



Personal Activity and Motivation

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Abstract

This article describes the concept of human activity, its structure and types. In addition, classification and types of motivation and motive were studied. The theories of motivation of various scientists have been studied.

Keywords: activity, interiorization, exteriorization, action, need, goal, motive.

One of the main characteristics of a person is his ability to work, and any type of work is considered an activity. The psychological theory of activity was created in universal psychology. Also, he L.S. Vygotsky, S.L. Rubinstein, A.N. Leontev, A.R. Luria, A.V. Zaporozhets, P.YA. It is explained in the works of Halperin and many other psychologists.[2]

Activity is a developing system of the subject's interaction with the world. In the process of such interaction, a mental image is formed and its expression in the object, as well as the subject's realization of his relationship with reality. Any simple act of activity is a form of expression of the activity of the subject, which means that each activity has a motivating reason and is directed to achieve certain results.

Thus, activity can be defined as human-specific, mind-controlled, need-fulfilling activity aimed at knowing the external world and a person, as well as changing them.

Activity has the characteristics of objectivity and subjectivity. The subject of activity refers to the events in which he is directly involved. For example, the subject of cognitive activity serves various types of information, the subject of educational activity is knowledge, skills and abilities, and the subject of labor activity is a specific material product created. The subject of activity is a person, an individual.

In addition to the subject and subject of the activity, the means and results of the activity are also related to this concept. In the implementation of the activity, the means of labor for a person are understood as the tools used to perform one or another action and procedure. They are the results of activity and are created products that have a material or spiritual nature.[1]

Thus, the activity is distinguished by the following characteristics:

- is a form of activity with an internal motive;
- Productivity of human activity. Creation of a tangible or fully mature product;
- arises from private, higher, social needs of a person;
- Human activity is manifested in the product produced by him, such expression or reflection of activity embodies human knowledge and skills.



The theory of activity is fully developed by A.N. In the scientific works of Leontev, in particular, "Activity. Consciousness. It is described in the work "Shakhs" (M., 1982).

Concepts about the structure of activity do not fully explain the theory of activity, but form its basis.

Human activity has a complex hierarchical structure. It consists of several layers or levels. Moving from TOP to bottom, we name them: the level of individual activities (or individual types of activities); level of activity; treatment level; level of psychophysiological tasks. Thus, the components of the structure of activity include motive, goal, action (external, objective and internal, mental; processes of interiorization and exteriorization), procedures, psychophysiological tasks. A motive is a motivating reason for an activity. A goal is a description of a desired, i.e., result to be achieved by performing an activity.

Action is the basic unit of activity analysis. By definition, action is a process directed toward the realization of a goal. The following characteristics of the concept of "movement" can be mentioned.

The first feature is that action involves a conscious act of goal setting and retention as a necessary component.

The second feature: movement is at the same time an act of gesture.

Thus, the theory of activity consists in recognizing the continuous unity of the primary two characteristics of consciousness and behavior, which differ from previous concepts (behaviorism). [2]

The third, very important feature: the theory of activity confirms the principle of activity by contrasting it with the principle of affectivity through the concept of "movement". Based on each of the principles of activity and effectiveness, the starting point of the analysis of activity should be placed in the external environment or in the organism of the subject.

The fourth feature: the concept of action "takes" human activity into the social and physical world.

Action is always related to the goal. The goal determines the action, and the action ensures the realization of the goal. The nature of the action can be determined by the nature of the target. What can be said by analyzing human goals? First of all, it is possible to mention their great variety, and most importantly, their large size.

Large goals are broken down into smaller, specific goals, which in turn can be broken down into even more specific goals, and so on. Accordingly, each large-scale action of sufficient level consists of passing to different levels in the system of actions of the lower-order sequence. For example, you want to call another city. To perform this action (order I), you need to perform a number of private actions (order II): you need to go to the long-distance telephone network, find the necessary machine, stand in line, etc. After entering the cabin, you need to contact the subscriber. But for this you have to do a series of small tasks (order III): you need to throw a coin, press a button, dial certain numbers, etc.

