THE PROBLEM OF SOCIAL MATURITY IN PSYCHOLOGICAL RESEARCH

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Abstract

This article conductively analyzes the issue of social maturity which is one of the main issues of psychological research: the relationship and differences of social maturity with psychological maturity, the relationship between maturity and social maturity, the structural structure and characteristics of social maturity, the basic structural aspects of personality maturity.

Keywords: Social person, social maturity, psychological maturity, student personality, education, upbringing, self-concept, mental, volitional, emotional and physical maturity, self-awareness, social responsibility, behavior.

Introduction

Description of the topic. In the modern world, especially in developed countries, active scientific research is being carried out aimed at an in-depth study of the relationship between various aspects of personality maturity. Particular attention is paid to the comparative analysis of social maturity and psychological maturity, the identification of their general and specific characteristics, as well as the influence of these qualities on the formation of a harmoniously developed personality. Scientific works of recent years emphasize that social maturity is an integral part of the general process of personal development and is manifested in the individual's readiness for a conscious and active life in society. The research is aimed at revealing the structure of social maturity, its key components and functional features. The structure of social maturity is understood as a set of cognitive, emotional, volitional and behavioral characteristics that determine the ability of a person to successfully interact with the surrounding social environment. The basic structural aspects of personality maturity include social responsibility, the ability to adapt to various life

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situations, resistance to stress, critical perception of social reality and the ability to make socially significant decisions.

Modern socio-psychological research focuses on the fact that the formation of social maturity among young people is a strategically important task of the system of upbringing and education. The scientific literature emphasizes the need to identify the individual characteristics of social maturity in students, its connection with the processes of personal and social formation, as well as the development of effective methods for the formation of a socially mature personality.

Of particular interest is the determination of ways to educate young people who are able to:

adequately perceive and analyze social reality;

demonstrate resistance to a variety of life trials;

to be responsible for their own actions and social roles;

to be active in solving socially significant problems.

Thus, the study of social maturity from the standpoint of social and pedagogical psychology is the most important scientific basis for the development of practical approaches to the education of a harmonious, socially active and responsible personality. The results of such studies contribute to the improvement of educational programs, ensure the formation of young people's competencies necessary for successful integration into modern society, and create conditions for the comprehensive development of the individual.

Thanks to cardinal reforms, fundamental changes taking place in the new Uzbekistan, a new social environment is being formed, which serves the active development of the personality of students, changing the usual criteria of attitude to the profession, highly skilled work, wider coverage of citizens with higher education, and the implementation of new scientific and practical problems. The President of the Republic of Uzbekistan has taken a set of measures aimed at creating additional conditions for the education and upbringing of students, including increasing the intellectual potential, thinking and worldview of young people, strengthening their ideological immunity, forming the spiritual and moral consciousness of students as a harmonious generation living in the spirit of patriotism, serving the interests of the people. development of the concept,

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development and implementation in practice". Ensuring the implementation of these tasks allowed specialists in the field of psychology to find new scientific solutions for studying the social maturity of students[1].

Main Part

According to A.V. Mikhailov, the level of development of social maturity of an individual in most cases is determined by the totality of social conditions and the characteristics of the environment in which the formation and formation of a person takes place. The scientist emphasizes that social maturity is not an innate quality, but is formed in the process of active interaction of an individual with society and the surrounding cultural environment. The formation of this quality is significantly influenced by the family, educational institutions, social circle, socio-cultural and economic conditions, as well as personal experience of a person in various social situations [2].

A.V. Mikhailov also notes that the level of social maturity does not always directly correlate with the biological age of a person. Thus, some representatives of student youth can demonstrate a relatively high level of social maturity, showing responsibility, independence and social activity. At the same time, in some adults, the attitude to significant aspects of the surrounding reality retains infantile, "young" or even childish features, which is expressed in the lack of responsibility, instability of social behavior and insufficient criticism of their own actions. Based on this, the researcher determines social maturity through the emotional-volitional state of the individual, which arises as a result of achieving a certain level of his personal and psychosocial development. Social maturity, in his understanding, means not only the presence of knowledge and social skills, but also the formed internal readiness of the individual to fulfill social roles, take responsibility and adapt to difficult life circumstances. A.V. Mikhailov emphasizes that the problem of the formation and development of social maturity is interdisciplinary. It is located at the junction of personality psychology, social psychology, pedagogy, sociology and acmeology, which is due to the complex nature of the phenomenon itself. In the scientific literature, several approaches to the study of this phenomenon can be distinguished:

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Age approach – researchers focus on the study of social maturity mainly in adults and link its development with the formation of normative personal qualities necessary for a full life in society.

