

PSYCHOLOGICAL FACTORS INFLUENCING THE FORMATION OF MOBILITY

<https://doi.org/10.5281/zenodo.18453970>

Salaeva Muborak Saburovna

Professor of the Department of "Primary Education Pedagogy" of National pedagogical university of Uzbekistan named after Nizami

Rahimboeva Sevinch Primmat qizi

senior student of the Primary Education Department of National pedagogical university of Uzbekistan named after Nizami

Abstract. This article is dedicated to the study of psychological factors influencing the formation of an individual's **mobility**. In the context of modern society, characterized by constant change, technological advancement, and global integration, an individual's adaptability and capacity to respond swiftly to new situations are of paramount importance.

The article analyzes internal and external psychological factors that influence the development of mobility. Internal factors examined include motivation, stress resilience, emotional intelligence, and creative potential. External factors encompass social support, family and cultural environment, the education system, and working conditions.

The results of the article confirm the necessity of developing psychological preparedness and adaptability skills in the process of forming mobility, as well as the importance of personal and social support systems. The findings of this research can be applied both scientifically and practically in the fields of psychology, pedagogy, and professional development.

Keywords

mobility, psychological factors, motivation, emotional intelligence, adaptability, social support.

INTRODUCTION. In contemporary conditions, the concept of mobility occupies a crucial position in an individual's personal and professional development. Mobility is primarily interpreted as an individual's ability to adapt swiftly to various situations, readiness to acquire new knowledge and skills, as well as the capacity to respond actively to changes in the environment [1]. Particularly in the context of globalization, technological innovation, and dynamic shifts in the labor market, mobility is considered a significant factor for an individual's success and social adaptability.

From a psychological perspective, the formation of mobility depends on numerous internal and external factors. Internal factors include an individual's motivation, intellectual capacity, emotional stability, memory, and creativity, among other psychological traits. External factors are determined by the familial, social, and cultural environment, the education system, and working conditions. An individual's high level of psychological flexibility, stress resilience, and self-regulation ability play a decisive role in developing mobility [2].

Furthermore, psychological factors influence various types of mobility. For instance, professional mobility reflects an individual's ability to adapt to new work conditions and quickly acquire professional skills, while social mobility expresses the ability to adapt to changes within society and modify social roles [3]. Consequently, studying the formation of mobility in personal and professional development holds significant contemporary scientific and practical relevance.

In modern society, characterized by constant change, technological advancement, and global integration, human personal and professional development faces a set of new demands. In these conditions, an individual's adaptability, that is, the capacity to respond to new situations quickly and effectively, becomes of paramount importance [4]. The very foundation of this ability is mobility.

From a psychological standpoint, mobility is closely linked to an individual's internal resources, motivation, stress resilience, self-regulation, and creativity. Today, in the context of rapidly changing demands in the labor market, novelties in the social environment, and modernization of the education system, developing mobility is an urgent issue [5]. Therefore, enhancing an individual's psychological preparedness and adaptability is becoming a critical factor in ensuring their success and social integration.

Additionally, psychological factors impact various manifestations of mobility—professional, social, and personal. For example, while professional mobility is related to an employee's ability to adapt to new work conditions, social mobility reflects an individual's capacity to respond to changes within society. From this viewpoint, studying the formation of mobility and identifying the psychological factors influencing it holds great significance today, both from a scientific and a practical standpoint [6].

The relevance lies in the fact that by developing mobility, an individual can swiftly acquire new knowledge and skills, effectively manifest themselves in various social and professional situations, and also withstand stress and challenges in a context of constant change. Consequently, this topic is of high importance for

contemporary fields such as psychology, pedagogy, and human resource development.

LITERATURE REVIEW. Research in the field of mobility and its psychological foundations largely belong to the scientific disciplines of social psychology, pedagogy, and human resource development.

Studies conducted by Peterson (2015) and Savickas (2019) indicate that an individual's psychological flexibility is closely linked to their successful functioning and ability to respond swiftly to various situations [7].

In the psychological literature, factors influencing the formation of mobility are divided into two main groups: internal and external.