Processing is the next lower level of activity execution. Treatment refers to the way in which an action is performed. For example, the operation of multiplying two two-digit numbers can be solved by remembering and writing the example in column form. These are two different methods or two different operations of the same mathematical example.[1]

What will be the nature of the treatments used? First of all, they depend on the conditions under which the action is performed. If the action corresponds to the goal itself, the treatment corresponds to the conditions in which the goal is set. Such conditions include, in addition to external situations, the capabilities or internal means of the operating entity.



In the theory of activity, the goal of certain conditions is called a problem. When describing the process of solving the problem, it is necessary to indicate both the actions and procedures that implement them.

The main feature of the treatments is that they are less understood or not understood at all. With these properties, manipulations are fundamentally different from actions that specify both the conscious goal and the control of the execution of the action.

Treatments are divided into two types: some occur with the help of adaptation, adaptation, direct imitation; others appear in action automation tools. Treatments of the first type are not understood, they cannot be created in our mind, even with the help of special tools. The second type of treatment is located at the border of consciousness. They can easily become relevant.[1]

Each complex action consists of a sequence of actions and a layer of "overlapping" procedures. The lack of definition of the border between conscious and unconscious activities, which is relevant in every complex action, means the mobility of the border that separates the sequence of actions from the sequence of procedures. The upward movement of this limit means the change of some actions (mostly the simplest ones) in the treatment. The downward movement of the boundaries means, on the contrary, that the procedures become actions, that is, the activity is divided into smaller units. Below is a suitable example. During the discussion, you had a new idea, and we imagine that you expressed it mainly based on the content, regardless of the way of expression. You have many, that is, mental, speech, etc. you will have performed the action provided by the procedures. All of them will have performed the activity of expressing the idea together.

We will consider the lowest level in the activity structure - psychophysiological tasks. In the theory of activity, these tasks include the physiological maintenance of mental processes. They include the human body's ability to create and record remnants of past impressions, motor skills, and others. We can talk about sensory, mnemonic, and motor tasks, respectively. This level also includes mechanisms that are innate and occur in the first months of life, which have a strong place in the morphology of the nervous system. All abilities and mechanisms are given to a person at birth, that is, they are determined by heredity.[1]

Psychophysiological tasks provide the means of activity with the necessary initial conditions for the implementation of mental tasks. For example, in order to retain information in our memory, we use special methods of quick and high-quality memorization. But if we did not have the mnemonic functions of the ability to remember, we would not be able to perform this activity. Mnemonic tasks are innate. As soon as a child is born, he begins to memorize a large amount of information. Initially, this is simple information, and later, in the process of development, in addition to the amount of information that needs to be stored in memory, the quality indicators of memory also change.

There is a memory disease called "Korsakov's syndrome" (named after the famous Russian psychiatrist S.S. Korsakov, who first studied it). This is where the mnemonic task fails. In this disease, events, even those that happened a few minutes ago, are not remembered at all. Such patients, for example, greet the doctor several times a day and may not remember whether they ate today or not. One patient, forgetting that he had just read to his mother a fragment of a book he liked, would read it without stopping and repeat it several dozen times. If such a patient tries to memorize a text, he can immediately forget the memorization along with the text.

Thus, it can be concluded that psychophysiological tasks are an organic structure of activity processes. Without relying on them, there is no possibility of setting tasks other than the execution of actions and procedures.[2]



Internal and external components can be distinguished in any activity structure. Internal components include the anatomical and physiological structures and processes involved in the activities controlled by the central nervous system, as well as the psychological processes and states involved in the control of activities. External components can include various actions related to the practical implementation of the activity (N.A. Bernstein).

As the activity progresses and changes, a systematic transition of external to internal components is carried out. This includes interiorization, automation, and exteriorization.

Thus, in addition to external activity, internal, mental activity can also be distinguished. What are the tasks of this activity? First of all, these tasks consist of preparation of internal actions for external actions. They make it possible to quickly choose the necessary action, help to save human effort, and also avoid gross mistakes. For example, a person designates a place to hang bookshelves against the wall. He chooses one path, evaluates it, then abandons it, goes to the second, the third, and finally stops at a convenient and comfortable position. Although during this time he does not "move a finger", that is, he does not perform any practical action.[2]

