

K. Adilzhanova^{1*} , Sh. Kadirsizova¹ ,
 N. Karipzhanova² , I. Shestitko³ 

¹Semey Medical University, Semey, Kazakhstan

²Alikhan Bokeikhan University, Semey, Kazakhstan

³Maxim Tank Belarusian State Pedagogical University, Minsk, Belarus

*e-mail: adilzhanova77@mail.ru

SELF-REGULATION OF PERSONALITY AS A TOOL FOR ENHANCING PSYCHOLOGICAL WELL-BEING

The study examines the relationship between psychological well-being and self-regulation mechanisms, which are viewed as key internal regulatory processes ensuring emotional balance, cognitive stability, and the ability to adapt to changing sociocultural conditions. The relevance of this topic arises from the growing scientific interest in the structure of subjective well-being and in the psychological mechanisms that maintain the integrity of an individual's inner state and prevent emotional-personal maladaptation.

The aim of the research was to identify the influence of core self-regulation components – planning, modeling, programming, result evaluation, and behavioral flexibility – on indicators of subjective and psychological well-being. This approach is grounded in the understanding of self-regulation as a multilevel dynamic system that determines the quality of personal adaptation and the degree of life satisfaction.

The findings confirmed a stable positive relationship between self-regulation levels and the expression of well-being components. It was shown that well-developed regulatory skills strengthen autonomy, personal growth, self-acceptance, and the ability to build constructive social relationships.

The value of the study lies in clarifying the role of self-regulation as a psychological resource that supports emotional stability. The results can be used in the development of preventive programs targeting emotional difficulties, as well as in psychological interventions aimed at enhancing subjective well-being and improving self-regulatory skills.

Keywords: personality, self-regulation, psychological well-being, subjective satisfaction, mental health, autonomy.

К.С. Адильжанова^{1*}, Ш.Б. Кадирсизова¹,
 Н.М. Карипжанова², И.В. Шеститко³

¹Семей медициналық университеті, Семей, Қазақстан

²Alikhan Bokeikhan Univtrsty, Семей, Қазақстан

³Максим Танка атындағы Беларусь мемлекеттік педагогикалық университеті, Минск, Беларусь

*e-mail: adilzhanova77@mail.ru

Тұлғаның өзін-өзі реттеуі психологиялық әл-ауқатты арттырудың құралы ретінде

Зерттеу тұлғаның психологиялық әл-ауқаты мен өзін-өзі реттеу механизмдерінің өзара байланысын талдауға бағытталған. Бұл механизмдер эмоциялық, теге-тендікті, когнитивтік функциялардың тұрақтылығын және өзгермелі әлеуметтік-мәдени жағдайларға бейімделу қабілетін қамтамасыз ететін ішкі реттеуші үдерістер ретінде қарастырылады. Тақырыптың өзектілігі қазіргі психологияда субъективті әл-ауқат құрылымына және адамның ішкі тұтастығын сақтауға, эмоционалдық-дисгармонияның алдын алуға мүмкіндік беретін психологиялық тетіктерге деген қызығушылықтың артуымен айқындалады.

Зерттеудің мақсаты – өзін-өзі реттеудің негізгі компоненттерінің (жоспарлау, модельдеу, бағдарламалау, нәтижелерді бағалау және мінез-құлық икемділігі) субъективті және психологиялық әл-ауқат көрсеткіштеріне өсерін анықтау. Мұндай тәсіл өзін-өзі реттеуді жеке бейімделудің және өмірге қанагаттанудың деңгейін айқындастырын көпденгейлі динамикалық жүйе ретінде қарастыруға мүмкіндік береді.

Нәтижелер өзін-өзі реттеу деңгейі мен әл-ауқат компоненттерінің арасындағы тұрақты оң байланысты көрсетті. Реттеушілік дағдылардың жоғары болуы автономияның, жеке өсуге

лыстың, өзін қабылдаудың және әлеуметтік қатынастардың конструктивтілігінің қүшесінде ықпал ететіні анықталды.

Зерттеудің құндылығы – эмоционалдық, тұрақтылықты сақтайтын психологиялық ресурс ретінде өзін-өзі реттеудің рөлін нақтылауда. Алынған деректер эмоционалдық қолайсыздықтың алдын алуға және субъективті әл-ауқатты арттыруға бағытталған психологиялық интервенцияларды өзірлеуде қолданылуы мүмкін.

Түйін сөздер: тұлға, өзін-өзі реттеу, психологиялық қанағат, субъективті қанағат, психикалық, денсаулық, автономия.

