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THE STUDY OF THE SELF-REGULATION FORMATION IN HIGH SCHOOL STUDENTS

Abstract

This article discusses the problem of reducing the level of self-regulation of activity in psychology and ways to overcome it, the specifics of mental self-regulation at the level of the individual, the subject of activity and personality. The interrelationships and interdependencies of various mental qualities that characterize self-regulation at its various levels and the degree of its decline.

The article demonstrates the most difficult task known in modern education - the formation by students of a system of subject-activity and personal regulation, which is required for their effective performance of educational activities or other.

Taking as a basis the author's understanding of the structure of self-regulation in educational and cognitive activity, the level of subject-activity and personal regulation is defined as dynamic education, depending on the stage of learning of the student, on his experience of inclusion in educational activities. The study proves through the physiological mechanisms of self-regulation that students have the opportunity to become a free and conscious subject of their own activity. Thus, for the development of all types of student activity, the basis is educational self-regulation.

The purpose of this publication is to demonstrate the possibilities of purposeful, transformative and conscious activity and disclosure of the problems of the organization. It follows from this that the specifics of the author's research are related to the problems of consciousness and personality, since the formation of personality occurs in interaction with others and in the process of activity.

To identify specific forms of formation of subject-activity and personal regulation, such initial positions as the productivity of the process of self-regulation in personal terms are used. This provides the basis for the development of specific abilities dependent on the forces of nature and the requirements of society, since our research is aimed at cognitive processes in the context of self-regulation.

Keywords: self-actualization, personal and subjective activity, self-perception, self-regulation, self-control.

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ЖОҒАРЫ СЫНЫП ОҚУШЫЛАРЫНДА ӨЗІН-ӨЗІ РЕТТЕУДІҢ ҚАЛЫПТАСУЫН ЗЕРТТЕУ

Аңдатпа

Мақалада заманауи білімнің бірден бір танымал болған күрделі мәселесі көрсетіледі – оқушылар жеке дара қызметі мен тұлғалық қалыптандыру жүйесін өздері қалыптастырады, ол ең алдымен оқу барысында немесе өзге жағдайларда туындаған тапсырмаларды тиімді түрде орындлау үшін қажет.

Автордың оқу-танымдық қызметтегі өзіндік қалыптандыру жүйесін өзінше түсінуді негізге ала отырып, жеке дара қызмет пен қалыптандыру деңгейі – оқушыны оқыту кезеңдеріне, білім үдерісіне қосылу тәжірибесіне байланысты динамикалық білім беру ретінде айқындалады. Өзіндік қалыптан-дырудың физиологиялық механизмдерін зерттеу арқылы оқушының еркін бола алатындығы және өз белсенділігі аясында саналы жеке тұлға боп қалыптасуына мүмкіндігі бар екені дәлелденді. Осылайша оқушының белсенділігінің барлық түрін дамытуға оқудағы өзінді қалыптандыру әдісі негіз бола алатындығын айтуымыз қажет.

Аталған мақаланың мақсаты – бағыттық, өзгерістік және саналы белсенділікті іске асырудағы мүмкіндіктерін көрсету және ұйымдастырудағы мәселелерді ашу болып табылады. Осыдан туындайтыны: авторлық зерттеудің ерекшелігі тұлға мен сананың мәселелерімен байланысты болып

табылатындығында, өйткені, тұлғаны қалыптастыру қызмет үдерісінде және өзгелермен қарым-қатынас барысында іске асады.

Жеке қызметтік және тұлғалық қалыптандыруды жасаудың нақты тұстарын айқындау үшін жеке тұлғалық тұрғыдағы өзіндік қалыптандыру үдерісінің өнімділігі қажет. Бұл табиғи күштерден тәуелді болған ерекше қабілеттірді дамытуға және әлеуметтен талап етуге негіз болады, өйткені біздің зерттеулеріміз өзіндік қалыптандырудағы когнитивтік үдерістерге бағытталған.

Түйін сөздер: өзін-өзі жігерлендіру, тұлғалық және субъективтік іс-әрекет, өзін-өзі қабылдау, өзін-өзі реттеу, өзін-өзі бақылау.