Continuous approach – a number of scientists argue that the development of social maturity is a process that continues throughout the life of an individual, passing through various stages depending on social experience and life circumstances.

Social-group approach – some researchers associate the level of social maturity not only with the individual characteristics of the individual, but also with the degree of development of social groups in which a person is included, as well as with the nature of their influence on his worldview and behavior.

Thus, social maturity is a complex integrative phenomenon that reflects the level of social adaptation, responsibility and readiness of the individual for constructive interaction with society. An interdisciplinary approach to its study allows us to better understand the mechanisms of the formation of this quality and to identify effective pedagogical and socio-psychological conditions that contribute to its development.

A.P. According to Lebedev, a socially mature person is characterized by an integral self-concept associated with the development of self-consciousness. In turn, self-consciousness and the formation of a stable image of "I" is an important psychological process of student age. The discovery of one's own inner world is a valuable psychological feat of early youth. Self-image is an important factor that determines the effectiveness of interpersonal relations in this age period. The level of complexity of the cognitive and emotional components, satisfaction with social self-reflection and the orientation of a generalized attitude towards oneself are indicators of popularity in a peer group. Young people who occupy a comfortable and uncomfortable position in a group of peers differ in a number of parameters of the image of "I". Celebrities are characterized by the content of the qualities of an ideal partner, while unpopular people will have two sets of values; one for himself, the other for his partner [3].

A.M. Petrovsky associates social maturity with certain age periods. Usually, social maturity occurs in middle adolescence (19-21 years), when young people

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reach the highest level of abilities (mental, creative, professional, etc.), manifested in the manifestation of leading life interests [4].

As a result of her research, U.A. Botaeva gave an exhaustive conclusion about maturity. He argues that maturity: taking responsibility and making decisions; strive to be a leader, control oneself and others; be ready to emotionally and morally support yourself and others; be confident and act decisively; to be able to philosophically observe and generalize thoughts; to defend their principles, to defend their views; to be strong-willed, not to deviate from the chosen path; have a personal individual vision; acquisition of life experience and readiness to pass it on to the younger generation; realism, rationality, the ability to analyze, evaluate and respond to what they do; the desire not to change and correctly perform life social roles. It is possible to say that a person has reached maturity only if the above-mentioned criteria are implemented. In this place, maturity can be expressed in professional, social, family, life and political, communicative, interpersonal activities, activities related to the upbringing of children. Of course, maturity directly depends on the environment in which a person develops, and the factors that he influences [5].

O.A. Lyubimova, considering the features of the perception of social maturity, identifies the following elements for the main components of this phenomenon: personal responsibility;

emotional self-control; behavioral self-control; freedom; adequacy of self-assertion;

goal-setting;

high realization of life events. The central element in the structure of a socially mature personality is the level of subjective control over an important situation [6].

Summary

The theoretical foundations of the study of the problem of social maturity in psychology helped to formulate the following conclusions:

 1. The analysis of scientific literature on the problem under study shows, on the one hand, the high relevance of research in this area, and on the other hand, the insufficient level of development of theoretical and practical issues of the

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problem of developing the social maturity of students, i.e. the presence of multifunctional approaches to the disclosure of the concept and essence of the phenomenon under study.

2. Theoretical analysis shows that there are certain differences in the preferences of a certain set of characteristics that determine the social maturity of students. adequate self-esteem; adequate self-awareness; adequate social behavior; adequacy of self-assertion; active life position; volitional self-regulation; communicative tolerance; maximum social and moral adaptation to life; moral responsibility; motivation for (future) professional work; orientation of the personality to maximum realization in the sphere of life that is the most important; normative functioning of the individual; mental autonomy; developed empathy; development of business qualities in relationships with others; developed communicative control; reflexivity; independence.

Conclusion

Thus, the analysis of psychological research shows that social maturity is a complex and multicomponent phenomenon that reflects the readiness of an individual for conscious, responsible and active life in society. Its formation is due to a combination of social, cultural and individual psychological factors, as well as the nature of human interaction with the environment. An interdisciplinary approach to the study of social maturity allows for a deeper understanding of its structure, mechanisms of development and manifestation at different age stages. Studies confirm that the development of social maturity is a continuous process that requires targeted pedagogical and socio-psychological support. The identified features and patterns of the formation of social maturity can become a scientific basis for improving educational programs and educational practices aimed at training a socially active, responsible and harmoniously developed personality capable of successfully adapting to modern conditions

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