"Running" actions in the brain means thinking about them in advance. How does a person think about what to do? He imagines that some action has taken place and considers its consequences. Looking at them, he chooses the action that suits his situation. OR another example, in many cases, when a person is waiting for some happy event, he imagines that event as if it has already happened. As a result, he sees himself sitting with a happy smile on his face. These examples are an example of the inner workings of a person. It is distinguished by its two main features. First, internal activity has the same structure as external activity, they differ from each other only in the form of being. This means that these two activities are evoked by motives, observed along with emotional experiences, and have their own therapeutic technical structure. The difference between internal activity and external activity is that actions are performed not with real objects, but with their imaginary image, and instead of a real product, an idea result is formed. Secondly, the internal activity appeared by transferring appropriate actions from the external activity to the internal state. In order to effectively implement an action mentally, it is necessary to master it in practice and get a real result. For example, in the game of chess, the movement of the pieces is mastered, and only after their consequences are perceived, it is possible to think of the chess movement.

It should be noted that the authors of the theory of activity faced the problem of analysis of consciousness and mental processes through the concept of internal activity. According to the authors of the theory of activity, mental processes can be analyzed from the point of view of activity, because any mental process has its own tasks and procedural-technical structure and is carried out for a specific purpose. For example, the perception of taste has perceptual goals and tasks related to the determination of mutual differences and degrees of correspondence of taste qualities. Another example of a perceptual task is the detection process. We have to perform such tasks regularly in our daily life when solving problems with eye contact, recognizing faces, voices, etc. To solve all tasks, perceptual actions in the form of differentiating, identifying, measuring, familiarizing and other actions are carried out in accordance with each.

It is possible and necessary to study mental processes (perception, attention, memory, thinking, etc.) as a separate form of activity from the point of view of the theory of activity, and to apply certain information - the general structure of activity, levels, patterns of passage, etc.[2]

Any activity is manifested in real conditions, in different ways and in different ways. Since every action is aimed at a certain thing - an object, the activity is imagined as a set of actions with an object. Actions with objects are aimed at changing the properties and quality of objects in the external world. For example, the subject action of a student summarizing a lecture is focused on



writing, and he is enriching the stock of knowledge by first of all making changes in the number and quality of entries in that notebook. External and internal activity are distinguished, depending on what exactly the activity and the objective actions that make up it are directed at. External activity is an activity aimed at changing the external environment surrounding a person and things and events in it, while internal activity is primarily a mental activity, which results from the passage of purely psychological processes. From the point of view of origin, internal - mental, psychic activity originates from activity with an external object. At first, external activity with an object takes place, as experience is gained, these actions gradually turn into internal mental processes. If we take this as an example of speech activity, the child expresses the first words with a loud sound in his external speech, later he learns to speak on his own, thinks, reflects, sets goals and plans for himself. goes on.

In any situation, all actions are guided by consciousness, both from the point of view of internal-psychological and external-consistency. Any activity includes both mental and physical - motor actions. For example, have you ever observed a wise man thinking? If you carefully observe a thinking person, although the leading activity in him is mental, his forehead, eyes, even the movements of his body and hands are not able to settle on a very important and serious thought, or find a new idea and take it from him. shows that he is happy. At first glance, the actions of a gardener who performs external elementary work - for example, removing excess leaves from a grape plant - are not without mental components, he knows which leaves are superfluous and removes them knowingly.[1]

Mental actions are various actions that a person consciously performs with the help of internal psychological mechanisms. It has been experimentally proven that such actions always include motor actions. Such actions may take the following forms:

perceptive - that is, these are actions that result in the formation of a holistic image of surrounding objects and events;

mnemonic activity, a complex type of activity related to the recollection, recall and retention of material related to the essence and content of things and events;

thinking activity - activity aimed at solving various problems, issues and riddles with the help of intelligence and wisdom;

imagistic - (derived from the word "image" - image) activity is such that it requires to understand and recreate in the imagination the features of things that are not directly present in the mind by means of imagination and fantasy in creative processes.