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ИССЛЕДОВАНИЕ СФОРМИРОВАННОСТИ САМОРЕГУЛЯЦИИ У СТАРШИХ ШКОЛЬНИКОВ

Аннотация

В статье демонстрируется наиболее сложная задача из известных в современном образовании - формирование учащимися системы субъектно-деятельностной и личностной регуляции, что требуется для эффективного выполнения ими учебной деятельности или иной другой.

Принимая за основу авторское понимание структуры саморегуляции в учебно-познавательной деятельности, уровень субъектно-деятельностной и личностной регуляции определяется как - динамичное образование, зависящее от этапа обучения учащегося, от его опыта включения в учебную деятельность. Исследование доказывает через физиологические механизмы саморегуляции, что у учащихся есть возможность стать свободным и сознательным субъектом собственной активности. Таким образом для развития всех видов активности учащегося основой является учебная саморегуляция.

Цель данной публикации - продемонстрировать возможности осуществления целенаправленной, преобразующей и осознанной активности и раскрытия проблем организации. Из этого следует, что специфика авторского исследования связаны с проблемами сознания и личности, поскольку формирование личности происходит в взаимодействии с другими и процессе деятельности.

Для выделения конкретных форм сформированности субъектно-деятельностной и личностной регуляции используются такие первоначальные позиции, как продуктивность процесса саморегуляции в личностном плане. Это даёт основу развития специфических способностей зависимым от сил природы и требований социума поскольку наше исследование направлено на когнитивные процессы в контексте саморегуляции.

Ключевые слова: самоактуализация, личностная и субъектная деятельность, самовосприятие, саморегуляция, самоконтроль.

INTRODUCTION

It is known that when studying at school, a child receives not only education, but also social interaction skills. School is presented to students as a place where loyalty and hatred, friendship and betrayal, success and acceptance are known.

Based on the formed subject-activity and personal regulation, the student can subsequently develop productive self-regulation in other activities.

Conflict situations are one of the most problematic aspects of students' social interaction. It is known that the peak of conflict in adolescence is usually an open confrontation, that is, a physical conflict. There is no need to talk about the negative consequences of this method of conflict resolution. Participants in the conflict have physical, emotional and behavioral disorders that affect the development of the entire personality.

The research has proved that the causes of conflicts are many factors, the main of which is the lack of skills of self-knowledge, self-regulation and reflection. However, teenagers do not understand the true reasons for the conflict and blame the other side, the social environment (classroom, teachers) for the conflict, continue to use strategies of conflict behavior because of their age and absence of social experience [1, P.26].

One of the most promising approaches to the study of conflicts in the classroom is individual behavior, which allows not only to identify predictors of behavior remotely, but also to build preventive programs based on them, as well as to work more accurately with the consequences of conflict behavior strategies.

Experience has shown that in such cases, a teenager cannot independently change his behavior strategy without psychological and pedagogical support, he needs help in developing self-regulation skills.

In modern psychology, one of the most pressing problems is the problem of self-regulation. Eventually it is associated both with the practical needs of modern society and the objective logic of the development of scientific knowledge, and peculiarities of its modern paradigms [2, P.128].

Changes in the social world order, educational processes, radical changes in the labor market are the reality of the modern world. Such realities require reforms in various spheres of life, including professional life and education.

Together, this increases the amount of uncertainty and freedom in decision-making at any level and places special demands on the development of conscious self-regulation of behavior and life of each person.

According to the definition of conscious self-regulation by one of the leading psychologists of Russia V.I. Morosanov, studying this phenomenon, he came to the conclusion that it is «a multi-stage process of initiation, creation and management of mental activity in order to achieve consciously and subjectively perceived activity goals» [3, P.243]. Self-regulation includes the following processes: modeling, planning, independent goal-setting, programming, as well as such personality-oriented mechanisms as self-analysis, self-assessment, self-control, and self-correction. Taking into account the transition from summer holidays to study, the main difficulties of going to work after the holidays are the end of the period of freedom, the minimum terms of any activity, the lack of evaluation and supervision, the need for efforts in the presence of obligations.

Development of skills of voluntary self-regulation, which is the basis for successful work on the formation of constructive cooperation of adolescents for the purpose of correction. Many authors believe that, despite the difference in approaches, goal-setting is an initial component in the process of forming conscious self-regulation [4, P.58]. While, according to the experience of practical psychology, goal-setting is the most difficult stage in the correction of arbitrary self-regulation skills of adolescents and often requires non-standard approaches.