К.С. Адильжанова^{1*}, Ш.Б. Кадирсизова¹,
Н.М. Карипжанова², И.В. Шеститко³

¹Медицинский университет Семей, Семей, Казахстан

²Alikhan Bokeikhan University, Семей, Казахстан

³Белорусский государственный педагогический университет имени Максима Танка, Минск, Белорусь

*e-mail: adilzhanova77@mail.ru

Саморегуляция личности как инструмент повышения психологического благополучия

Исследование направлено на анализ взаимосвязи психологического благополучия личности и механизмов саморегуляции, которые рассматриваются как ключевые внутренние регуляторные процессы, обеспечивающие эмоциональное равновесие, стабильность когнитивных функций и способность к адаптации в изменяющихся социокультурных условиях. Актуальность темы определяется возрастающим интересом современной психологии к структуре субъективного благополучия и к тем психологическим механизмам, которые поддерживают целостность внутреннего состояния человека и предотвращают развитие эмоционально-личностной дезадаптации.

Цель исследования заключалась в выявлении влияния основных компонентов саморегуляции – планирования, моделирования, программирования, оценки результатов и гибкости поведения – на показатели субъективного и психологического благополучия. Такая постановка задачи опирается на представление о саморегуляции как о многоуровневой динамической системе, определяющей качество личностной адаптации и степень удовлетворенности жизнью.

Результаты подтвердили наличие устойчивой положительной связи между уровнем саморегуляции и выраженностью компонентов благополучия. Показано, что развитые регуляторные навыки способствуют укреплению автономии, личностного роста, способности к принятию себя и построению конструктивных социальных отношений. Ценность исследования состоит в уточнении роли саморегуляции как психологического ресурса, поддерживающего эмоциональную устойчивость. Полученные данные могут быть использованы при создании программ профилактики эмоционального неблагополучия и разработке психологических интервенций, направленных на повышение субъективного благополучия и развитие регуляторных навыков.

Ключевые слова: личность, саморегуляция, психологическое благополучие, субъективное благополучие, психическое здоровье, автономия.

Introduction

In modern psychology, the issue of psychological well-being of the individual is in the focus of attention. The relevance of this phenomenon is directly related to the quality of human life, inner balance, and level of adaptation in society. Nevertheless, the mechanisms by which subjective well-being impacts behavior and the effective ways to achieve it remain an unresolved issue in psychology. Therefore, a person's ability to self-regulate is considered the main mechanism for enhancing psychological well-being.

In the initial scientific studies, N. Bradburn described subjective well-being as the balance of positive and negative feelings, linking it to life sat-

isfaction and a sense of happiness (Bradburn, 1969). Later, E. Diener expanded this concept, demonstrating the connections between a high level of life satisfaction and the ability to cope with temporary negative feelings (Diener, 1996). One of the founders of positive psychology, M. Seligman (2011), introduced the components of subjective well-being: meaning, positive emotions, social connections, and achievements. Russian researchers L.V. Kulikov (2000), A.V. Voronina (2002), and L.G. Puchkova (2003) explain psychological well-being and subjective well-being through the interconnection of cognitive, emotional, and motivational-behavioral components.

From this point of view, a comprehensive consideration of the issues of subjective well-being and

self-regulation highlights both the theoretical and practical significance of enhancing the psychological well-being of the individual.

The goal of the research

The analysis of self-regulation of personality as a tool for enhancing subjective well-being and psychological well-being.

The objectives of the research are to analyze the theoretical foundations of the concept of subjective well-being, to identify the cognitive, emotional, and motivational-behavioral components, to examine the mechanisms of self-regulation in relation to psychological well-being, and to prove their influence on the psychological health of the individual.

Research hypothesis

Individuals with a high level of self-regulation also have higher rates of subjective well-being, which ensures their psychological well-being.

Scientific novelty

The article systematically analyzes the relationship between psychological well-being and self-regulation, scientifically substantiating the mechanisms of self-regulation in enhancing the mental well-being of individuals.

Literature review

As mentioned earlier, psychological well-being is closely related to the following components: self-actualization, self-esteem, self-regulation, and autonomy. N. Bradburn (1969) describes psychological well-being as the process of experiencing positive emotions.

K. Riff (2015), in studying issues of self-regulation, emphasized that every individual should strive to live in accordance with their abilities and their true "self." According to his view, subjective satisfaction is not limited to the feeling of fulfillment from realizing one's inner potential. On the contrary, it is understood as an integrative, relatively stable experience of the meaningful completeness of one's life and the full realization of one's potential.

