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PSYCHOLOGICAL FEATURES OF THE INFLUENCE OF AUTONOMOUS DEPENDENCE ON THE DEVELOPMENT OF THE QUALITY OF INDEPENDENCE DURING STUDENT AGE

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Abstract

The article is aimed at revealing the essence of the psychological features of the influence of autonomy-dependence on the manifestation of the quality of independence in the student period. First of all, the manifestation of the quality of autonomy in the individual and the analysis of scientific research conducted by world scientists in this regard are described. At the same time, the issues of the influence of autonomy-dependence on the development of the quality of independence in the student period are highlighted on the basis of empirical research.

Keywords

student personality, quality of independence, autonomous, dependent, freedom, autonomous personality, planning, modeling, programming, evaluation of results, flexibility, independence, level of self-management.

ПСИХОЛОГИЧЕСКИЕ ОСОБЕННОСТИ ВЛИЯНИЯ АВТОНОМНОЙ ЗАВИСИМОСТИ НА РАЗВИТИЕ КАЧЕСТВА САМОСТОЯТЕЛЬНОСТИ В СТУДЕНЧЕСКИЙ ПЕРИОД

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Аннотация. Статья направлена на раскрытие сущности психологических особенностей влияния автономности-зависимости на проявление качества самостоятельности в студенческий период. Сначала описывается проявление качества автономности у человека и анализ научных исследований, проведенных мировыми учеными в этой области. Вместе с тем, на основе эмпирических исследований освещены вопросы влияния автономности-зависимости на развитие

качества самостоятельности в студенческий период.

Ключевые слова: личность студента, качество самостоятельности, автономная, зависимая, свобода, автономная личность, планирование, моделирование, программирование, оценка результатов, гибкость, самостоятельность, уровень самоуправления.

As is well known, significant progress has been made in the field of education in recent years. In particular, the content of academic subjects is changing significantly, the process of accelerating the educational process is being carried out, and new technical means and computer technologies are being introduced in all educational institutions. In general, the development trends of modern society and the field of education, in particular, require the development of students' initiative, non-standard thinking, the desire to have the ability to adapt to constantly changing socio-economic conditions, and the development of abilities and skills. Living and working in modern conditions requires young people to possess practical skills such as communicating with various people, making responsible decisions in real-life situations, implementing equal communication between subjects, the ability to acquire knowledge independently, and striving for active self-education throughout their lives. Therefore, at present, the study of such a phenomenon as the autonomy of the individual in education seems relevant.

The problem of personal autonomy is at the center of attention in various disciplines: philosophy, pedagogy, psychology, and others. In the philosophical concept, autonomy is one of the important characteristics of the individual's subjective freedom. N.A. Berdyaev characterizes the individual as a microcosm, an entire universe [2]. The individual possesses a spiritual character and stands above the determinism of the natural world. It defines itself from within. A person cannot exist in a static state; they are constantly developing and enriching themselves, that is, they demonstrate the ability to create themselves. Thus, the individual is primary in relation to the rest of the world, and freedom is inherent in them from the very beginning.

The idea of individual freedom has come a long way, undergoing many changes along the way. Ancient Greek sophists (Antifont, Hippias, Protagoras) viewed freedom as a product of people's independent creative activity. Epicurus believed that a sage who

knows his own nature is free. Renaissance philosophers viewed man as an intelligent and free being, capable of creating himself in connection with the mastery of the world.

Existentialist philosophers (A. Camus, J.P. Sartre, C. Wilson) believe that freedom is inherent in a person from birth [6]. Throughout a person's life, they reveal their abilities and abilities and are implemented as a project. No one can help a person in this complex and contradictory process. Man deserves to be free (or absolutely autonomous) and alone. He chooses who he wants to be and can only rely on his own strength. He is not limited by anything in the manifestation of his activity. However, such absolute autonomy of the individual also presupposes absolute responsibility for what one is doing and how one is being. No one can share this responsibility with him. Thus, in existentialist philosophy, the concepts of "activity," "freedom," "autonomy," and "responsibility" are closely intertwined.

In a psychological concept, autonomy can be defined as a socio-psychological quality that allows a person to act independently of internal and external relationships and to demonstrate their ability to be independent. Autonomy is defined as the need to manifest this quality. According to the founder of analytical psychology, K.G. Jung [8], the autonomy and freedom of the individual rely on the processes of perception and apperception, thinking, evaluation, anticipation, will, and inclination in their formation. It is precisely the striving for an "autonomous mental complex" that forms the basis of personal development. The idea of striving for autonomy and independence by overcoming the "complex of incompleteness" in human personal development belongs to A. Adler, the founder of individual psychology [3]. The aphorism "To be a complete person, you must have an inferiority complex" is attributed to him.