Teenagers using conflict behavior strategies, regardless of age, are influenced by a variety of negative attitudes and conflict patterns, which are very difficult to work with. Even taking into account the practical technologies of self-regulation of mental state presented in the literature, a school psychologist should find new technologies focusing on individual personality characteristics in working with schoolchildren.

The recommended technology is the immersion of the student, that is, the introduction of relevant topics into his research activities using strategies of conflict behavior [5, P.67]. The technology in question was used to work with a girl who used conflicting behavioral strategies in interaction with classmates, in connection with which she was often subjected to conflicts, sometimes with the outcome of physical violence, and had the status of an outcast in the collective.

The girl did not understand the true causes of her problems sincerely, since her family had developed stable behaviors (we note this condition as negative), but she had a strong desire and motive to change the current situation and be socially successful (we note this condition as positive).

According to the conceptual model of the regulatory experience of A.K. Osnitsky [4, P.120], first of all, when working with a teenage girl, it is necessary to allow her to independently understand the root cause of conflicts with her participation, i.e. to develop self-reflection skills. For this purpose, the research work «Strategies of student behavior» was carried out.

The object of the study were students of grades 8-9, in which the girl studied.

The study was conducted in two stages. The first stage was held in December 2022, and the second - in February 2023. In the course of the study, the respondent expressed two positions in parallel:

- 1) from the point of view of an objective researcher who acts without emotions, relying on logic;
- 2) from the point of view of the subject the content of the problem having an individual meaning.

The study of theoretical material on the issues considered in any study has an important propaedeutic value for further correctional work. Two methods were used in the research part: the Thomas test and Q-sorting [5, P.78].

Thus, the system of self-regulation largely depends on the level of self-assessment and evaluation of students, the criteria of awareness of each element of their learning activities and the development of subjective criteria for the effectiveness of learning. Consequently, the development of a system of self-regulation requires increased attention from both teachers and students.

MATERIALS AND METHODS

To fix the results of the formation of self-regulation in the learning process, the «Stick-dash» technique was used by U.V. Ulenkova [6]. The essence of the method was that the child accepts the task with the requirements imposed on him and in the allotted time - 15 minutes, during which he must subordinate his activities to these requirements. The results for each group examinees have been evaluated using a five-point scale.

The appraisal by points determined the quantitative description of maturity of self-regulation. In addition, for qualitative characteristics, the points were converted into levels. The determination of the level by points is shown in Table 1

Table 1 – Transfer of points to levels according to the method «Study of self-regulation» (U.V. Ulenkova)

Quantitative characteristics (points)	Qualitative characteristics (levels)	The criterion of formation of self-regulation
1 point	5 level	Low
2 points	4 level	Below average
3 points	3 level	Average
4 points	2 level	Above average
5 points	1 level	High

The obtained research data were divided into five levels of self-regulation. These levels include the following criteria for the formation of self-control activities at the learning stages:

- 1) The degree of full acceptance of the task (accepts the task for all components; partially accepts the task; does not accept it completely);
- 2) Completeness of task storage until the end of the lesson (the task is saved in all components, only individual parts of the task are saved, the task is not saved at all);
- 3) Possession of self-control when performing the proposed task (detects / does not detect errors, corrects / does not correct them);
- 4) The level of self-control when evaluating the results of activities (comprehensive work check; surface check; immediately passes the work after completing the task).

If we compare the percentage of each level of self-regulation in a given school, then the level of self-regulation is directly proportional to age. Children who, with the age of children, have above average and below average levels. The number of children with a level of self-regulation above the average increases with increasing age of children, and the number of children with a level below the average decreases.

Cluster analysis (hierarchical) and educational work with students were used to determine the profile of subject characteristics.

Calculation results. According to the results of work with students of grades 8-9-10, 6 clusters with different subjective characteristics were identified. Visually, the results are presented in the form of a pie chart shown in Fig. 1.