As we mentioned above, any activity is formed on the basis of external actions and may consist of motor components. If there is a transition to mental processes on the basis of external activity, such a process is called interiorization in psychology, on the contrary, the transfer of ideas formed in the mind directly to external actions or external activities is called exteriorization.[2]

Types of activities also differ according to the degree of direct involvement of the mind. For example, it may be the case that some activities require that each element be done seriously, separately, and that all attention and concentration be directed to it at the beginning. But over time, gradually the participation of the mind in it decreases, and many parts become automatic. When this is translated into ordinary language, it is said that the qualification has been formed. For example, each of us has learned to write letters in this way. If our skills strictly rely on the knowledge we have, if they ensure the successful performance of actions according to the goals and requirements of the activity, we call it skills. Skills are always based on specific knowledge we have. For example, skills and competencies are interrelated, therefore, all skills and competencies formed in the course of educational activities ensure the successful study of a



person. Both are strengthened through exercises and repetitions. If we take only the qualification, the ways of its formation can be as follows:

by simple demonstration;

by way of explanation;

by combining demonstration and explanation.

Skills and abilities are very important in life. They ease our physical and mental efforts. It ensures that we achieve success in studies, work, sports and creativity.

Another common way of classifying and categorizing activity is to categorize it into basic types of activity common to all humans. These are communication, play, study and work activities.[2]

Communication is one of the primary activities manifested in the process of individual development of a person. This activity comes from one of the strongest human needs - to be human, to talk like people, to understand them, to love them, to coordinate mutual relations. A person begins his development by mastering this type of activity and creates the ground for perfect mastery of other types of activity through speech (verbal) and non-verbal means (non-verbal).

Play is a type of activity that does not directly involve the creation of any material or spiritual benefits, but in the process of it, complex and diverse norms of activity in society, symbolic patterns of actions are mastered by the child. A child cannot understand the meaning and essence of adults' actions until they play.

Study activity also plays a big role in the development of a person and acquires meaning. This is an activity in the course of which knowledge, skills and various skills are acquired.

Working is also an activity based on the most natural needs, the purpose of which is to create material or spiritual benefits, to contribute to the development of society.

All laws and mechanisms of activity apply to mastering any profession, not just mastering it, but skillfully performing it. Acquiring a skill requires not simply memorizing and retrieving relevant information, but consciously engaging in both internal (mental) and external (subject-oriented) activities. It should not be forgotten that there are complex processes involved in implementation. But the psychological factors - reasons that forced each person to engage in one or another type of activity are important, and these are the motives of activity.[1]

There are functionally related motivational and controlling aspects of human behavior. In psychology, the concepts of motivation and motive are the most general and basic among the concepts used to describe and explain the provoking situations in human behavior.[1]

The term "motivation" has a wider meaning than the term "motive". The word "motivation" is the determining factor of behavior in modern psychology. In particular, it is used in a double sense as a feature of the motivating process, which determines the system of needs, motives, goals, aspirations, and many others) and keeps behavioral activity at a certain level. We use the concept of motivation in the first sense. Thus, motivation can be defined as a set of psychological reasons that explain human behavior, its origin, direction and activity.[1][3]

Let's step back now and consider four perspectives psychologists have used in their attempt to understand motivated behaviors. Instinct theory (now replaced by the evolutionary perspective) focuses on genetically predisposed behaviors. Drive- reduction theory focuses on how our inner pushes and external pulls interact. Arousal theory focuses on finding the right level of stimulation. And Abraham Maslow's hierarchy of needs describes how some of our needs take priority over others.



Before considering how organizational psychologists can help employers in their efforts to motivate and secure employment, let's take a closer look at why any worker can achieve a high standard or a challenging goal.

Think of someone you know who strives to succeed in anything that offers growth. Now remember to try less than that.

Psychologist Henry Murray (1938) first described the achievement motivation of a person as the pursuit of significant achievements for the acquisition of skills and ideas, for management, as well as for the rapid achievement of a high standard.

You can expect them to be persistent and take on realistic tasks, highly motivated people achieve a lot.

A lifetime study of 1,528 California children who scored in the top 1 percent on an IQ test. Forty years later, researchers found motivational differences when comparing those with more and less career success. Those who were more successful were full of energy and determination. They had a lot of active activities in their childhood. When he grew up, he participated in many groups and was a participant in sports competitions rather than a spectator (Golmen, 1980). Gifted children are gifted learners. Experienced adults are tenacious performers.

When high school and university students were studied together, self-discipline scored higher than intelligence for achievement, attendance, and reputation. The researchers came to the conclusion that "Discipline is more important than talent" in order to acquire things, ideas and people, to achieve a high standard.