Man constantly strives to free himself from the feeling of imperfection, to reach the absolute peak of personal feeling, the highest ideal of existence, and autonomy. However, according to E. Fromm's theory [7], an individual can never achieve absolute autonomy, even when searching for ways to achieve it.

An autonomous personality becomes an autonomous personality only when it is capable of controlling them through personal attitudes, that is, making choices, without denying the natural manifestations of dependence. One must not lose sight of the fact

that human existence itself begins only where any stability and firmness, any meaningful and final certainty, cease. It merges with a person's natural predisposition and begins where their personal position, attitude, and personal attitude toward the situation exist.

A. Maslow defines human autonomy through the category of self-activation as the full utilization of talent, abilities, and opportunities. [4]An autonomous person is an ordinary person from whom nothing is taken away, rather than an ordinary person to whom something is added. G. Merrey considers a person's desire for autonomy to be a natural need for them and defines it as freedom from shackles and restrictions, resistance to coercion, the desire to be independent and act according to one's own desires, independence from anything, and disregard for conventions [5].The autonomy of the individual is manifested primarily in their independent activity. V.I. Andreyev distinguishes the following abilities inherent to a person as a subject of independent activity[1]:

Motivational-creative activity and orientation of the individual. It is expressed in the process of curiosity, interest, a sense of enthusiasm, emotional uplift, the pursuit of creative achievements, leadership, receiving high marks, the personal significance of creative activity, independent learning, and self-education.

Intellectual-logical. It is manifested in the ability to analyze, compare, identify the main ones, describe phenomena and processes, provide definitions, explain, prove, justify, systematize, and classify. Intellectual-heuristic. It consists of the ability to generate ideas, advance hypotheses, fantasize, associate, see contradictions, transfer knowledge and skills to new situations, abandon clingy ideas, overcome inertia, think independently, and possess critical thinking. Self-management of the individual. It is manifested in goal setting and goal-setting, the ability to plan, self-organization, self-control, self-assessment, reflection and correction, and perseverance.

Communicative. It is expressed in the ability to utilize the experience of others, cooperate with them, organize, defend one's point of view, persuade others, and avoid conflicts.

In addition to the aforementioned abilities, the independent (autonomous) personality includes qualities of worldview (belief, the ability to defend one's creative positions), moral qualities (honesty, humility, courage, persistence), aesthetic characteristics (the ability to achieve harmony, simplicity, and beauty in human

relationships), and individual characteristics (the pace of activity, work capacity, and characteristics of the style of activity).

Thus, in psychology, autonomy is understood as a characteristic characterizing an individual's desire for self-activation, the discovery of their abilities, and independent activity. An autonomous person can only become an independent person when they possess many abilities and qualities. Thus, the content of the concept of "personal autonomy" is revealed in many psychological and pedagogical works. Most authors consider it a quality of personality that combines the ability to acquire new knowledge and apply it creatively in various situations with a desire for such work.

The most important means of developing the activity, independence, and, finally, autonomy of students is the system of creative tasks. The activity of students is manifested not only in the conscientious execution of the teacher's instructions but also in the intensity of task execution related to the search for specific ways to solve it. Independence implies that students themselves resolve the issues that arise. It includes the desire and ability to rationally organize work, perform it without the help of others, critically perceive the material being studied, connect new knowledge with old, highlight new tasks, independently solve emerging problems, and defend one's beliefs. Activity can manifest itself without independence, and independence cannot exist without activity. Autonomy, in turn, arises when the student realizes themselves as a full-fledged subject of knowledge and is ready to act actively and independently.

However, another key indicator of student autonomy development is responsibility. The term independence can only be used to describe situations in which the learner is fully responsible for making and implementing decisions related to their further education. Full autonomy does not imply the involvement of the teacher or the educational institution. An autonomous student is considered independent of educational materials.

What opportunities does the modern education system provide for the development of students' autonomy?

Firstly, the person-oriented education system currently developing, which directs students toward the future, contributes to their successful socialization, professionalization, and social adaptation.

Person-centered education contributes to the development and formation of the active role of the individual. Achieving freedom in this direction, students do not adapt to what they have learned, but adapt to it using the knowledge and skills acquired during autonomous learning activities.

Secondly, the specialization of school education contributes to the early identification of students' inclinations toward various subjects, the professional self-determination of schoolchildren, and the realization of the need to expand their knowledge and skills for independent cognitive activity to prepare for further education in the secondary or higher professional education system.

Third, distance learning, which is actively developing and is in increasing demand in the educational services market. Among the many distinctive features of distance learning, the most important is the new role in the student's activity: the integrated virtual training technology of teaching using an entire complex of organizational forms allows the student to become an independent researcher and a real subject of cognitive activity; the educator acts only as an advisor, a consultant, and helps direct activity in the desired direction; everything else is the student's task.