R. Ryan and E. Deci proposed that subjective satisfaction is related to key needs such as autonomy, competence, and connection with others. Through these concepts, the authors understand life satisfaction and psychological well-being (Deci & Ryan, 2000).

The structural components include autonomy, which is characterized by an individual's behavior. Autonomy is based on the absence of support and control from others. The need for competence refers to the tendency to interact with the environment and

act effectively within it. This need is met by an environment that offers tasks at an optimal level of difficulty and provides positive feedback. A high level of autonomy means that an individual's actions are primarily determined by their personal values and interests. The results of empirical research confirm the importance of accepted autonomy in achieving subjective satisfaction. When an individual believes that they can control their behavior and that it will lead to expected outcomes, their activity level, sense of self-efficacy and self-esteem are higher. Accepted autonomy is also supported by self-regulation skills.

Thus, many scholars have developed their subjects' ability to plan and set goals, which in turn increases their subjective satisfaction. Additionally, the ability to self-regulate is linked to achievements in professional and educational spheres and contributes to an individual's self-actualization. Self-regulation of behavior can promote satisfaction by improving health.

E.I. Raskazova (Rasskazova, 2012) emphasizes that "psychological self-regulation in active conditions and situations of illness, as well as its treatment, plays a crucial role not only in predicting behavior but also in enhancing the effectiveness of treatment and quality of life."

It should be noted that the internal conscious action of a subject in regulating their behavior is not only a rational process carried out through cognitive tools. Due to numerous connections and relationships, the individual not only represents the reality they accept in a rational manner but also feels an emotional relation to what is being represented. Moreover, they take into account their attitude toward everything represented in their consciousness, depending on their psychological structure. According to researchers, such an emotional-relational factor in forming a person's self-regulation significantly influences their motivational components and the nature of related experiences. It can either facilitate or complicate the process of self-regulation, and in some cases, the emotional-relational factor may influence the construction of individual elements of regulation (such as determining success criteria, choosing methods of action, etc.)

The generalized data on the study of conscious self-regulation allow us to view the subject's activity aimed at achieving a set goal in various types of activities as self-regulation through the function of mental reflection. Its essence lies in coordinating the individual's actions with external conditions and the objective connections of objects and phenomena. On one hand, this involves reality, and on the other

hand, it involves the subject's internal "needs." As a functional tool of the subject, self-regulation enables the mobilization of their personal and cognitive capabilities (acting as psychological resources) to carry out their activities and achieve subjectively perceived goals.

In this regard, it seems particularly important to identify the peculiarities of functional relationships within the structure of self-regulation of an individual, depending on the level of subjective satisfaction. On the one hand, this helps to expand our understanding of the internal organization of psychological processes, and on the other hand, it allows us to see how subjective satisfaction interacts with the structural components of the regulatory process system. Analyzing the information on self-regulation, we find that its content aspects consist of processes such as planning, modeling, etc.

The functional development of general planning (J) describes the individual characteristics of goal setting in terms of awareness and independence in the process of setting goals, their effectiveness, realism, stability, and detail.

Modeling (M) allows for the development of ideas about the external and internal essential conditions of achieving a goal, determining their level of awareness, detail, and relevance.

The functional role of programming (B) is the conscious creation by the subject of the methods and sequence of their actions to achieve the set goals. The development of programming reflects the need for a person to think through their actions and behavior to achieve specified goals, demonstrating the breadth and stability of the developed programs.

Adolescents' psychological discomfort, particularly in relation to the emotional sphere, can lead to significant consequences. Many researchers link certain types of behavioral disorders in children (such as avoidance, school dropout, homelessness, theft, robbery, and even murder) to various psychogenic disorders, particularly depressive conditions. The connection between adolescents' depression and issues related to academic performance, difficulties in peer relationships, and interactions with adults has been repeatedly demonstrated. Furthermore, the results of contemporary studies show that insufficient attention to adolescent depression can become a risk factor in adulthood. Subjective and objective assessments may not always align, but both indicators should be considered for an overall adequate evaluation of satisfaction. This approach distinctly separates the structure of "subjective sat-

isfaction" from psychological and other structures, as "subjectivity" does not denote an emotional or any other structural unit of the person, but rather reflects an individual's stance towards the evaluation of any components of satisfaction.