Angela Duckworth and Martin Seligman explain why girls get higher grades in school than boys of the same ability (2005, 2006).

But discipline improves talent. In their early 20s, top violinists accumulated 10,000 hours twice as much as other violin students who intend to become teachers (Erikson et al., 2001, 2006, 2007). From the research of the psychologist Herbert Simon (1998), who received the Nobel Prize in Economics, a rule called the 10-year rule emerged: a period of not less than ten years in the field of world expert classes, i.e. forty hours a week, fifty weeks a year. Great scientists, athletes, and artists were studied and found to be highly motivated and self-disciplined, willing to spend hours a day to achieve their goals (Blum, 1985). These bright stars were distinguished not only by their unusual talent, but also by their daily discipline. The high result seems to be a mixture of a gallon (4.5 liters) of sweat and a teaspoon of inspiration.[2][3]

Human motivation aims not to eliminate arousal but to seek optimum levels of arousal. Having all our biological needs satisfied, we feel driven to experience stimulation and we hunger for information. We are "infovores," say neuroscientists Irving Biederman and Edward Vessel (2006), after identifying brain mechanisms that reward us for acquiring information. Lacking stimulation, we feel bored and look for a way to increase arousal to some optimum level. However, with too much stimulation come stress and we then look for a way to decrease arousal.

As Duckworth and Seligman note, what separates super-lucky people from their more gifted peers is courage a passionate commitment to a grand, long-term goal. Nevertheless, the quality of the intelligent call appears to be a deviation, not an achievement. This tells us that success encompasses much more than raw talent. Therefore, organizational psychologists are looking for ways to attract and motivate ordinary people working in ordinary jobs.

Aspects such as the emergence, duration and stability of behavior, orientation and completion after achieving the desired goal, tendency to future events, proportionality and content integrity of



a separate behavioral act, and increasing its effectiveness require a motivational explanation. is enough.

"Why?", "why?", "for what purpose?", "for what?", "what is its essence?" and the search for answers to other such questions is done according to motivation.

Any form of behavior can be explained by internal and external causes. In the first situation, the psychological properties of the subject's behavior appear as the initial and final conditions of the explanation, and in the second - external and operational conditions. In the first situation, we talk about motives, needs, goals, wishes, interests, etc., and in the second - about incentives arising from the situation. Sometimes all factors that determine human behavior from the inside are called personality dispositions. Accordingly, dispositional and situational motivations are spoken of as internal and external analogs of behavior determination. That is why the desired action of a person is considered as twofold: dispositional and situational determination.

Dispositions are essentially motives. Motive, unlike motivation, is a stable personal property of the subject of behavior that urges him to perform certain actions from the inside. Motive can also be defined as a concept that represents many dispositions in a generalized form.

The most important of the available dispositions is the concept of needs. A need is a state of deficiency of a person or an animal in certain conditions for their normal living and development. A need as a state of personality is regularly associated with a feeling of dissatisfaction associated with a deficiency for the organism (person) in a person.

The main characteristics of human needs include the ability to satisfy them, the periodicity and method of their occurrence. An important need of a person is its physical content, that is, a set of objects of material and spiritual culture that can satisfy this need.

The second most important motivational concept after need is purpose. A goal is a direct tangible result that is related to an activity and satisfies an actual need. Psychologically, the goal is the motivational content of the mind, it is perceived by a person as a direct and expected result of his activity.

Dispositions (motives), needs, and goals are considered to be the main constituents of the human motivation field from the considered motivational derivatives.

From the point of view of development, the motivational field of a person can be evaluated according to the indicators of breadth, flexibility and hierarchization. The breadth of the motivational field refers to the qualitative diversity of motivational factors such as dispositions, needs, and goals at each of the levels. The more different motives, needs and goals a person has, the more developed his motivational sphere is.

The flexibility of the motivational field characterizes the motivational process as follows: the more different lower-level motivational tendencies are used to satisfy the higher-level motivational tendency, the more flexible the motivational field is. For example, if one individual's need for knowledge is satisfied only through television, radio, and movies, for another, the means of satisfying the same need are various books, periodicals, and communication with people. In the latter case, the motivational field is considered more flexible.