Fourth, the concept of continuous education, according to which a person constantly acquires knowledge, skills, and abilities throughout their life and improves themselves as a specialist and professional. The educational process does not end at the moment of receiving the diploma of education, but transitions to another plane—it becomes an independent educational process. Here, no one manages the student's cognitive activity anymore. They have full freedom in determining the content of their education, the methods, forms, and means of its implementation, and the methods for monitoring educational effectiveness. And most importantly, the entire process of self-education is linked to the internal motivation of the student. He says: not only can I learn something, but I want it and know how to achieve it. In this way, genuine autonomy in education emerges. And this is no longer a myth, a speculation, or a colorful prospect, but a perfectly real situation experienced by anyone striving for new knowledge and new methods of activity. It is the autonomy of the individual in education that ensures the further development of all disciplines. In this regard, it is important to determine the

level of autonomy formation during the student period.

It is especially important to study the characteristics of the influence of autonomy on the formation of independence during the student period. To this end, V.I. Morosanova's questionnaire "Style of Managing One's Behavior" and the "Autonomy and Dependence" questionnaire were conducted with a group of students selected during the study, and the results were analyzed in quantitative and qualitative terms. The results of the quantitative analysis are reflected in the table.

Table 1

Characteristics of the relationship between independence and autonomy during the student period

Self-management scales	Autonomous	Subordinate	Mixed
Planning	0,38**	0,12*	0,33**
Modeling	0,24**	0,10	0,22**
Programming	0,17**	0,17**	0,26**
Evaluate results	0,39**	0,16**	0,38**
Elasticity	0,14*	0,31**	0,24**
Independence	0,07	0,13*	-0,01
Degree of self-government	0,19*	0,18**	0,23**

According to the results of the table, it was revealed that planning has a significant correlation with autonomous ($r=0.38$; $p\leq0.01$), mixed ($r=0.33$; $p\leq0.01$), and dependent ($r=0.12$; $p\leq0.05$). It can be seen from the results that autonomy and mixed types prevail in planning tasks related to educational activities during the student period. In particular, it has become clear that it is important for a student to listen to the opinions of their classmates and others when performing specific tasks and assignments. According to the experimental results, it was noted that the modeling has a high degree of significant correlation with autonomous ($r=0.24$; $p\leq0.01$), and with mixed ($r=0.22$; $p\leq0.01$). At the same time, it was found that modeling is an independent component without interconnection with subordination. At the same time, it should be noted that the increased possibility of modeling in student activities limits their ability to act depending

on dependence—that is, depending on the people around them. According to the research results, it was observed that programming has a high degree of correlation with autonomous (r=0.17; p≤0.01), dependent (r=0.17; p≤0.01), and mixed (r=0.26; p≤0.01). From this, it can be seen that the activity of the willow indicates its multifaceted nature. Therefore, it is important for them to establish the sequence of their activities. From this point of view, there is a significant correlation between these two phenomena.

Based on the analysis of empirical data, it was established that the evaluation of results correlates with autonomous (r=0.39; p≤0.01), dependent (r=0.16; p≤0.01), and mixed (r=0.38; p≤0.01). It is well known that every person tries to evaluate the effectiveness of their activities. It is especially natural to observe this situation in the student's personality. Therefore, each category indicates that the group of subjects has a strong desire for rational evaluation of their behavior by others.

According to the experimental results, it was established that flexibility is highly significant with dependent (r=0.31; p≤0.01), and with mixed (r=0.24; p≤0.01). At the same time, a significant correlation was noted with autonomy (r=0.14; p≤0.05). It can be seen from the results that an increase in flexibility during the student period leads to a high manifestation of autonomous and mixed types.

According to the research results, a significant correlation was found between independence and dependence (r=0.13; p≤0.05). If we pay attention to the results, it turns out that independence is an independent component without interconnection with an autonomous, mixed one. It is known that the increase in the quality of independence in a student's personality is a separate phenomenon of their autonomous and mixed types. Thus, it is observed that the quality of independence in the student's personality manifests in connection with the relationship between subordination and the situation.

According to the analysis of empirical data, it was established that the level of self-regulation has a high degree of significant correlation with dependent (r=0.18; p≤0.01), and with mixed (r=0.23; p≤0.01). Thus, it is noted that the level of self-regulation has a significant correlation with autonomy (r=0.19; p≤0.05). It should be noted that an increase in self-regulation in the student's personality prepares the ground for an increase in their autonomous and subordinate characteristics.

Based on the theoretical approaches studied and the analysis of empirical data, it was possible to form the following conclusions:

- The formation of the quality of independence during the student period is inextricably linked to the levels of autonomy and subordination, and a positive correlation is observed between them;

- According to the results of empirical research, it was noted that modeling is a separate phenomenon without interconnection with dependence, autonomy, and mixed types of independence;

It was established that while programming and evaluation of results during the student period have a highly significant correlation with autonomy-subordination, the correlation with levels of planning, flexibility, and self-regulation has a selective nature.

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