-0,128**	-0,175*	-0,147*	0,262**	0,109	0,264**
Dependence on communication				1	1	1	-0,226**	-0,155*	-0,401**
Positive loneliness							1	1	1

Note: *p<0,05; **p<0,01

Dependence on communication has an inverse correlation with the scale of positive loneliness ($r=-0,226$; $p<0.01$). The results show that due to the growing desire to avoid loneliness, students have an unpleasant and painful attitude towards it, as a result they cannot show positive emotions associated with loneliness, they will not be able to find positive solutions to the problem of loneliness. Inverse correlation between the scales of general loneliness and dependence on communication in the first-year students ($r=-0.175$; $p<0.05$) there is a feeling of isolation from others, a lack of ability to communicate with people, a feeling of loneliness leads to a lack of tolerance for lonely people and situations. And the inverse correlation between the scales of dependence on communication and positive loneliness ($r=-0,155$; $n<0.05$) in the first-year students means the inability to show positive emotions associated with loneliness, to find positive opportunities in loneliness due to the fact that they avoid the situation of loneliness, perceive loneliness as an unpleasant and painful experience.

The scale of general loneliness and dependence on communication among the third-year students has an inverse correlation ($r=-0.148$; $p<0.05$). According to the results, the increased propensity of students to a general sense of loneliness reduces their sense of dependence in communication. The lack of warm interpersonal relationships, the inability to establish contact with other people, an increased sense of loneliness give rise to indifference to communication. In addition, an increase in the overall feeling of loneliness, in turn, causes an increase in positive loneliness ($r=0.264$; $p<0.01$). The lack of warm interpersonal relationships among students, the inability to bring people closer to themselves, shows that in conditions of loneliness, due to increased isolation from others, they cannot use loneliness for positive purposes. The scale of dependence on communication and positive loneliness in the third-year students has an inverse correlation ($r=-0.401$; $p<0.01$). This shows that students, showing dependence on communication, do not identify loneliness as a positive feeling.

Conclusion

Based on the results of the empirical study, the following conclusions were made:

Firstly, the first-year students feel an unpleasant and painful attitude towards loneliness, as a result they cannot show positive emotions associated with loneliness, they will not be able to find positive solutions to the problem of loneliness. This negatively affects the personal potential of the first-year student.

Secondly, the third-year students have an increased tendency to a general feeling of loneliness. But at the same time, an increase in their general feeling of loneliness causes an increase in positive loneliness. This is due to the fact that they have experience gained at the training stage. The third-year students, finding positivity in solitude, retain internal physical and spiritual energy, optimality in educational activities aimed at creative self-expression and self-realization. This indicates the positive influence of loneliness on the personal potential of the third-year students.

Thirdly, the presence of painful attitudes to loneliness among the first-year students requires the effective introduction of modern psychotherapeutic and psychocorrective measures.

Based on the empirical data obtained, the following recommendations for students have been developed:

1. It is important to emphasize that students should live in the present, in which it is necessary to teach them to understand the system of personal potentials.

2. It is necessary to instill in students an understanding of the difference between positive and negative loneliness. It is necessary to establish effective use of positive loneliness.
4. It is necessary to clarify the students' life goal, which strengthens the desire to always be active.

Literature

1. Speech by the President of the Republic of Uzbekistan Shavkat Mirziyoyev at the Youth Forum of Uzbekistan. <https://uza.uz/ru/posts/197662>
2. Sokolova I.Yu., Borisova E.E. THE PERSONAL POTENTIAL OF A PERSON AND HIS DEVELOPMENT IN THE EDUCATIONAL PROCESS OF LIFE // Modern high-tech technologies. – 2016. – No. 6-2. – pp. 421-426
URL: <https://top-technologies.ru/ru/article/view?id=36048> (accessed: 08.12.2022).
3. Decree of the President of the Republic of Uzbekistan Shavkat Mirziyoyev. Concept of science development until 2030. PF-6097, dated October 29, 2020. <https://lex.uz/docs/5073447>
4. Fakhridin, A. Yu., & Mahliyo, B. Yu. (2021). Existential problems of studying loneliness. In problems of psychological well-being (pp. 281-284).
5. Yuldasheva, M. B. (2022). The relationship of the feeling of loneliness and tolerance of life in students: <https://doi.org/10.53885/edinres.2022.8.08.043> Yuldasheva Mahliyo Bakhtiyorovna, Teacher of the Department of Psychology Saminjonova Zulayho Ibrahimjon daughter, Student of the field of Applied Psychology, Fergana State University. *Obrazovanie I innovatsionnie issledovaniya mezhdunarodny nauchno-metodichesky magazine*, (8), 300-306.
6. Bakhtiyorovna, Y. M. (2019). Socio-psychological features of feeling loneliness among students. *European Journal of Research and Reflection in Educational Sciences* Vol, 7(12).
7. Yuldashev, F., Yuldasheva, M., & Djalolova, M. (2022). SOCIO-PSYCHOLOGICAL DETERMINANTS OF FEELING STUDENTS' LONELINESS (case of Uzbekistan). *INTERNATIONAL JOURNAL OF EARLY CHILDHOOD SPECIAL EDUCATION*, 10116-10122
8. Yuldasheva, M.B. Socio-psychological determinants of feelings of loneliness in students. Doctor of philosophy in Psychological Sciences (PhD) thesis abstract. 19.00.05 / Yuldasheva Mahliyokhon Bakhtiyorovna. - Tashkent. 2022. 121 pp.
9. Yuldasheva, M. B. (2022). Feeling loneliness as a psychological security problem. In Human capital as a factor of social security (pp. 331-335).