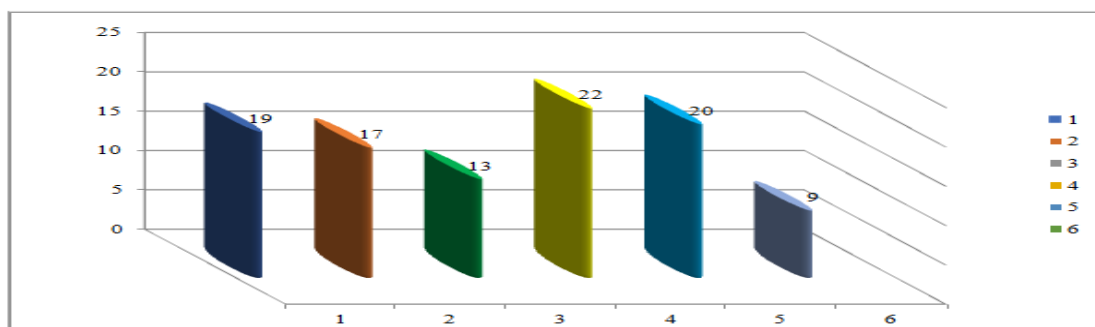


Figure 1 – Cluster distribution of students in grades 8-9-10

Thus, the first cluster included 9 students (19%) - children with a high level of self-esteem and the development of value orientations ($H=42,891$ at $p \leq 0.01$). It is typical for these students to think highly of their values and good sides and to respect themselves for it. They have a distinct commitment to autonomy and independence. Furthermore, these individuals are characterized by active self-development. ($H=37.182$ at $p \leq 0.01$). Self-actualizing is especially valuable to them. They are engaged in personal development, which determines their activity in relation to the outside world, discovering themselves and

seeking their own place in life. They are characterized by proper self-perception regardless of their dignities or imperfections of others. They tend to correlate their actions with a current situation and coordinate them in accordance with changing conditions and their own situation. In this regard, representatives of this cluster were referred to as «Appreciating self-development».

The second cluster included 7 students (17%). These are children characterized by active self-development (at $H = 37,182$ $p < 0.01$), the desire to change the current life situation. They tend to have a discreet perception of their lifestyle—they are aware of one of the time periods (past, present or future) ($p = 0.01$ $h = 20.968$). Representatives of this cluster are characterized by activity aimed at self-realization, self-development, self-realization and the search for their own life path. Children in the second cluster can analyze their relationships and actions with others with their actions, but do not pay much attention to this. It is difficult for people whom they consider unacceptable to accept personal qualities. Voluntarily, the cluster can be called «surrendered to development».

The third cluster included 9 students (13%). They may be characterised by a poor understanding of their feelings, needs or experiences. These respondents are unfamiliar with their emotional experiences and will never know them. When they make decisions, they have trouble trusting other people's opinions and assessments. ($p = 0.01$ at $p = 55.075$). They do not seek to gain new knowledge about the environment and do not have a clear creative orientation. They are prone to conservatism, skepticism, introversion and a closed cognitive position in their views (at $n=19.781$ $p \leq 0.01$). They have no desire to develop. When communicating with other people, they show externalism and find it difficult to get to know people. It is difficult to resist the weaknesses of people who are not interested in them. Perhaps relationships with other people do not matter to them. Representatives of this cluster were called «conservatives».

The fourth cluster included 9 people (22%); they did not perceive their temperament, passion, or aggressiveness as a natural manifestation of human nature. When communicating with others, they tried to hide their hot temper and aggressiveness. In their opinion, it is impossible to express your dissatisfaction, and they believe that such feelings can cause damage to relationships and relationships with others. They strive for personal progress and self-development, which determines their activity in their relationship with the outside world. The inadequacy of chickens to accept themselves is natural for them; they depend on their assessment of the dignity or immaturity of others (at $kr=20.959$ $kr 0.01$). When communicating with others, they owe their appearance; such people do not «open up» to others. Representatives of this cluster were called «social chameleons».

The fifth cluster included 8 people (20%), and they can be characterized by a low level of development of subjective characteristics. They do not share the values of personal self-realization and do not strive for self-realization (at $h=20,968$ $cr.0.01$); their self-development is characterized by necessity, not priorities. These are people who live within the framework of the system of standards and values they have adopted. They do not seek to gain new knowledge about the environment; they do not have a «template thinking» or a close cognitive position. Such people are not confident in themselves; they are carried out taking into account a sense of inferiority and a tendency to responsibility, and the «outside world» is assertive, in circumstances or other people. They evaluate their advantages and disadvantages based on the assessment of others ($p= 0.01$ at $H=20.959$), believing that they are suspicious, and confront them. All this made it possible to define them as «without a subjective position».