Therefore, subjective satisfaction can be considered a psychological component. In relation to constructs such as life satisfaction, happiness, and quality of life, we recognize that these are dependent on subjective assessments of different aspects of life. Thus, we have concluded that they are integral parts of subjective satisfaction.

Based on the analysis of modern and classical studies, a notable dynamic of changes in the content and structure of satisfaction can be observed, with an increasing number of empirical studies and a growing general interest in this topic.

Self-regulation (from Latin *regulare* – to organize, to set in order) is the process of influencing a system through internal changes generated by the system itself, in accordance with the laws of its organization, in order to meet the required performance indicators. Scholars who have made significant contributions to solving self-regulation issues describe this phenomenon as being manifested in various types of activities. Specifically, according to B.F. Lomov, "by studying activity, psychology uncovers the mental regulation mechanisms of the activity, that is, the processes that ensure the connection between its object, tools, and the conditions of its functioning."

The self-regulation of an individual reaches its highest level of effectiveness during the professional preparation stage, when the process of development is ongoing. According to the humanistic approach, self-regulation emerges when an individual develops an awareness of their own significance, forming attitudes toward themselves. This includes core knowledge and ideas about one's abilities, particularly their potential; renewing personal resources through self-exploration methods; and developing reflective abilities – the constant re-evaluation of one's own and others' positive and negative life experiences.

Self-regulation has structural components that perform important functions:

- Goal setting – a component where self-regulation is formed.
- Important decisions – a component that indicates the favorable conditions for solving problems.
- Executive action program – a system is created through this component that identifies ways to solve the problem.

- Correction and evaluation of results – a component that corresponds to the achieved result.

The psychological foundations of self-regulation include the ability to manage cognitive processes: perception, subject activity, thinking, attention, memory, and speech. In addition, they govern the individual's emotions, actions, and behaviors, as well as their various reactions to arising problems. Self-regulation is the clear formulation of perception goals, obtaining specific answers to questions, and creating an image of a particular object. All of the teacher's situations and their mental processes are closely related to self-regulation through the inner voice and willpower. The inner voice serves as the foundation for managing all mental processes, while willpower helps maintain the activity and drive behind all of a person's actions.

The analysis of the essence of professional pedagogical self-regulation allows for the identification of the criteria-based foundation for assessing the effectiveness of this process. As part of this, based on the studies of I.I. Chesnokova (1977), I.V. Shestik (2024) and Yu.A. Mislavsky (Mislavsky, 1991), the characteristics, conditions, and skills that manifest in a person's adaptive and dynamic personal and professional activities are applied.

Psychological self-regulation is understood as the purposeful activity of the individual in organizing and managing their actions. According to V.I. Morosanova's definition (Morosanova, 2012), it is a multi-level, dynamic system of psychological processes, states, and characteristics that serve as prerequisites, support, and control tools aimed at achieving and attaining subjective goals. The relevance of self-regulation in pedagogical practice is determined by one of the main tasks of modern education: creating conditions to develop a greater focus on the individual, fostering their independence, and preparing them for life in a society undergoing social transformation. In this context, the distinctive feature of scientific research is the emphasis on developing learners' voluntary activity in self-regulation, enhancing their subjective activity, advancing goals independently, solving set tasks, and systematically achieving them.

The theoretical foundation of the self-regulation issue is based on the concept of conscious self-regulation of activity by O.A. Konopkin (2004); A.K. Osnitsky's idea of regulatory experience and subjective attitude towards the performed activity (Osnitsky, 2001); the concept of the functional self-regulation system by P.K. Anokhin and H.A. Bernstein (Anokhin, 1978); the regulatory role of

self-awareness according to V.I. Morosanova and E.A. Aronova (Morosanova et al., 2007); theories of self-regulation as a dynamic system combining psychophysiological and psychological mechanisms (M.K. Akimova, O.Yu. Osadko, V.M. Rusalov). The methodological basis of the research is explained by the subjective approach in the study of the psyche (K.A. Abulkhanova-Slavskaya, A.V. Brushlinsky, V.V. Znakov, A.Zh. Zhuravlev, and others) and the systemic approach content seen in A.A. Derkach's aspiration to guide the organization of the individual's activity towards the optimal way.

The style of self-regulation is reflected in the planning and orientation towards a person's life goals, taking into account important internal and external factors, as well as the process of conscious self-organization. It involves adjusting one's activity and evaluating outcomes in order to achieve favorable subjective results.

