



THE PHENOMENON OF INDIVIDUAL PROCRASTINATION

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ABSTRACT

This article is devoted to discussing the idea that investigating the psychological determinants that shape a tendency toward procrastination—acting as a barrier in the process of developing and refining an individual’s personal qualities—constitutes a distinct research problem.

KEYWORDS: Personal qualities, responsibility, activity, analysis, skill, psychological state, tendency, psychological determinant, research, approach.

INTRODUCTION

In recent years, in striving to achieve the great goal of building a New Uzbekistan, giving attention and care to determined and ambitious young people—our main pillar—and creating the necessary conditions and opportunities for them to fully realize their talent and potential in all spheres has become a priority direction of state policy. For this reason, such priority tasks as “...forming skills of critical thinking, independent search for information and its analysis,” “...improving the quality of training highly qualified personnel for modernizing the country and ensuring stable socio-economic development, and developing human capital in accordance with labor market demands,” and “...providing young men and women who have completed general secondary, vocational, and higher education and are entering independent life with decent employment and sources of income; teaching them modern professions and IT technologies; widely involving them in entrepreneurship; and organizing young people’s leisure time meaningfully,” have been defined. In implementing these tasks, new opportunities have emerged for psychology specialists to find innovative theoretical solutions aimed at deepening research on comprehensive personal development, mental states, the psychological determinants of individual procrastination, and the development of psychological competence—particularly through creating and improving a systematized conceptual model for studying these issues.

Worldwide, the number of scientific studies devoted to examining the substantive characteristics of the subjective reflection of psychological reality and to revealing the structural-functional organizational foundations of a person’s inner world is increasing. From this perspective, studying the characteristics of the psychological determinants of individual procrastination is gaining particular relevance. In materials of the International Union of Psychological Science (IUPsyS), the American Psychological Association (APA), the British Psychological Society (BPS), the European Federation of Psychologists’ Associations (EFPA), and the International Psychological Association (IPS), it is acknowledged that the concept of the psychological determinants of individual procrastination is promising for use within a cognitive approach to solving real-life problems. This indicates the urgency of research focused on

scientifically improving methods for studying the psychological determinants of individual procrastination across various life situations.

A large body of psychological research conducted around the world has been devoted to in-depth analysis of the human inner world, personality development, conflict situations, psychological states, perception and experience of reality, acceptance processes, psychological переживания (emotional experiences), and different domains of human activity. However, the study of psychological determinants that define a tendency toward procrastination—understood as the voluntary postponement or delay of carrying out a task or assignment, despite knowing that failing to complete important work on time leads to negative consequences—remains one of the separate and unresolved research problems. This tendency acts as an obstacle in the process of cultivating many personal qualities such as responsibility, effective and productive work, the ability to organize one's activity independently, high activity levels, and goal orientation.

Today, scientific research aimed at developing psychodiagnostic methods for measuring a person's behavior, activity, and psychological capacities, as well as ensuring the alignment of psychometric criteria, is being conducted by leading global research centers and higher education institutions, including the American Psychological Association (USA), AICHI University of Education (Japan), the National Institute of Technical Teachers Training and Research (India), Shaanxi Normal University (China), the University of Kent (United Kingdom), Freie Universität Berlin (Germany), Lomonosov Moscow State University (Russia), Saint Petersburg University (Russia), the Institute of Psychology of the Russian Academy of Education (Russia), and the Institute for Certification of Professional Psychologists (Russia).

Across the world, systems for identifying individual procrastination through various methods (observation, surveys, assigning tasks, psychological tests) have been developed; psychometric criteria have been elaborated; standards for practical application of tests have been improved; principles for using psychological methods and applying them in professional practice have been formulated; and components of models for implementing psychological methodologies have been described (American Psychological Association). The phenomenon of procrastination has been clarified and modern approaches to classifying its types have been developed; possibilities for classifying types of procrastination have been identified and guidelines for their diagnosis have been prepared (AICHI University of Education). Technical recommendations have been produced for methods aimed at identifying continuity signs and causes of procrastination (irrational beliefs, low self-esteem, lack of independent decision-making ability) (National Institute of Technical Teachers Training and Research). Research has been carried out on individual-personal predictors and cognitive specificity of procrastination across different age periods, problems related to the development of procrastination-prone students, and possibilities for optimizing these processes (Shaanxi Normal University). Principles for quality assessment, test implementation, error recording, analysis of test results, preparation of reports, and their storage have been developed (University of Kent). Fundamental studies have been conducted on the impact of procrastination on an individual's life (Freie Universität Berlin). Technologies for developing methods to identify types of individual procrastination have been optimized (Russia). Retrospective interpretations of the procrastination phenomenon, the phenomenon of individual procrastination and its main types, typologies of procrastinators, procrastination in contemporary professional and

educational activities, general and empirical foundations for organizing research on individual procrastination, and studies of procrastination determinants are also being pursued (Uzbekistan).

Conclusion

In conclusion, it can be stated that, by making effective use of the opportunities created, it is advisable to reduce procrastination and implement preventive and psycho-corrective measures, taking into account the specific features of how individual procrastination manifests, in the upbringing of young people who think critically, possess skills for independently searching and analyzing information, and have modern professional competencies.

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