Scientific inquiries led by Deci and Ryan (2000) identify an individual's motivation, stress resilience, intellectual and creative potential as internal factors. Kolb's (2014) research emphasizes that individuals with high motivation for self-development and intellectual capability adapt quickly to new situations and demonstrate a high degree of professional mobility [8].

Furthermore, in the research papers of Bronfenbrenner (1979), the social environment, family upbringing, cultural values, and working conditions hold a distinct place among external factors [9]. Concurrently, a supportive social environment and education system aid in developing an individual's psychological resources and enhance their mobility. Bandura (1997) underscores the necessity of forming stress management, self-regulation, and adaptability skills for developing social and professional mobility [10].

In recent years, psychological research has focused attention on the role of emotional intelligence in developing mobility. Goleman (1995) demonstrates that individuals with high emotional intelligence possess the capacity to manage their own emotions, communicate effectively with others, and adapt quickly to social situations [11]. Therefore, strategies for cultivating mobility must be directed towards developing psychological preparedness, motivation, and emotional intelligence.

It is important to note that studies conducted in various countries help identify the universal and culture-specific aspects of strategies for developing mobility and psychological factors. Specifically, while Western psychological sources present personal initiative and intrinsic motivation as the primary factor, in Eastern countries, social support and family values play a significant role in shaping mobility. This indicates that strategies for developing mobility are contingent upon cultural context.

Triandis (2001) asserts that psychological adaptability and emotional intelligence directly determine an individual's professional and social success [12].

Moreover, strategies for developing mobility are intricately linked to an individual's cultural and social context. Therefore, it is necessary to consider personal and cultural context when devising psychological strategies for fostering mobility.

The literature review reveals that the psychological factors influencing the formation of mobility are complex and multifaceted. Their in-depth study enables the development of effective strategies for personal and professional development.

METHODS: historical, retrospective, and theoretical-methodological source analysis; synthesis and interpretation of obtained data; observation; interview; questionnaire; content analysis; qualimetry; and expert evaluation.

DISCUSSION. While the literature review indicates that psychological factors play a primary role in shaping mobility, the findings of research by Deci and Ryan (2000) and Goleman (1995) confirm that an individual's internal resources – namely motivation, stress resilience, emotional intelligence, and intellectual and creative potential – determine their capacity for swift and effective adaptability. At the same time, the work of Bronfenbrenner (1979) and Bandura (1997) substantiates that external factors, such as social support, the quality of the educational environment, and working conditions, contribute to the development of an individual's psychological resources [13].

The discussion demonstrates that the development of mobility occurs through the integrated action of individual and social contexts. For example, a highly motivated individual who lacks a supportive environment may encounter difficulties in cultivating mobility. Conversely, an individual with moderate psychological preparedness may exhibit a high degree of mobility within a supportive social environment.

Furthermore, the connection between emotional intelligence and mobility warrants particular attention. Individuals with emotional intelligence possess the ability to manage their own emotions, adapt to stressful situations, and communicate effectively with others. This manifests as a critical factor in enhancing both professional and social mobility.

Based on the results of the discussion, it is evident that a systematic study of the psychological factors influencing the formation of mobility, and the development of methodologies and manuals aimed at fostering them, is of urgent importance. This serves to enhance an individual's personal and professional success, strengthen their resilience to stress and challenges, and develop their social adaptability.

RESULTS. Based on the analyzed literature and research, the following results were established:

1. **The Impact of Psychological Factors:** An individual's internal psychological resources, specifically motivation, stress resilience, emotional intelligence, and creative abilities, play a crucial role in shaping mobility. Individuals with a high level of internal resources adapt quickly to new situations and achieve professional and social success.

2. **The Role of External Factors:** The education system, social support, and familial and cultural environments hold significant importance in developing mobility. A supportive environment helps an individual utilize their psychological resources effectively and increases their level of mobility.

3. **The Significance of Emotional Intelligence:** Research indicates that individuals with high emotional intelligence can withstand stressful situations, manage their emotions, and communicate effectively with others. This significantly enhances an individual's professional and social mobility.

