

DEVELOPMENT OF EGOCENTRISM IN STUDENTS FROM DIFFERENT APPROACHES

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Abstract. This article provides important theoretical and practical recommendations for understanding students' psychological development and supporting their social adaptation.

Keywords: emotional egocentrism, social egocentrism, intellectual egocentrism, theory of cognitive development, socio-cultural theory, Maslow and Rogers' theories

Аннотация. Статья предоставляет важные теоретические и практические рекомендации для понимания психологического развития студентов и содействия их социальной адаптации.

Ключевые слова: эмоциональный эгоцентризм, социальный эгоцентризм, интеллектуальный эгоцентризм, теория когнитивного развития, социокультурная теория, теория Маслоу и Роджерса.

Introduction

Egocentrism in students can have a negative impact on the educational process. The student period represents the second phase of adolescence, typically covering the ages of 17 to 22 (or up to 25), and is characterized by a range of unique contradictions and challenges. Therefore, this stage begins with an individual's understanding of their social and professional identity. Reducing egocentrism through independent learning, self-management, and the development of original ideas can enhance students' social

skills, lead to success in the learning process, and contribute to their personal growth. Educational institutions and teachers play a crucial role in reducing egocentrism by encouraging students to think critically, listen to others, and engage in open exchanges of ideas. The formation of the “self-image” is also characterized by the acquisition of a new level of moral understanding. This realization is not merely a result of maturation, but it takes on a qualitatively unique character, connected to the individual's need to understand and evaluate their own moral and psychological qualities in relation to real-life goals and aspirations. [6, p. 389].

Egocentrism is a tendency of an individual to perceive the world primarily from their own point of view, characterized by placing oneself at the center of thoughts, decisions, and behaviors. According to Piaget’s theory of development, egocentrism gradually decreases during childhood, but it may reappear in a distinct form during the student years. At this stage, young people strive to develop independent thinking and worldviews, yet they still tend to perceive their subjective opinions as objective truths. According to the research of psychologists such as B.G. Ananyev, N.V. Kuzmina, N.F. Talizina, V.Ya. Lyudis, I.S. Kon, V.T. Lisovskiy, A.A. Bodalev, A.V. Petrovsky, M.G. Davletshin, I.I. Ilyasov, A.V. Dmitrieva, Z.F. Esareva, A.A. Verbitsky, V.A. Tokareva, E.G. Goziev, and others, studying in higher education institutions can be particularly challenging for students. This is because it is a period during which various complex traits and characteristics of the personality are in the process of development. One of the features of socio-psychological growth during this age is the strengthening of conscious motivation in learning activities. Educating the individual through conscious motivation is an extremely complex process, and since ancient times, prominent members of society have been involved in this activity. This situation highlights that the upbringing of the younger generation and the content of its organization are of great importance not only for the development of the individual but also for the progress of society. [3] The process of educating the individual has always been a complex activity, historically involving the active participation of the most advanced figures in society. This again demonstrates how crucial it is in shaping both personal development and

societal advancement. Additionally, this process reflects the experiences and achievements accumulated by people over time. Although the moral development in students may occur at a slow pace, key behavioral traits—such as independence, initiative, resourcefulness, insightfulness—continue to improve. Moreover, students' interest in social situations, events, and moral norms, as well as their desire to understand them, gradually strengthens. [4] Egocentrism in students is a psychological phenomenon typical of this age group, where an individual evaluates the world mainly from their own perspective and often fails to adequately consider the opinions of others. This process can be evaluated through various theoretical approaches.

Forms of Egocentrism Manifested During Student Years

1. Intellectual Egocentrism.

2. Social Egocentrism.

3. Emotional Egocentrism

1. Intellectual Egocentrism.

Students

often consider their own opinions to be the most accurate, showing reluctance to change their views during discussions or debates. They may refuse to listen to or accept the opinions of others.

