

STUDENTS IN THE ACTIVITY PROCRASTINATION PROCESS DYNAMICS SOCIO-PSYCHOLOGICAL FEATURES

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Abstract

This in the article students training in the activity the process of procrastination dynamics and his/her socio-psychological factors studied . In the study students training motivation , anxiety level and social of the environment impact analysis Results from the course to the course to pass during procrastination of forms change shows .

Key words : *procrastination , students , study activity , study motivation , anxiety , socio-psychological factors , social environment , education process , student development , education psychology .*

Annotation

This article examines the dynamics of procrastination in students' academic activities and its socio-psychological factors. The study analyzes students' academic motivation, anxiety levels, and the influence of the social environment. The results indicate changes in the forms of procrastination as students progress from one academic year to another.

Keywords: procrastination, students, academic activity, academic motivation, anxiety, socio-psychological factors, social environment, learning process, student development, educational psychology.

Procrastination is important tasks regular accordingly later push This is a problem . modern supreme education in the system wide spread .

The problem relevance

- Students academic absorption decreases .
- Psychological stress and anxiety level increases .
- Personal and professional formation process slows down .

Scientific learnedness level

Foreign in psychology this phenomenon The term *procrastinatio* (Latin : *pro* - forward , *crastinus* - tomorrow) with studied . P. Steel (2007) procrastination will considered it insufficient . N. Milgram him/her modern society social disease as rated by . Local in research study motivation decrease and time time- management skills absence main factor as is seen .

Research purpose

Students study in the activity procrastination dynamics courses in the section socio-psychological features to determine .

Research Uzbekistan supreme education 1st–4th year students of educational institutions between was held .

Selection group

- Total Participants : 120 people student
- Age range : 18–22 years old .
- Gender composition : 65 people girl , 55 people young man

Psychodiagnostic methodologies

1. C. Lay procrastination scale (*Procrastination Scale for Student Assessment*): Academic postponement level determination for .
2. C. Spielberger worry test : Personal and situational anxiety measurement for .
3. K. Zamfir motivation Methodology : Study motivation internal and external correlation to determine .

Research results students in the activity procrastination dynamics linear that it is not showed .

Courses	Procrastination level	Home reasons (Socio-psychological factors)
1st year	Average (42%)	New social to the environment adaptation , high situational anxiety
2nd-3rd year	High (68%)	Study motivation academic burnout , control decrease .
4th year	Low / Medium (35%)	Future professional plans , responsibilities feeling , purposeful orientation .

Mathematician-statistician analysis (Pearson correlation) procrastination and personal worry between positive dependency showed ($r = 0.48, p < 0.01$). Internal motivation high in students procrastination indicator noticeable at the level low become The result was ($r = -0.52, p < 0.01$).

Received results procrastination just laziness not , maybe complicated socio-psychological protection mechanism that proves .

Dynamics reasons

- 1st year students at school strict out of control free academic to the environment They will pass . This in the period time distribute not to receive (*social loafing* (to the surface) is coming .
- Studying in the 2nd-3rd years of sciences increase and monotony in students psychological fatigue brought outputs . As a result activity later push the most high to the point enough .
- By the 4th year , graduation qualified work and labor market requirements because of social responsibility This is and procrastination reduces .

Experimental results training in the process students independent work size right distribution and to them psychological support to give system develop the necessity shows .

1. Students in the activity procrastination dynamic to the feature has to be , to study average in its stages (2nd-3rd year) to the top it comes out .
2. Procrastination head socio-psychological determinants are external negative motivation superiority , superior level personal anxiety and group inside social is passivity .
3. Academic to postpone reduce for in universities students time *time* - management competencies formation and tutoring help right on the road to put recommendation is being done .

If of the article known one part wants to expand if you are or change want to enter If you are , say :

- Statistical analysis part further complexity (e.g. , ANOVA analysis) add)
- Literature list (References) in Latin and foreign sources based on formation
- Methodology to the part additional tests input

Research during taken empirical information students in life procrastination just time wrong distribution (time) management problem) but not deep socio-psychological adaptation and protection mechanism that shows .

1. Dynamics in 1st year (Adaptation) crisis): in 1st year students of procrastination average indicator (42%) of them at school strict control from the system at the university free academic to the environment to pass with Students new social to roles adaptation in the process high situational anxiety from the head As a result , it is difficult academic tasks face when it comes , psyche from stress protection for task back procrastination reaction to work puts .

2. Dynamics in the 2nd-3rd years (Academic crisis and " Burnout "): Procrastination the most high point (68%) exactly this to the stage correct arrival systematic to the character has . This in the period in students to study was initial interest (euphoria) fades , sciences size and complexity and increases . External negative motivation (only price to take or you are terrible not getting for reading (advantage) can begins . Student study of the load from the abundance psychological fatigue (*academic*) to a state of *burnout* falls and this motivational of the industry to decrease , resulting in chronic to procrastination take is coming .

3. Dynamics in 4th year (Social maturity): Graduate in courses of procrastination sharp decrease (35%) " future time future time perspective) activation with related . Graduation qualified work , diploma protection and labor to the market enter to go necessity in students social responsibility feeling It wakes up . in stages internal motivation and to the goal orientation increases , as a result subjective procrastination level decreases .

4. Correlational dependencies analysis :

- Anxiety with correlation ($r = 0.48$): Personal to worry high was students to failure from meeting they are afraid (*fear*) of failure). To perfection due to aspiration (perfectionism) they " work " perfect can If I don't , it's better. later " I will start " internal institution with they live .
- Internal motivation with correlation ($r = -0.52$): Negative correlation this proves that the student to read from the process personal satisfaction and pleasure if he gets it , his activity postponement probability two equally decreases . Internal motivation to procrastination against main " psychological "immunity " function It will pass .

Translated research based on following final scientific to conclusions bride :

1. Speaker Feature : High education in the system students procrastination linear not to the dynamics has . He is studying elementary from the era middle to the stage come increases (most in 2nd-3rd years) high to the top comes out) and graduate to the course come personal responsibility increase on account of decreases .

2. Socio-psychological determinants : Procrastination process determinant main factors this is personal and situational of worry high , academic crisis (fatigue) and study motivation in the system external of factors internal from motivation is the advantage .

3. Group Factor : Students in the group social passivity and environment (for example , in a group) assignments last on the day to perform tendency) individual procrastination encouraging as a socio-psychological trigger service does .
4. Practical Recommendations : For students procrastination reduce for university psychological service by starting from the 1st year time time - management and feelings regulation to do skills formation according to special trainings to conduct , as well as to study in the process students independent their work loading as not , small step by step projects in appearance distribution necessary

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