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SOCIAL-PSYCHOLOGICAL CHARACTERISTICS OF THE IMPACT OF STUDENTS' PERSONAL GOAL-SETTING STRATEGIES ON THE LEVEL OF PROCRASTINATION

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Abstract. This article analyzes the socio-psychological characteristics of the impact of students' personal goal-setting strategies on the level of procrastination. In modern educational conditions, a student's ability to set clear goals and actively work towards achieving them is one of the important factors of academic success. At the same time, the vagueness of goals, shortcomings in planning, and insufficient motivation can lead to an increase in the incidence of postponing tasks. The relationship between personal goal-setting strategies and procrastination, the social and psychological factors affecting this process, and the characteristics of their manifestation in students' academic activities are also highlighted.

Keywords: procrastination, goal setting, motivation, self-management, academic performance, time management, success, personality.

ENTRANCE

Today, one of the important tasks in the higher education system is the comprehensive development of students' personalities, the formation of their independent thinking skills and increasing the effectiveness of academic activities. In this process, the ability of the student to set clear goals and develop the necessary strategies to achieve these goals is of particular importance. Personal goals are one of the important psychological factors that determine the direction of human activity, and they directly affect not only the effectiveness of academic activities, but also the self-development of the individual and future professional success.

Student life is an important stage in which young people's life values, career plans, and personal aspirations are formed. It is during this period that young people set various goals for themselves and carry out certain activities to achieve them. However, not all students are able to clearly define their goals or use sufficiently effective strategies to achieve them. As a result, they postpone academic tasks, fail to complete planned work on time, and postpone responsible decisions. In psychology, this condition is called procrastination. Procrastination is one of the most common psychological problems among modern youth, which can lead to a decrease in academic performance, increased stress levels, and a decrease in self-confidence. Although this phenomenon is often associated with poor time management, scientific research shows that it is also closely related to motivational, emotional, and social factors. In particular, the clarity of a student's goals and the effectiveness of strategies for achieving them can significantly affect the level of procrastination. Personal goal-setting strategies allow a person to organize his or her activities, set priorities, and direct his or her resources purposefully. Students with clear and realistic goals tend to plan their activities more effectively, strive to complete tasks on time, and demonstrate a high sense of responsibility for future results. Conversely, students whose goals are unclear or frequently changing may be more likely to procrastinate.

The study of this problem from a socio-psychological perspective is of particular relevance. Because the process of goal-setting by a student is not only related to his individual characteristics, but also to the family environment, peer influence, the organization of the educational process, and the value system in society. Therefore, an in-depth study of the mechanisms of procrastination formation and the identification of factors that serve to reduce it is one of the important tasks of modern psychology.

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The student period plays an important role in the intellectual, professional and social formation of a person. During this period, young people set goals for their future activities, determine their professional direction and develop independent decision-making skills. The formation of strategies for setting goals and achieving them in this process of personal development is of particular importance. Because a person's daily activities, motivation and striving for success are largely determined by the goals they set for themselves. Having clear and realistic goals for students not only improves academic results, but also helps them effectively organize their time and develop a sense of responsibility.

In psychological research, goal setting is recognized as one of the important mechanisms that govern individual activity. A goal shapes a person's vision of future results and directs his behavior. The clarity of the goal, the possibility of its implementation, and the level of importance for the individual are the main factors determining the effectiveness of activity. The more specific and planned the goals set by students, the higher the likelihood that they will achieve these goals. However, not all students can set clear and realistic goals for themselves. In some cases, the vagueness of goals, improper planning of tasks, or lack of prioritization create various psychological difficulties. One of the most common manifestations of such situations is procrastination. Procrastination is characterized by a person's conscious postponement of tasks that need to be completed. A student may postpone completing a task even though he realizes its importance. As a result, the effectiveness of academic activity decreases, the level of stress increases, and the risk of failure increases.

The motivational approach plays an important role in explaining the relationship between personal goal-setting strategies and procrastination. Motivation is considered as a set of internal and external factors that drive human activity. If a student forms his goals based on his personal needs and interests, he will have a higher sense of responsibility for their implementation. As a result, the internal need to complete tasks will increase and procrastination will decrease. On the contrary, if goals are formed only under the influence of external demands or pressure, the student may react poorly to them. Short-term and long-term goals play a special role in students' goal-setting strategies. While short-term goals are aimed at completing daily or weekly tasks, long-term goals are related to future professional and personal development. Studies show that students who plan long-term goals by dividing them into small steps show more activity in completing tasks. This helps to reduce the level of procrastination. Because complex and large tasks seem easier and more understandable when they are broken down into small steps.

One of the important factors affecting the effectiveness of goal-setting strategies is self-management skills. Self-management is associated with a person's ability to control their own activities, properly allocate their time, and follow a set plan. In students with sufficiently developed this skill, the process of completing tasks is organized more systematically. They regularly monitor the goals they set for themselves and take measures to eliminate the difficulties that arise. As a result, procrastination is less common. Emotional factors also play an important role in the formation of procrastination. Many students experience anxiety, fear, or self-doubt during the process of completing complex or responsible tasks. Such negative emotions make it difficult to start the task and cause procrastination. If the student clearly defines his goals and can imagine the path to achieving them, the negative impact of these emotions is reduced. From this point of view, goal-setting strategies perform not only an organizational but also a psychological protective function.