4. **The Influence of Cultural Context:** Strategies for developing mobility are closely linked to an individual's cultural context. While personal initiative and intrinsic motivation are emphasized in Western countries, social support and family values are considered fundamental factors in shaping mobility in Eastern nations.

5. **The Correlation Between Adaptability and Success:** An individual's psychological flexibility and intrinsic motivation directly determine their professional and social success. Consequently, developing mobility requires psychological preparedness and strategic approaches.

CONCLUSION. The research results indicate that an individual's internal psychological resources - namely motivation, stress resilience, emotional intelligence, and creative abilities - are primary determinants of mobility. Additionally, external factors, such as the education system, social support, and familial and cultural environments, also hold significant importance in developing an individual's adaptability.

The literature review and research demonstrated that the process of developing mobility occurs through the integrated influence of individual and social factors. Therefore, fostering psychological preparedness and adaptability skills directly impacts an individual's professional and social success. As a result, it is clear that a deep study of the psychological factors influencing mobility and the development of strategies to enhance them holds high importance in contemporary conditions, both scientifically and practically.

Based on the research findings, we deem it necessary to present the following recommendations:

1. To enhance mobility, individuals should regularly undergo psychological training and exercises focused on developing motivation, stress resilience, and emotional intelligence.
2. It is essential for educational institutions to develop and implement methodologies and programs aimed at cultivating psychological adaptability.
3. Strengthening support systems within the family and community increases an individual's ability to adapt swiftly to new situations and utilize their psychological resources effectively.
4. To develop employees' professional mobility, employers should organize professional development opportunities, implement flexible working conditions, and establish systems for psychological support.
5. When devising strategies for fostering mobility, it is crucial to consider an individual's cultural and social context, as influencing factors vary across different countries and societies.

REFERENCES:

1. Salaeva M.S., Luxmanovna N.M. Kichik maktab yoshdagi o'quvchilarni ijtimoiy faolligini rivojlantirish [Developing Social Activity in Primary School-Age Students] // Scientific Progress. Volume 3 | ISSUE 3 | March, 2022. ISSN: 2181-1601. Pages 380-383.
<http://www.scientificprogress.uz/storage/app/media/3-3.%20064.%20380-383.pdf>
2. Salaeva M.S., Shoyunusova F.S. Bola shaxsini shakllantirishda otalarning o'rni [The Role of Parents in Shaping a Child's Personality] // Mezhdunarodnyj nauchno-obrazovatel'nyj ehlektronnyj zhurnal «Obrazovanie i nauka v XXI veke». ISSN: 2658-7998. Vypusk №24 (tom 4) (mart, 2022). - C.751-754.
https://www.mpcareer.ru/_files/ugd/Mart%202022.%20Tom%204.pdf
3. Salaeva M.S., Umirova X.S. Bola tarbiyasida oila va maktabning o'zaro hamkorligi [Family-School Collaboration in Child Upbringing] // Problems And Scientific Solutions. - Australia, Melbourne. 2022. - B. 114-123.
<https://zenodo.org/record/6762227#.Y1G7dXZByUkhttps://doi.org/10.5281/zenodo.6762226>
4. Salayeva M.S., Koshnazarova M.A. Shaxs mobilligini shakllantirish pedagogik muammo sifatida [The Formation of Personal Mobility as a Pedagogical Problem] // Journal of science-innovative research in Uzbekistan. Volume 2, ISSUE 1, ResearchBib Impact Factor: 8.654/2023 ISSN 2992-8869. 2024. January. -Pp. 16-25.

5. Salaeva M.S., Xalilova Sh.T. O'spirinlarda kreativ fikrlashni rivojlantirishning psixologik jihatlar [Psychological Aspects of Developing Creative Thinking in Adolescents] / "Psixologiyani o'qitishda zamonaviy innovatsion yondashuv: psixologlar faoliyatini tashkil etishda ilgor texnologiyalar" nomli Respublika ilmiy-amaliy anjumani maqolalar to'plami. Nizomiy nomidagi TDPU "Psixologiya" o'quv-ilmiy markazi. 2019 yil 24 dekabr. – B.13-16.