B.V. Zeigarnik (1981) views self-regulation as a process aimed at conscious management. The author distinguishes two levels of self-regulation: the operational-technical level, which involves actions related to conscious organization through the use of tools, and the optimization and motivational level, where the direction of activity is determined by managing the general motivational need area. Within the motivational level of self-regulation, two forms can be distinguished: self-regulation as voluntary behavior in a motivational conflict situation, and self-regulation, which is based on conscious reconstruction aimed at coordinating or eliminating internal conflicts and contradictions within the motivational sphere, and creating new meanings. The second type of self-regulation is effective in critical situations, where, due to objective reasons, goals and motives that are important for achieving life goals may not be possible, and it becomes a component of the experiential activity. The experience process is a unique internal activity of semantic creation in critical situations.

O.A. Konopkin conducted theoretical research on mental self-regulation or the voluntary activity of an individual (structural-functional aspect). According to the author, one of the central key issues in the context of subjective development and the individual's existence is the matter of conscious regularities, which is the general aspect of regulating a person's voluntary goal-directed actions. In relation to the higher forms of the psyche that accept the goals of the individual's actions and carry them out using accessible and suitable tools, which in some cases defines the individual, conscious self-regulation

becomes a central process. Furthermore, O.A. Konopkin believes that self-regulation is an organized system of processes involving the internal psychic activities of a person, aimed at initiating, creating, utilizing, and managing various types and forms of voluntary activities. This system directly enables the achievement of the accepted actions (Konopkin, 2004).

Theoretically and methodologically, the development and definition of ideas about a person as a self-regulating system, as well as the role of the human psyche and consciousness in self-regulation throughout life, are emphasized. This ensures a shift from analytical concepts of the mind to synthetic ones. On the one hand, it focuses on the integrity and stability of the individual's personality, while on the other hand, it addresses developmental processes and the formation of personal identity.

The research plan includes the development of new methods for studying the regulatory domain of the individual and the examination of age-related characteristics. It involves forming the psychological levels of self-regulation in unity with manifestations of personality individuality, developing the psychogenetic foundations of self-regulation, studying the social-psychological aspects of self-regulation, and developing the acmeological aspects of self-regulation psychology.

The applied plan includes the development of technologies for assessing the development of self-regulation in professional and educational activities; technologies for supporting subjective and personal development, methods for assessing the psychological reliability of self-regulation, and the creation of optimization technologies for enhancing stress resistance and overcoming difficulties strategies.

According to A.O. Prokhorov's views, the most common styles of behavioral self-regulation are characterized by the development of regulatory and personal traits (such as independence, flexibility, confidence, etc.), which define the uniqueness of an individual's style. In this context, the regulatory style shapes personal traits. If there is a clear personal characteristic in the self-regulation profile that does not align with the regulatory aspect of the activity, the success of the activity often depends on the subject's striving and ability to develop this specific self-regulation style. In such cases, the insufficient development of certain regulatory processes is compensated by other, more developed processes.

V.M. Kandiba expresses his view on the self-regulation process by stating: "Through interaction

with the everyday objective world, a person makes decisions about the ways to implement their activity." Decision-making is influenced by the goals of the activity, the personal characteristics of the decision-maker, and various conditions of the surrounding environment. In the process of individual decision-making, a person investigates themselves, programs their activity, monitors the results, and makes corrections. Along with regulatory processes, regulatory and personal traits, this forms the content of mental self-regulation. Another distinctive feature of mental self-regulation is its hierarchical structure, which is related to different levels of mental reflection (Kandyba, 2001).

As E.V. Benko (2015) notes, according to foreign psychologists, one way to promote psychological satisfaction is through a person's passion for the activity that makes them happy, as "passion for an activity" can have a lasting positive effect on psychological satisfaction. Engaging in a specific activity for those who are passionate about it can lead them to devote several hours per week to it. As a result, they may experience positive emotional experiences, which, in turn, contribute to achieving psychological satisfaction. Based on this, a hypothesis was made that there is a positive correlation between the ability for self-regulation and psychological satisfaction.

Materials and methods

According to O.A. Konopkin and V.I. Morosanova, self-regulation is a systematic multi-level process of 'a person's mental activity in setting goals and managing their achievement.' The self-regulation process includes setting goals, modeling essential conditions for the goals, programming actions, evaluating results, and making adjustments.

A total of 103 students from various professions (45 boys and 58 girls) participated in the research study, with their ages ranging from 17 to 25 years (average age – 19,6). During the diagnosis, the E. Diener life satisfaction scale, the S. Lyubomirsky subjective well-being scale, and the K. Ryff psychological well-being methodology were used. To determine the level of self-regulation, the V.I. Morosanova questionnaire "Behavior Regulation Style" was used.

