

**PSYCHOLOGICAL CONDITIONS FOR FORMING SOCIAL INITIATIVE AMONG
FEMALE STUDENTS BASED ON EDUCATIONAL TECHNOLOGIES**

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ANNOTATION. This article analyzes the psychological conditions for forming social initiative among female students based on educational technologies. It discusses psychological, pedagogical, and social factors influencing the level of social activity and initiative of young people, particularly female students, in the modern educational environment. The psychological potential of innovative educational technologies, interactive methods, mechanisms for developing communicative competence, as well as effective ways of enhancing personal activity through a gender-based approach, are revealed. The results of the study show that factors such as psychological atmosphere, motivation, social support, self-awareness, and self-evaluation play a decisive role in the formation of social initiative during the educational process.

KEY WORDS: educational technologies, social initiative, psychological conditions, motivation, female students, innovative methods, personal activity, interactive learning, communicative competence, psychological support.

The modern educational process is a comprehensive system aimed at developing the individual, enhancing social activity, and fostering initiative. In particular, the personal growth, active participation in social life, and level of initiative of female students in higher education institutions determine the moral, economic, and cultural progress of society. Therefore, the effective use of educational technologies is not only a means of modernizing the learning process but also an instrument for creating psychological opportunities for female students to express themselves.

In psychological literature, the concept of "social initiative" is defined as an individual's ability to think independently in social activities, generate new ideas, consciously participate in community life, influence others, and demonstrate leadership qualities. Social initiative is directly related to an individual's social adaptability, self-confidence, motivational state, reflective thinking, and communicative competence.

Psychological conditions play a crucial role in the process of developing social initiative among female students. First of all, the psychological climate, positive interpersonal relations in the educational environment, the teacher's empathic approach, and a culture of communication based on mutual trust are factors that encourage initiative. Moreover, modern educational technologies - such as interactive methods, problem-based learning, project-based learning, cooperative education, and distance platforms - help students develop independent thinking and creative

approaches.

Through innovative educational technologies, the teacher's task is not to control students' activity, but to encourage them to think, analyze, draw conclusions, and substantiate their own viewpoints. For female students, this process activates such socio-psychological mechanisms as self-awareness, self-expression, and finding their place in the group. The level of initiative is primarily linked to the individual's "self-concept." If a female student values herself, recognizes her abilities, and feels supported by her peers, she will not hesitate to take initiative.

Research shows that self-confidence and motivation form the psychological foundation of social initiative. Self-confidence is strengthened through effective communication with the teacher, positive evaluation, encouragement, and social support from the group. In this process, the teacher's role is invaluable - serving not only as a source of knowledge but also as a psychological mentor who supports and guides the student's initiative.

Interactive teaching technologies such as "Brainstorming," "Debate," "Case Study," "Cluster," "Cinquain," and "Project Method" are considered effective in developing social initiative among female students. These methods teach them to think independently, find solutions to problems, and defend their ideas. According to social learning theory, individuals learn from the experiences of peers, teachers, and team members. Therefore, interactive lessons that promote discussion and debate naturally activate social initiative.

From a psychological perspective, the formation of initiative takes place through the following stages:

Motivational stage - the emergence of an inner need for social activity.

Cognitive stage - analysis of a problem and development of possible solutions.

Volitional stage - decision-making, taking initiative, and justifying actions.

Reflective stage - evaluation of results and self-analysis.

Each stage requires specific psychological conditions: a supportive environment, psychological safety, freedom of expression, positive reinforcement, and tolerance for mistakes. For female students, overcoming social stereotypes, expressing opinions freely, and developing leadership within a group are especially important aspects of psychological support.

Educational technologies as a tool for activating social initiative possess the following psychological mechanisms:

Emotional stimulation: methods that evoke positive emotions (games, discussions, creative tasks) enhance activity.

Cognitive activation: through interactive methods, students discover new knowledge themselves, which develops independent decision-making.

Social identification: participation in group work helps individuals feel part of a community and increases responsibility.

Reflection: self-assessment of one's actions strengthens self-awareness and helps direct personal effort effectively.

The effectiveness of educational technologies also depends on students' psychological readiness. In some cases, female students hesitate to express opinions or propose new ideas. To overcome such barriers, teachers should conduct trainings, role-playing exercises, and motivational sessions to eliminate psychological obstacles. In addition, psychodiagnostic tools such as K. Zamfir's "Motivational Orientation Test," Shmishek's "Character Accentuation Questionnaire," and Shostrom's "Personal Orientation Inventory" can be applied to measure students' level of social initiative.

Self-awareness is the foundation of social initiative. The more the student understands her abilities and strengths, the greater her willingness to take initiative. Therefore, activities aimed at self-assessment, reflection, and strengthening of the "self-concept" are of great importance. Psychologically, such an approach enhances a sense of being an effective subject of activity.

Digital technologies, online platforms, and e-trainings create new opportunities for developing social initiative. Participating in group projects, exchanging ideas in forums, and promoting one's ideas in digital environments help shape new psychological forms of initiative. Moreover, online learning strengthens personal responsibility, time management, and self-motivation.

Another psychological factor in developing initiative is emotional intelligence. When a female student learns to recognize, regulate, and empathize with others' emotions, she becomes more effective in group work. This enhances initiative, as the individual becomes sensitive to the emotional and social dynamics of the team and responds actively to them.

In addition, the development of social initiative requires a gender-sensitive psychological approach. In certain cultural contexts, attitudes toward women's social activity may be limited. Therefore, the educational system must create psychological conditions that encourage leadership potential, independent thinking, and social responsibility among female students.

Factors that promote personal initiative include:

- a positive psychological climate;
- pedagogical support;
- recognition of group achievements;
- a system of acknowledging success;
- a communicative culture allowing free expression of ideas.

When these factors interact harmoniously, educational technologies yield psychologically

effective results. This approach strengthens personal activity, the need for self-expression, and social responsibility. Consequently, female students assume an active position not only in education but also in social life.

A psychologically healthy environment, mutual respect, and democratic communication between teachers and students are fundamental conditions for fostering initiative. The individual's readiness to act depends largely on the availability of social support systems. When students feel that their opinions are valued, their activity naturally increases.

CONCLUSION

In conclusion, forming social initiative among female students based on educational technologies is not only a pedagogical but also a deeply psychological process that encompasses self-awareness, motivation, communicative competence, emotional intelligence, and mechanisms of social adaptation. The success of this process depends on psychological safety in the educational environment, the teacher's empathetic attitude, mutual trust, and support systems.

Furthermore, digital learning technologies, interactive methods, and learner-centered approaches play an invaluable role in developing social initiative. They not only impart knowledge but also prepare individuals for social maturity, freedom of expression, and effective teamwork.

Thus, the psychologically grounded use of educational technologies serves as a strategic direction for ensuring personal development, enhancing social initiative, and fostering active participation of female students in society.

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