6. Salaeva M.S., Jumabayeva M.B. Pedagogi kichik maktab yoshidagi bolalarni ijtimoiy mobilligini oshirishga ta'siri [The Teacher's Influence on Increasing the Social Mobility of Primary School-Age Children] // Ijtimoiy Fanlarda Innovatsiya Onlayn Ilmiy Jurnali, ISSN - 2181-2608. Impact Factor: 8.2 SJIF: 5.426 - B. 59-62. <http://www.sciencebox.uz/index.php/jis/article/view/1552>

7. Salaeva M.S., Beknazarova X.X. Formirovanie mobil'nosti lichnosti kak pedagogicheskaya problema [The Formation of Personal Mobility as a Pedagogical Problem] // Scientific Progress. Volume 3 | ISSUE 3 | 2022 ISSN: 2181-1601. Uzbekistan www.scientificprogress.uz Pages 384-390. <http://www.scientificprogress.uz/storage/app/media/3-3.%20065.%20384-390.pdf>

8. Salaeva M.S., Beknazarova X.X. Boshlang'ich ta'lim o'quvchilarini ijtimoiy mobilligini rivojlantirish [Developing the Social Mobility of Primary Education Students] // Eurasian Journal Of Social Sciences, Philosophy And Culture. Innovative Academy Research Support Center UIF = 8.2 | SJIF = 6.051 Volume 2 Issue 4, April 2022. ISSN 2181-2888. Pages 136-139. <https://doi.org/10.5281/zenodo.6511330>

9. Salaeva M.S., Mamadalieva U.S. Razvitie kognitivnoj mobil'nosti uchashchihsya v nachal'nom obrazovanii [Developing Cognitive Mobility of Students in Primary Education] / "Xorijiy tillarni o'qitishda yangicha yondashuvlar" mavzusidagi xalqaro ilmiy-amaliy onlayn anjumani. Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universiteti – T.: "Firdavs-Shoh" nashriyoti, 2022 – B. 276-281.

10. Salaeva M.S., G'ulamova S.R. Ta'limni axborotlashtirish sharoitida bo'lajak pedagoglarning virtual akademik mobilligini shakllantirish [Forming the Virtual Academic Mobility of Future Teachers in the Context of Education Informatization] / "Xorijiy tillarni o'qitishda yangicha yondashuvlar" mavzusidagi xalqaro ilmiy-amaliy onlayn anjumani. Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universiteti – T.: "Firdavs-Shoh" nashriyoti, 2022 – B. 209-213.

11. Salaeva M.S., Urazova K.V. Boshlang'ich ta'limda o'quv faoliyatning kichik maktab yoshidagi o'quvchilar psixik rivojlanishiga ta'siri [The Influence of

Learning Activity on the Mental Development of Primary School-Age Students in Primary Education] / «Bilim beru qyzmeti: innovatsioniy adister, quraldar jana tasildar» taqyrybyndagy halyqaralyq forum materialdary – Shymkent: «Qyzmet» baspahanasy, 2022. - B.432-441. ISBN 978-601-06-8694-6

12. Salaeva M.S., Pavlova M.V. Art-terapiya kak sredstvo garmonizatsii i razvitiya psihiki mladshih shkol'nikov [Art Therapy as a Means of Harmonizing and Developing the Psyche of Primary School Students] / «Zamanagoj talim haem tarbiya texnologiyalary: tajiriybeler, mashqalalar haem perspektivalar» atamasynda Respublikalyq ilmiy-emeliy konferenciya materiallary topylady. Nokis. 2022 zh. – B.412-415.

13. Salaeva M.S., Kim X.V. Formirovanie polozhitel'noj motivatsii u mladshih shkol'nikov k uchebnoj deyatel'nosti [Forming Positive Motivation for Learning Activities in Primary School Students] // World of Scientific news in Science International Journal. 2024 Vol. 2 №. 4. – Pp. 147-153. <https://worldofresearch.ru/index.php/wsjs/article/view/439>