

## PSYCHOLOGICAL FEATURES OF STUDENTS

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**Abstract:** This article analyzes the student years as an important stage of personal development. The intellectual, social, emotional, and spiritual aspects of students' growth are examined, and the necessity of considering these characteristics in the pedagogical process is substantiated.

**Keywords:** *student years, psychological characteristics, pedagogical characteristics, intellectual development, social behavior.*

### Introduction

The student years represent the most active stage of intellectual and social development in a person's life. During this period, an individual not only acquires knowledge and skills but also develops scientific thinking, broadens their worldview, and begins to form a life position. A student learns independent thinking, making correct decisions in problematic situations, and adapting to the social environment.

Furthermore, this stage defines professional preparation, spiritual outlook, and attitudes toward social activity. A student becomes aware of their social status, strives to find their place in a group, and strengthens communication and cooperation skills. Responsibility, initiative, and leadership qualities also develop in this process.

Therefore, a deep analysis of students' psychological and pedagogical characteristics is important not only for effectively organizing the educational process but also for raising a well-rounded personality adapted to social life in the future.

During student years, the formation of personality is one of the decisive stages in psychological development. At this stage, young people seek to deeply understand their personal "self," determine their place and role in society, and find answers to questions such as "Who am I?", "What kind of person will I become in the future?", "What profession will I choose?", "What values will I follow?" This internal search reflects the process of self-identification.

According to Erikson's psychosocial development theory (1968), this stage is described as an "identity crisis." Here, the individual compares themselves with existing social roles, tests various life experiences, and gradually comes to self-awareness. If the student overcomes this period successfully, a strong "self-concept" is formed, with clear personal views, professional orientation, and social position. Otherwise, difficulties in self-identification may arise.

Several factors influence personality formation: family environment, educational process, peer group, social setting, and pedagogical impact. Research by Makhmudova (2022) shows that student age is a favorable period for self-awareness, defining social status, and forming spiritual values. Toshpo'latova (2023) considers this stage as both personal and professional self-discovery.

In this process, students choose their life path, learn to make independent decisions, and develop a sense of responsibility. At the same time, inner contradictions, doubts, and uncertainties appear, which are natural stages of growth and maturity. Thus, personality formation during student years, though complex and multifaceted, becomes the foundation for an independent, socially active, and mature individual.

The student years are also the peak of intellectual development. Curiosity, interest in novelty, and scientific inquiry are heightened. Vygotsky (1982) described this age as “the most active stage of creative and abstract thinking,” emphasizing that theoretical knowledge acquisition and its practical application expand greatly during this period.

Students are able to analyze, compare, generalize, and apply knowledge both theoretically and practically. Critical thinking, creativity, and logical analysis develop significantly. In addition, scientific and technological progress, digital learning tools, and information technologies accelerate intellectual development.

Makhmudova (2022) notes that intellectual growth in students is reflected not only in theoretical knowledge but also in the development of independent thinking, creative approaches, and analytical skills. Toshpo'latova (2023) highlights that problem-solving activities in the learning process stimulate intellectual activity.

At the same time, successful intellectual development requires proper organization of the pedagogical process, high learning motivation, and the formation of independent learning skills. Therefore, student years represent one of the most important life stages for comprehensive intellectual growth.

This period is also characterized by emotional instability and strong aspirations. On one hand, students live with romantic moods, high ambitions, and strong emotions; on the other, they must develop willpower. As Ananyev (2001) noted, student years are the most important stage for shaping volitional stability. Students acquire qualities such as patience, perseverance, self-control,

and responsibility, which serve as the foundation for future professional and personal success.

In addition, students actively participate in social life, engaging in various community activities and organizations. This strengthens social skills, increases responsibility, and fosters an active social position. According to G'oziev (2004), participation in collective activities enables students to gain social experience, find personal roles, and feel social responsibility. Makhmudova et al. (2022) also emphasize the importance of active participation in educational communities for students' personal and social development.

Thus, the student years constitute a vital stage of personal, intellectual, emotional, and social development, whose integration shapes the foundation of a well-rounded personality.

### **Conclusion**

The student years are considered the most favorable period for intellectual, social, emotional, and spiritual development. During this stage, individuals enrich life experience, learn independent thinking, and form personal views and values. A student develops not only as a learner but also as an active member of society, a future professional, and a mature individual.

Taking these characteristics into account in the pedagogical process contributes to improving the quality of education, fostering independent learning, creativity, responsibility, and initiative among students. It also helps nurture individuals who can adapt to social environments, communicate effectively, and actively participate in problem-solving.

As a result, proper organization and pedagogical support of the student years serve as a decisive factor in nurturing a well-rounded personality.

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