PSYCHOLOGICAL FOUNDATIONS OF DEVELOPING SELF-CONFIDENCE

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ABSTRACT: This article presents the psychological foundations of developing self-confidence through the analysis of one's experiences, results, and emotions, identifying one's strengths and weaknesses, as well as recognizing individual abilities.

KEYWORDS: Educator, self-confidence, willpower qualities, motivation, self-regulation, self-defense, self-awareness.

INTRODUCTION

Developing self-confidence is one of the important topics in the field of psychology. This process encompasses several fundamental psychological principles and techniques. Let's take a closer look at the psychological foundations of developing self-confidence: analyzing your experiences, results, and emotions; identifying your strengths and weaknesses, as well as recognizing individual abilities.

Self-acceptance means forming confidence in your true state, existing weaknesses, and strengths. To achieve self-acceptance, it is necessary to:

- Reduce critical thoughts: Decrease negative thoughts about oneself.
- Positive imagery: Presenting oneself positively, focusing on successes.
- Effective self-management is an important part of self-improvement. It includes:
- Processing information: Managing emotions and thoughts, reducing stress.
- Learning and acquiring knowledge: Developing through learning new skills and gaining new knowledge.
- Goal setting is essential for increasing self-confidence. In this process:
- Setting realistic goals: Defining real and achievable goals.
- Step-by-step planning: Planning and executing specific steps to achieve goals.
- Self-motivation and creating motivation play a vital role in developing self-confidence:
- Self-rewarding: Rewarding oneself for achieved successes.
- Positive thoughts and imagery: Maintaining positive thoughts to create motivation.
- Effective communication and social skills are also important for developing self-confidence:
- Clear expression of thoughts: developing skills for openly and clearly expressing your thoughts.
- Enhancing social skills: behaving confidently and freely in social interactions.
- Overcoming failures and reflecting on them helps to increase self-confidence:
- Accepting failures: viewing failures as a part of life.

- Considering them as experiences: learning lessons from failures and taking them into account in future attempts.

Developing skills and self-assessment are also of significant importance:

- Continuous learning and development: acquiring new skills and enhancing existing ones.
- Self-assessment: evaluating one's successes and achievements.

In our opinion, the process of developing self-confidence is individual, and different methods and approaches may be effective for each person. In this process, self-understanding, motivation, and improving social skills play a key role.

Psychological processes perform regulatory and signaling functions within the body. They adapt actions to changing conditions and simultaneously provide the opportunity to achieve high efficiency. The function of brain parts is to receive information about the external world, process it, store it, and act as a controlling mechanism for responsive activities. Therefore, people's perceptions and knowledge about the world are a sum of personal experiences and manifest as reflexive behavior. Thus, certain volitional actions are directly related to the psychological processes occurring in the external and internal environments of the individual.

Recently, the study of the problem of developing self-confidence has become part of the psychological practice of scholars around the world. In particular, psychoanalysts such as A. Adler, V. Reich, G. Sullivan, Z. Freud, K. Horney, E. Erikson, and C. Jung [1] pay special attention to aspects related to the state of consciousness and the unconscious in this problem. In particular, the primary source of developing self-confidence, according to the supporters of psychoanalysis led by Z. Freud, is that if a person instinctively achieves a goal, they experience a state of temporary happiness. Thus, according to Z. Freud's teachings, some characteristics of developing self-confidence in adults are determined by their childhood experiences. However, in our opinion, childhood experience cannot be the defining factor for adults, as accumulated social experience also holds great significance. At the same time, past experiences in developing self-confidence, unconscious impulses, and desires influence the formation and change of mental states to varying degrees [2].

In contrast to psychoanalysis and other approaches, behaviorists (A. Bandura, B.F. Skinner, J. Watson, and others) do not pay as much attention to the mechanisms of developing self-confidence. Since the basis of their research is the influence of the external environment on human behavior, self-confidence, in their view, is formed not by the individual but by the surrounding environment [3].

Cognitivism, represented by scholars such as M. Arnold, J. Kelly, L. Kohlberg, R. Lazarus, J. Piaget, and S. Shechter, emphasizes the study of psychological states through knowledge. The primary mechanism for developing self-confidence lies in cognitive (knowledge-based) processes. One of the representatives of this trend, S. Shechter, defines emotions as indistinguishable excitations and cognitive processes. According to him, the basis of all emotions and emotional states is the same physiological state of excitement, while the differences in the quality of emotions are related to the evaluation of the situation that causes this excitement. According to this theory, the event or situation is the cause of the excitement, and the individual must assess its composition, meaning they need to understand the content of the situation that triggered this

excitement [4]. These methodological developments are significant for our research related to the development of self-confidence and for psychological observations.

Thus, the problem of developing self-confidence manifests as the individual's understanding of their mental and physical activity, as well as their response to external influences. This is reflected as the unity of the internal psychological state. Furthermore, self-regulation is considered as one of the levels of organizing the movements of biological structures. This also reflects the use of one's own social and psychological mechanisms of reflection and modeling of reality. Therefore, the development of self-confidence encompasses the control of the subject's behavior or activity and includes the ability to self-regulate in their current state. The development of self-confidence, according to the views of V.I. Morosanov, is seen as integrative psychological phenomena and processes that ensure the integrity of the personality and the formation of the individual.

Additionally, volitional qualities play an important role in the development of self-confidence among future educators. In particular, from a psychological perspective, willpower manifests not only in external behavior but also directly in preventing the individual from engaging in negative actions. Volitional actions are also related to excitation processes, which mutually influence each other through biological energy. To support this idea, we refer to the statement of academician I.P. Pavlov: "We, normal people, constantly restrain ourselves from information, actions, and words, which is not sending braking impulses to certain points of the large hemispheres?" [5]. The physiological basis of any volitional action lies in the complex dynamic relationship between excitation and inhibition processes in the cerebral cortex. If the excitation processes are weak, the individual's volitional activity decreases, and sometimes a state of apathy arises. The weakening of inhibition processes leads to a situation where the individual loses the ability to control themselves, endure difficulties, and manage their behavior. A healthy state and normal functioning of the cerebral cortex of the brain allow a person to consciously manage themselves, their behavior, and their actions. For this reason, people develop the ability to set goals, plan actions before undertaking tasks, actively engage in activities, and restrain themselves from excessive behavior, overcoming challenges on the path to their goals and consciously controlling their behavior.

Thus, setting a goal is related to the struggle of motives within the individual, where they mentally discuss the path and means that willpower lead to the goal. The final stage of goal setting concludes with reaching a decision. A person may come to a firm conclusion about achieving a specific goal. The speed at which a decision is made depends on the strength of the decisive motive related to the individual's needs, the necessary conditions for their activities, their knowledge, the development of their thinking, and the individual's emotions.

The scientific observations noted above indicate that all authors approach the process of developing self-confidence from a general psychological and psychophysiological perspective. The research results they have provided are also significant for studying and analyzing certain levels of social-psychological factors. From this viewpoint, studying and researching the process of developing self-confidence among today's students should first be considered as a unique social-psychological phenomenon. This is important because the development of each individual

or their ability to manage themselves at a literary level requires an investigation into the specific social-psychological factors influencing them.

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