The social aspects of this problem are also worth noting. A student's goals and attitude towards them are often shaped by his or her social environment. Support from family members, encouragement from teachers, and positive peer influence contribute to the development of goal-oriented behavior. On the contrary, lack of social support or negative social influences can reduce a student's motivation. This creates the basis for increased procrastination. In today's digital society,

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technological factors also affect students' goal-setting strategies. While the Internet and social networks are, on the one hand, a source of information necessary to achieve goals, on the other hand, they are becoming a distraction. Students who do not have clear goals often spend their time on unproductive activities and, as a result, postpone key tasks. Therefore, in modern conditions, it is important to develop time management skills along with goal-setting strategies.

A goal-setting strategy based on the SMART principle is one of the effective tools for reducing procrastination in students. According to this approach, goals should be specific, measurable, achievable, relevant, and time-bound. Such goals help the student to systematically organize his activities and regularly evaluate the results. At the same time, the possibility of gradually implementing goals reduces the complexity of tasks and reduces the likelihood of procrastination. Analysis shows that procrastination is not only the result of poor time management, but also associated with shortcomings in the goal-setting process. If a student cannot set a clear goal or develop a strategy to achieve the goal, his activities become disorganized. As a result, interest in completing tasks decreases and procrastination occurs. Therefore, it is necessary to pay special attention to the development of goal-setting competencies of students in higher education institutions.

In general, personal goal-setting strategies play an important role in students' academic performance and psychological well-being. Clarity of goals, careful planning of ways to achieve them, and development of self-management skills contribute to reducing procrastination. Therefore, in-depth study and practical application of these factors is important in increasing the effectiveness of students' activities and supporting their personal development.

LITERATURE ANALYSIS AND METHODOLOGY

The relationship between students' personal goal-setting strategies and procrastination has become one of the most relevant research areas in psychology in recent years. In studying this problem, scientific views related to motivation, self-management, goal orientation, and academic performance serve as an important methodological basis.

Among Uzbek researchers, special attention is paid to the issues of motivation and goal setting. In particular, E. Sharifova and S. Amangeldiev, analyzing the psychological foundations of motivation and goal setting, emphasize that the formation of clear and realistic goals increases the effectiveness of individual activity. The authors note that the clarity of the goal enhances a person's internal motivation and develops a sense of responsibility for activity. Also, F. Makhmudova, studying the factors that increase the motivation of students and pupils, shows that motivation is directly related to activity, determination and goal pursuit in the educational process. In her opinion, students with a high level of motivation also have a high level of responsibility for completing educational tasks.

The relationship between procrastination and goal-oriented behavior has also been widely studied in studies conducted by CIS scientists. AEVoyskunsky, highlighting the importance of internal control mechanisms in the process of managing a person's own activities, emphasizes that the modern information environment has a significant impact on a person's goal-achievement strategies. According to the scientist, people who are unable to plan their activities are more likely to postpone tasks. Ye.P.Ilin characterizes procrastination as a complex psychological phenomenon associated with the motivational and volitional characteristics of a person. The researcher shows that systematic postponement of tasks is often associated with the uncertainty of goals, lack of self-confidence, and fear of failure. He specifically notes that procrastination is one of the important factors that reduce the effectiveness of academic activity.

Among foreign researchers, the goal-setting theory of E. Locke and G. Latham holds a special place. According to their theory, clear and complex goals increase the effectiveness of human activity. Scientists have scientifically proven that the clarity, attainability and result-orientedness of goals

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increase a person's motivation. This theory is currently one of the most important theoretical approaches in the study of goal-setting strategies. P. Steel, in his meta-analytical studies on procrastination, explains this phenomenon as a violation of self-control. According to the scientist's conclusions, procrastination is more common in people with a low level of self-control and difficulties in planning long-term goals.

Literature analysis shows that there is a direct relationship between students' personal goal-setting strategies and the level of procrastination. However, a comprehensive socio-psychological study of this relationship in the case of young students remains a pressing issue.

This study aimed to determine the socio-psychological characteristics of the impact of students' personal goal-setting strategies on the level of procrastination. The study used a quantitative research approach. This approach allows for a statistical assessment of students' level of goal-setting and procrastination indicators.

The research object was selected as students studying in higher education institutions. The subject of the research was the relationship between students' personal goal-setting strategies, self-management skills, and the level of procrastination.

This methodological approach creates the necessary methodological basis for a comprehensive study of the relationship between students' personal goal-setting strategies and the level of procrastination, scientifically justifying the results obtained, and developing practical recommendations.