2. Social Egocentrism.

This is the tendency of an individual to view their own or their group's values, beliefs, and opinions as the only correct ones. During adolescence, the need for communication increases, the amount of time spent communicating grows, and the range of communication expands. As the communication circle broadens, interactions become deeper and more individualized. The development of moral, social, and political feelings is particularly characteristic during this period. These feelings are usually in mutual alignment with certain moral expectations. The ability to recognize and understand one's own emotions also improves. [6, p. 404]. Egocentrism affects an individual's moral development, as moral progress is a process closely tied to the ability to understand others' perspectives, show empathy, and accept

societal norms. In his work, Abdulla Avloniy discusses moral categories, primarily addressing students, but he assigns the responsibility of instilling these values to teachers. Therefore, it can be concluded that the work was created more for educators than for students themselves. From this point of view, Abdulla Avloniy's words directed at teachers perfectly reflect the purpose of his work "Turkiy Guliston yohud Axloq" ("The Turkic Garden or Ethics"): "The education of thought is the most necessary and has been valued for many ages; it is a sacred duty entrusted to the attention and conscience of teachers. Thought leads a person to nobility and diligence." [4].

3. Emotional Egocentrism.

This refers to placing one's own emotions above those of others, failing to understand the emotional states of others, and always prioritizing one's own feelings. The student years coincide with adolescence. During this period, friendship motives become significantly deeper in adolescents. Friendships are held to high standards, including openness, mutual trust, loyalty, being supportive, helping correct each other's shortcomings, showing mutual respect and understanding, and providing consistent assistance. Secondly, these friendships are more meaningful and encompass a wide range of shared interests and activities. Thirdly, friendships during this stage are emotional in nature, and adolescents possess the ability to empathize with the emotions their friends are experiencing. Friendships formed during adolescence often last a lifetime. [6, p. 405]

Egocentrism in students is a natural part of development and can be explained through various theories and approaches. Through social interaction, increased knowledge, and accumulated experience, this trait gradually decreases, and students begin to perceive life more objectively. Therefore, in pedagogical approaches, understanding students' egocentric behavior and responding appropriately is considered essential.

Different Approaches to the Development of Egocentrism in Students

1. The Piagetian Approach (Theory of Cognitive Development)

Jean Piaget emphasized that egocentrism is more prominently expressed in childhood and gradually declines over time. During the student years, however, it reemerges in a different form. While students may still tend to believe that

their perspective is absolute, they begin striving to understand the viewpoints of others through abstract thinking. 2. Vygotsky's Approach (Sociocultural Theory) According to Lev Vygotsky, egocentrism changes through the student's interaction with the social environment. Its development decreases through social interactions, especially during communication with teachers and peers. By engaging with others, the student adapts their way of thinking and reduces egocentric behavior. 3.

Erikson's Theory of Psychosocial Development According to Erikson's theory of development across life stages, the student period corresponds to the stage of identity formation versus role confusion. Egocentrism is naturally observed at this stage, as students are learning how to behave in society and are striving to shape their own identity.

4. Humanistic Approach (Theories of Maslow and Rogers) Maslow and Carl Rogers emphasize the process of self-awareness in students. If students do not properly understand their own needs and emotional states, egocentrism may intensify. However, throughout the process of self-awareness and personal growth, they gradually let go of this trait.

5. Neurobiological Approach According to the neurobiological aspects of brain development, during the student years, the prefrontal cortex (the part of the brain responsible for logical thinking and self-control) is not yet fully developed. This may lead to the persistence of egocentric perspectives. Egocentrism in students is a psychological process characteristic of this age and manifests in intellectual, social, and emotional domains. At this stage, students strive to form independent opinions and perspectives, but often consider their own point of view as absolute, failing to fully take others' opinions into account.

Conclusion

The development of egocentrism is influenced by biological, social, and psychological factors. The incomplete development of the brain, the desire for independence, and the process of identity formation can intensify this condition. At the same time, students' interactions within the social environment and the development of their empathy skills can contribute to a reduction in egocentrism. The problem of egocentrism in students is

a natural part of their personal development process. At this stage, students may consider their opinions as absolutely correct and struggle to understand others' perspectives. This issue is mostly linked to a lack of life experience, the process of developing independent thinking, and the influence of the social environment. To reduce egocentrism, it is essential to develop students' empathy, critical thinking, and discussion culture. Through open communication, group work, and exposure to diverse viewpoints, students can learn to understand and accept others' perspectives. In this way, a positive impact can be made on their personal and academic development. Developing critical thinking, social awareness, and empathy is crucial in reducing egocentrism. By engaging students in group activities, debates, and role-playing games, they learn to understand different points of view. Teachers and parents play a key role in this process by encouraging students to think openly and evaluate themselves objectively. Overall, egocentrism is a natural part of student development, and if properly guided, it can foster independent thinking and personal growth.

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