

## **Individual psychological qualities of a technical university student**

**Dranenko Lyudmila Pavlovna**

*Senior Lecturer*

*Sakhalin Institute of Railway Transport - a branch of the Far Eastern State Transport University in Yuzhno-Sakhalinsk, Russia*

**Lazareva Svetlana Pimenovna**

*Senior Lecturer*

*Sakhalin Institute of Railway Transport - a branch of the Far Eastern State Transport University in Yuzhno-Sakhalinsk, Russia*

**Ludwig Lydia Petrovna**

*Candidate of Economic Sciences, Associate Professor*

*Sakhalin Institute of Railway Transport - a branch of the Far Eastern State Transport University in Yuzhno-Sakhalinsk, Russia*

**Rosanova Natalia Vasilyevna**

*Candidate of Economic Sciences, Associate Professor*

*Sakhalin Institute of Railway Transport - a branch of the Far Eastern State Transport University in Yuzhno-Sakhalinsk, Russia*

**Horev Andrey Andreevich**

*Student*

*Sakhalin Institute of Railway Transport - a branch of the Far Eastern State Transport University in Yuzhno-Sakhalinsk, Russia*

**Abstract.** This article examines the individual psychological qualities of a student, such concepts as temperament, character, will, feelings and emotions. The influence of the student's qualities on his activity, efficiency in the team, and educational activity is determined.

**Keywords:** character; temperament; emotions; will; feelings.

### **Introduction**

With the development of society, the influence of individual psychological qualities of the student on his activities is increasingly forgotten, therefore, most of the actions are mistakenly associated exclusively with intellectual characteristics. However, it is necessary to mention the great influence of the intellectual characteristics of the student, and individual psychological qualities, for example, character and temperament, emotions and feelings, will.

**Purpose of the study** – to establish the actual problems that arise in the process of studying the question of understanding the influence of individual psychological qualities of the student on the activity and his relationships with other people. The study aims to identify the characteristics

of the individual and determine the structure of interactions not only in the educational sphere, but also in everyday life. The study is based on the consideration of key concepts, focusing on their differences and similarities, their comparison with each other in different people.

### **Materials and methods**

The methodological basis of this research is based on the general scientific dialectical method of cognition, as well as on the use of analysis, structural-functional, induction, system-structural, deduction, observation and other methods of scientific cognition.

### **Results and discussion**

Individual psychological qualities of the student are reflected in the variety of manifestations of his character and temperament. Some have a positive effect on the process of communication and interaction, therefore other properties can have negative consequences. In special states, the student cannot give in to control and act in an undesirable way. Therefore, it is directly important to determine the qualities of the student, his influence on the group, to understand which of them have a positive impact on the formation of communication skills and skills, and which have a negative impact [1, p. 130].

The main features of the individual characteristics of the student's behavior are temperaments. Ivan Petrovich Pavlov distinguished four types: sanguine, melancholic, choleric and phlegmatic [3, p. 157].

A sanguine person is a person who easily finds a common language with people, can take on several things at the same time. He easily learns in different fields of activity and knows how to manage his emotions. Phlegmatic people, on the contrary, can not do everything quickly, it is more convenient for them to slowly complete one task after another. They are characterized by patience and insensibility, this is shown in their manner of communication. People with choleric have a great capacity for work, and they are also characterized by high activity, so difficulties are not a problem for them. But after high activity, there comes a moment of depression and loss of strength. The mood of the choleric is not. Such people tend to be proud, straightforward, and short-tempered. Melancholics, therefore, usually have an increased sensitivity, they are emotional, responsive, but always frivolous. Such people are conservative, I think it is difficult for them to quickly get used to changes in life [3, p. 71]. In various extreme situations, you often have a panic state, you can come to despair and longing for a long time. A student with this temperament is often shy and overly timid, as he has developed the so-called "natural caution reflex".

Such a phenomenon as the "temperament barrier" can, for example, occur between people with different types of temperament. So I think a student with high reactivity, quick-tempered, for

example, begins a dialogue with the teacher, suddenly begins to be rude and show indignation at some remark or remark. At the same time, the same remark may mean nothing to the other student. Thus, we can say that representatives of different temperaments perceive the same situation based on their measure of education. For example, the teacher's lack of understanding of the differences in the temperament of students can probably lead to tension in the relations of the group and develop into conflicts [5, p. 41].

Emotions are a mental process in the student's attitude to himself and the world around him. The student mostly reacts emotionally to everything. Psychologists have grouped all the senses into three groups: aesthetic, intellectual, and moral.

The moral recognition of actions is the basis of all the moral feelings of the student. Intellectual feelings arise in cognitive activity: feelings of surprise, joy, and curiosity. The aesthetic feelings of the student are reflected in the attitude to the beautiful and ugly. All feelings are closely interrelated, they help to eliminate the standardization of the individual's psyche, to prevent one-dimensional perception of reality [5, p. 43].

For example, in order to optimize and maximize the effectiveness of students' physical activity, it is necessary to combine them into groups. Group exercises and activities should eliminate all tension, conflicts, and role uncertainty among students. Such exercises should stimulate positive emotions, arouse empathy in groups, open up the possibility of mutual help and support, the necessary interest and intensive communication between participants [4, p. 188]. However, directly in the educational activity, you can often find a barrier of bad mood. The teacher should understand that his negative emotions and bad mood can be easily transferred to the student. Therefore, directly conducting classes with a bad mood is doomed to poor performance, the student's performance decreases, he often breaks away from the class material.

From the Greek language, the word "character" means "imprint", from here you can make a definition. Character is an individual feature of each student, which is formed throughout life [2, p. 167].

In relation to public duties and duties, character traits are revealed: perseverance, passivity, wastefulness, diligence or conscientiousness, negligence or thrift. I believe the attitude towards people is reflected in sociability, politeness, benevolence, and the attitude towards oneself in the evaluation of one's own actions. The analysis of their behavior contributes to the improvement of the individual, thus helping to develop useful traits for society.

### **Conclusion**

Summing up, we can conclude that the value of individual psychological qualities of the student is quite high. Personality traits such as character, temperament, will, feelings and emotions have an impact on the student's relationship with the environment, with society. If you take into account the individual psychological characteristics of people when working in a group and correctly compare them, then the result will be more effective, and the group itself will become an example of cohesion and efficiency.

## References

1. *Psychology of physical culture and sports: a textbook for higher physical education institutions / edited by Professor G. D. Babushkin, Professor V. N. Smolentseva. Omsk: SibGUFK, 2007. 270 p.*
2. *Psychology of physical education: an educational and methodological guide. Omsk: B. I., 1997. 167 p.*
3. *Gogunov E. N. Psychology of physical education and sports: A textbook for students of higher pedagogical educational institutions. Moscow: Publishing Center "Academy", 2000. 288 p.*
4. *Sekun V. I. Individual psychological features and relationships of students. (Experience of socio-psychological research). Minsk: Higher School, 1976. 188 p.*
5. *Begidova S. N. Influence of individual psychological characteristics on the development of creative abilities of future teachers of physical culture // Theory and practice of physical culture. 1995. No. 5-6. pp. 41-43.*