Hierarchy is a characteristic of each structural level in the motivational field taken separately. The same dispositions (motives, goals) are stronger than others and are formed more often; others are weaker and less relevant. The greater the differences in the strength and frequency of motivational derivatives of a certain level, the higher the hierarchical nature of the motivational field.

In addition to motives, needs and goals, interests, problems, desires and goals are also considered as drivers of human behavior. Curiosity refers to a specific motivational state that has the



character of knowing, is not directly connected with the same, current need. The problem arises when the organism encounters obstacles that need to be overcome while performing an action aimed at achieving a certain goal. Desires and goals are immediate and often interchangeable motivational subjective states that respond to changes in the conditions of action.[2]

Motivation of human behavior can be conscious and unconscious. This means that some needs and goals that control human behavior are understood by a person, and others are not.

Thus, motives may or may not be conscious. Perceived motives occupy the main place in the formation of personality orientation.

Knowing the nature of motives and the problem of changing them is important in studying the motivations of various professions. One of such motives is the motive for success in various fields of activity, the founders of this theory are the American scientists D. McClelland, D. Atkinson and the German scientist H. Heckhausen. According to them, there are basically two types of motives that make people do different things: the motive to achieve success and the motive to avoid failure. People also differ depending on what motive they aim for when engaging in various activities. For example, those who work only with the motive of success, start work with such confidence that achieving success, no matter what, is the highest goal for them. They expect success before they even begin, and when they do, they know that people will approve of all their efforts. In this way, they use not only their own strength and capabilities, but also all external opportunities - acquaintances, money, etc. [1]

A different behavior can be observed in individuals who rely on the motivation to avoid failure. For example, unlike the first ones, they think about not facing failure before starting the work. Due to this, they have more lack of confidence, lack of belief in achieving success, and a situation similar to pessimism. That is probably why, in the end, they still fail and come to the conclusion that "I am a person who is not lucky enough." If the people of the first category, after successfully completing one task, start the second task with a high spirit, then the representatives of the second category, after completing any task, regardless of its result, are mentally depressed and start another task with a feeling of pain. Demanding quality plays a big role here. If success-oriented individuals have high expectations for themselves, then the expectations of the second category are low. In addition, our perceptions about our real abilities in each of us also affect the place of these motives in the activity. For example, a person who believes in his abilities, even if he loses, doesn't worry too much, he believes that next time everything will be better. An untrustworthy person experiences even the slightest rebuke or criticism with great emotional pain. For him, the quality of a person's concern in certain situations determines the character of motives in a certain sense.[3]

The semistarved men's preoccupations illustrate the power of activated motives to hijack our consciousness. When we are hungry, thirsty, fatigued, or sexually aroused, little else may seem to matter. When you're not, food, water, sleep, or sex just doesn't seem like that big a thing in your life, now or ever. (You may recall from Chapter 8 a parallel effect of our current good or bad mood on our memories.) In University of Amsterdam studies, Loran Nordgren and his colleagues (2006, 2007) found that people in a motivational "hot" state (from fatigue, hunger, or sexual arousal) become more aware of having had such feelings in the past and more sympathetic to how fatigue, hunger, or sexual arousal might drive others' behavior. Similarly, if preschool children are made to feel thirsty (by eating salty pretzels), they understandably want water; but unlike children who are not thirsty, they also choose water over pretzels for "tomorrow" (Atance & Meltzoff, 2006). Motives matter mightily. Grocery shop with an empty stomach and you are more likely to think that those jelly-filled doughnuts are just what you've always loved and will be wanting tomorrow



Conclusion

In conclusion, it is worth saying that the system of motives directly proceeds from the attitude of the individual to work, people and himself, and also determines the character traits in it. We can evaluate their manifestation in each of us in real conditions by the way we behave before some responsible work and achieve success. Take, for example, the responsible imtikhan submission process. Some students are very sad before imtikhon, even if they are afraid. For them, submitting imtikhan is a huge concern. Others do not express it to others, even if they experience this process with pressure and are excited from within. Another third category of people are completely innocent and do not care. Naturally, accordingly, the success of the work of representatives of each category and the effectiveness of the activity will be different. This is also influenced by the level of assertiveness in each individual. Those who have a higher level of assertiveness will come to prove what they know or not, they will not argue with the teacher again, not even saying Well that they know that they have such a level of pasts.

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