The sixth group gathered 5 students (9%) who were focused on performance, which is very important for self-development and self-realization. Such children are able to express their emotions independently and directly. Self-knowledge has become a way of life for these people, not only their dream, but also their duty. Such people not only plan their actions, but also implement their plans and intentions ($H=55.075$ at a price of 0.01). They really enjoy their success and the success of others; success is a source of true satisfaction and joy for such people. They help others out of altruistic motives. They respect themselves for their virtues and virtues; they have a low level of anxiety and strive for self-sufficiency and independence; they respond to changing situations and fight for them properly ($p=19,781$ $p < 0.01$). Therefore, they can be called «objects of life».

RESEARCH RESULTS AND THEIR DISCUSSION.

The analysis of each group from the point of view of the peculiarities of self-knowledge in relationships showed that significant and statistically significant differences in all indicators were not identified. Differences in self-awareness were revealed only from the point of view of self-realization of flexibility in behavior. No differences were found in other characteristics: social confidence, reflexivity, self-presentation management, and perception of others.

These are children who live in accordance with accepted norms and values in their social group, do not seek new knowledge, have «typical» thinking and do not try to realize their values in their behavior and relationships with others [6, P.145].

«The subjects of their own life», on the contrary, can react and adapt to changing conditions and circumstances, as well as realise their values in communicating and behaving with others. [7, P.147]. "Those who value personal development" and "those who aspire to development" can respond to changing situations, and they are also capable of upholding their values in relationships and behaviours with others.

«Those who value self-development» and «those who strive for development» are characterized by a lower index of reflexive development (except for significant differences) compared to «social chameleons», «conservatives», «subjects of their own lives», «people without a personal relationship» [8, P.320].

This may be because the representatives of the first and second groups are more active in the achievement of the goals, less inclined to analyze past events (recovery) and pay more attention to «current» and future events and prospects.

Furthermore, the "social chameleon" is subject to introspection, analysis of situations and events, behaviour in that situation ($H = 4.136$ $P < 0.05$) in the absence of significant differences. «Without a personal relationship» and «social chameleon» are characterized by average (low) indicators of social trust. It may be said that their degree of openness to others is low, perhaps because they feel secure in the communication process, and the appropriateness of their behaviour is determined on the basis of a system of environmental standards and values. [9. p.36]. They are comprehensive and closed, using time-tested methods. «Subjects of their own life», «self-development assessment», «conservatism», «striving for development» are characterized by a high level of trust in others, etc. If there are no real reasons for distrust, then they can be trusted and trusted.

In addition, those who value «self-development» are characterized by greater confidence in others (in the absence of reliable differences, $H = 3.038$, $p = 0.05$). «Lack of personal communication» and «desire for development» have a low level of perception of others. Since people who do not have a «personal relationship» do not have enough self-perception, others usually seem suspicious and hostile to them.

On the other hand, the «desire to develop» cannot accept the unfavourable personal qualities of others (for example, the lack of aspirations and desires for self-improvement). The «self-assessments of development», the «social chameleons» and the «conservatives» are distinguished by a medium perception of the others, which indicates a harmonious and «comfortable» relationship with the others [10, P.68]. At the same time, «subjects of their own life» are sensitive to others, which allows them to behave decently in relationships, resist other people's weaknesses, and take constructive criticism.

Analyzing self-presentation, we found that representatives of all groups (in the absence of significant differences) are «subjects of their own life», «have no personal relationships», «value self-development», «social chameleons», «conservatives» and «aspirants». Development is determined by the natural regulation of their behavior, which can be characterized by internal attitudes and emotional states [11, P.145].