RESULTS

There is a correlation between students' personal goal-setting strategies and the level of procrastination. The results showed that although the majority of students set specific goals for themselves, there were significant differences in the clarity, planning, and implementation mechanisms of these goals. The analysis revealed that students who clearly defined their goals and had a strategy for their gradual implementation showed high activity in their academic activities. Representatives of this group were more likely to complete assignments on time, plan the educational process in advance, and systematically overcome emerging difficulties. They were observed to have relatively few cases of postponing academic tasks. On the other hand, it was noted that the level of procrastination was higher among students whose goals were general and vague. It was found that such students often postponed the completion of academic tasks, had difficulties in effectively distributing their time, and were more susceptible to the influence of external factors in the process of completing tasks. Procrastination was particularly evident when completing long-term and complex tasks.

There is an inverse relationship between the effectiveness of goal-setting strategies and the level of procrastination. That is, the level of procrastination was lower among students with developed skills in planning goals, setting priorities, and monitoring the results of their activities. This confirms that goal-orientation is one of the important factors in organizing educational activities. During the study, it was found that students with a high level of self-control also had low procrastination indicators. These students demonstrated high results in effectively organizing their time, prioritizing tasks, and controlling daily activities. On the contrary, respondents with poorly developed planning skills were more likely to postpone tasks.

There was also a positive correlation between the level of intrinsic motivation and goal-setting strategies. Students who were able to link their goals with their personal interests and career plans were more active in their academic activities. This was shown to be one of the important factors contributing to the reduction of procrastination. In general, the results of the study showed that students' personal goal-setting strategies have a significant impact on the level of procrastination. The

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clarity, planning, and regular monitoring of goals were shown to be important psychological factors that contribute to the timely completion of tasks.

DISCUSSIONS

There is a significant relationship between students' personal goal-setting strategies and the level of procrastination. The results obtained are consistent with the theories of goal-directed activity and self-management in modern psychology. In particular, the scientific views that clear and planned goals regulate a person's activities, increase motivation, and increase a sense of responsibility for completing tasks were confirmed by the results of the study. The analysis showed that procrastination is often associated not with the absence of goals, but with their insufficient clarity. The generality and abstractness of the student's goal creates uncertainty in the process of completing tasks. As a result, it becomes difficult to start or continue the activity and the likelihood of postponing tasks increases. Therefore, clearly formulating goals is one of the important tools for reducing procrastination. Another important aspect identified during the study is that the effectiveness of goal-setting strategies is related not only to the goal itself, but also to the presence of mechanisms for achieving it. Procrastination was also observed among students who set goals but did not plan the steps to achieve them, which indicates the importance of planning and monitoring elements in the goal-setting process.

The results confirmed that self-management skills also play an important role. Students who are able to control their own activities are able to prevent procrastination by dividing complex tasks into smaller steps, properly distributing time, and setting priorities. This increases the importance of psychological training on the development of self-management competencies. The results of the discussion also show that social factors play an important role. Students' goals are often shaped by the influence of family, educational institution, and peers. In cases where there is a supportive social environment, students show greater determination to achieve their goals. This helps to reduce the level of procrastination. The modern digital environment also has a certain impact on this process. Students' attention can often be distracted by various information flows and technological tools. If goals are not clearly defined, such factors lead to an increase in procrastination. Therefore, along with developing goal-setting strategies, it is also important to build time management and digital literacy skills.

In general, the results of the study show that students' personal goal-setting strategies are one of the important psychological factors determining the level of procrastination. Clear goal-setting, the presence of planning, internal motivation and the development of self-management skills contribute to the reduction of procrastination. Therefore, it is advisable to introduce practical programs in higher education institutions aimed at training students in goal-oriented activities and developing their planning competencies.

CONCLUSION

The socio-psychological characteristics of the relationship between students' personal goal-setting strategies and the level of procrastination were studied. The ability of students to set clear, realistic, and achievable goals has a positive effect on the effectiveness of their academic activities and the timely completion of tasks. On the contrary, the vagueness of goals, shortcomings in planning, and insufficient control over activities can lead to an increase in procrastination. The study revealed an inverse relationship between goal-setting strategies and the level of procrastination. That is, students who have developed the skills of clearly setting goals, dividing them into stages, and regularly monitoring them have a relatively low level of procrastination. This indicates that goal-oriented activity is closely related to a person's ability to self-manage.

The results of the study also confirmed that not only individual psychological factors, but also the social environment play an important role in the formation of procrastination. The family environment of students, support provided by teachers, relationships with peers, and the psychological

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environment in an educational institution affect the formation of motivation to achieve goals. In conditions where there is a positive social environment, students' goal-setting and a high sense of responsibility were observed. The analysis revealed that self-management, internal motivation, and time planning skills are the main psychological resources that reduce procrastination. Therefore, it is important to organize psychological trainings, seminars, and practical exercises aimed at developing these qualities in students. In particular, the use of goal-setting technologies based on the SMART principle can help to organize students' activities more effectively.

In general, students' personal goal-setting strategies are one of the important factors determining their academic activity, learning motivation, and procrastination levels. In-depth study and practical application of these factors is of great scientific and practical importance in improving students' academic performance, supporting their personal development, and ensuring their future professional success.

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