In addition to the peculiarities of self-expression in children with various features of subjective characteristics, the existence of important links between indicators of self-expression and subjective characteristics was established. Thus, it is proved that the more developed a person's desire and need to realize his abilities (potential), the more important his attitude to others (reactions) becomes ($R_s = -0.241$, $p = 0.05$). The more a child is able to live in the present, the more he is inclined to feel his life «here and now» and more harmoniously interacts with peers ($R_s = 0.389$, $p = 0.01$). It was also found that such people are characterized by a high level of self-perception ($R_s = 0.578$, $p = 0.01$); also corresponds to a high level of perception of behavioral values and the ability to adequately and quickly adapt to changing conditions ($R_s = 0.533$, $p = 0.01$). If a student trusts his views on life, goals and beliefs more, he becomes more confident in himself, in himself and his principles, more free to choose behavioral strategies (computer = 0.611, $p = 0.01$). In addition, such children can correctly assess their ability to realize their values in accordance with the relevant situation ($R_s = 0.624$, $p = 0.01$). The more values a student allocates for himself, the higher his self-perception index, the more interested he is in activities characterized by high productivity ($R_s = 0.420$, $p = 0.01$); the more skills he has to implement these values in the process of communication and behavior with others ($R_s = 0.363$, $p = 0.01$).

In conclusion, we note that the results of our study are interesting for their separation - firstly, there are no significant differences in some indicators of self-expression in groups, and secondly, there is a reliable relationship between subjectivity and characteristics of self-expression. In addition, another rule was established: the higher the level of subjectivity of the child, the more insecure and critical he is in relation to others. These facts can only be explained by the multidimensional nature of the communication process and the need to take into account the following variables: the psycho-emotional state of the interaction subjects, interest in effective interaction, characteristics of cognitive and social processes, motivation and goals of the communication subjects, etc. [12, P.258]

According to the results of the study, on the one hand, opportunities open up for further study of the peculiarities of self-expression in the process of communication, taking into account the above variables; on the other hand, opportunities open up for the development of targeted psychological correction programs aimed at developing the value and vision of subjects, the ability to perceive themselves and others, the development of thinking, as well as the development of skills and abilities aimed at creating appropriate forms of interaction with peers [13, P.67].

In the modern school environment, communication was mainly mediated, which significantly reduced a person's ability to use interactive, cognitive, communicative and expressive content in interaction with peers [14, P.57]. This can cause children to have problems with self-expression in relationships. On the one hand, children constantly want to listen, they need self-expression, but on the other hand, these needs are rarely met due to the predominance of intermediate and virtual communication. As a result, mental, physical and psychological problems arise. The inability to realize yourself in relationships with other people is often a factor that hinders the development of personal and personal potential. Personal and subjective characteristics determine the specifics of the relationship, which are expressed in the relationship.

From this we can draw appropriate conclusions that complicate and complicate the seemingly weak subjective relationship.

Therefore, it should be noted that the relationship between subjective potential and the effectiveness of self-expression in a relationship is quite complex. Despite the in-depth study of communication problems, the individual and subjective characteristics of children who are faced with interaction and situations, as well as the specifics of their self-expression in communication, are currently poorly studied, which determines the relevance of this study [15, P.269].

CONCLUSIONS.

From the point of view of the theoretical analysis of the study, it is believed that psychology always turns to the study of the student's personality as a subject of life in general and various types of activities, to the study of his subjective characteristics that manifest themselves in communication and in all other spheres of life. The main feature of subjectivity is manifested in various approaches to its definition - a high level of activity, honesty, independence of the individual.

At the moment, individual components of subjectivity models are fixed and occupy a central place in the characteristics of the subjects of communication and communication. The combination of these components from the point of view of self-expression makes it possible to identify the most important components in communication (including self-knowledge, value orientations, orientation to self-development) and profile the personal and subjective characteristics of communication participants using these components in an empirical study [16, P.347].

Communication, which is an important condition for development in life, allows students to express themselves in the environment, to show their essence, to develop their personality. Through self-expression (self-presentation) and self-disclosure, students' self-expression manifests itself in communication [17, P.120]. The analysis of the problem of self-expression allowed us to consider the subject of communication as a process of self-expression according to such indicators as thinking, confidence, self-perception, etc., as well as information about self-presentation [18, P.29].

In the theoretical analysis of the problems of self-expression and subjectivity in communication, the developed personal qualities of this student have a direct impact on increasing self-confidence, thinking, perception of oneself and others, confidence in others, improving the skills of influencing others [19, P.276].

As a result, experimental studies have shown that people's self-expression differs in the features of subjective characteristics: orientation to self-knowledge, self-development and value orientations [20, P.140].

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