Statistical processing of the results was conducted using Spearman's rank correlation coefficient (Rs).

Results and discussion

The results of the study showed that all satisfaction scales had a statistically significant relation-

ship with the self-regulation scales. The strongest positive correlation was found in K. Riff's questionnaire, which is explained by the presence of the scales 'autonomy' and 'competence' (Table 1).

Table 1 – Correlation between psychological satisfaction and behavioral self-regulation scales, according to Spearman's Rs

| Indicator | E. Diener Life Satisfaction | S. Lyubomirsky Subjective Satisfaction | C. Riff Psychological Satisfaction |
|----------------------------------|-----------------------------|--|------------------------------------|
| Planning | 0,29 [“] | -- | 0,36 [“] |
| Modeling | 0,27 [“] | 0,29 [“] | 0,56 [“] |
| Programming | 0,23 [“] | -- | 0,34 [“] |
| Evaluating Results | 0,32 [“] | -- | 0,35 [“] |
| Flexibility | -- | 0,35 [“] | -- |
| Self-sufficiency | -- | -- | -- |
| Overall Level of Self-regulation | 0,27 [“] | -- | 0,60 [“] |

Note: “ – significant at $p \leq 0.05$

The data presented in the table show the relationships between the individual components of students' self-organization and their psychological well-being.

On the 'Life Satisfaction' scale by E. Diener, the level of life satisfaction had a statistically significant positive correlation with self-regulation components. In particular, the scales of planning ($r = 0.29$; $p \leq 0.05$), modeling ($r = 0.27$; $p \leq 0.05$), programming ($r = 0.23$; $p \leq 0.05$), and evaluating results ($r = 0.32$; $p \leq 0.05$) significantly explain the indicator of life satisfaction. This data proves that students' abilities to set goals, develop ways to achieve them, organize activities, and evaluate results increase their overall life satisfaction.

According to S. Lyubomirsky's methodology of 'Subjective Well-Being', two variables are important among the components of self-regulation: modeling ($r = 0.29$; $p \leq 0.05$) and flexibility ($r = 0.35$; $p \leq 0.05$). These indicators show that the subjective level of well-being of students, namely the characteristics of their emotional perception, is related to their ability to mentally construct their future actions and adapt to changing conditions. Thus, the ability to represent life situations in various scenarios and adapt one's actions to new requirements are factors that enhance subjective well-being.

K. Riff's methodology "Psychological Well-Being" showed the strongest correlational links.

In particular, planning ($r = 0.36$; $p \leq 0.05$), modeling ($r = 0.56$; $p \leq 0.05$), programming ($r = 0.34$; $p \leq 0.05$), and evaluation of results ($r = 0.35$; $p \leq 0.05$) components are closely related to psychological well-being. The highest correlation was recorded on the modeling scale ($r = 0.56$; $p \leq 0.05$). This indicates that a student's ability to visualize their future actions, predict possible outcomes, and thus formulate their life strategies has a significant impact on their overall psychological satisfaction.

The general level of self-regulation has a statistically significant relationship with the scale of life expectancy of E. Diener ($r = 0.27$; $p \leq 0.05$) and specifically with the scale of psychological well-being of K. Riffa ($R = 0.60$; $p \leq 0.05$). This data shows that a high level of self-regulation mastery among students significantly enhances their psychological well-being and impacts their emotional resilience.

The research proves that self-regulation abilities play a special role in students' lives, their emotional state, and overall psychological well-being. In particular, planning and modeling components can be seen as key predictors of psychological well-being.

All three well-being scales were found to be statistically significantly associated with the self-regulation scales, with the largest positive correlation obtained for the K. Riff questionnaire, which is not surprising since this questionnaire also includes the scales of 'autonomy' and 'competence.' However,

the analysis of the relationship between the indicators of individual scales of the K. Riff questionnaire and the scales of self-regulation shows that a general

ally high level of self-regulation contributes to the establishment of positive relationships with others, self-acceptance, and personal growth (table 2).

Table 2 – Correlation between components of psychological satisfaction and components of behavioral self-regulation according to Spearman's Rs

| Overall Level of Self-regulation | Autonomy | Competence | Personal Growth | Positive Relations | Life Purpose | Self-acceptance |
|----------------------------------|----------|------------|-----------------|--------------------|--------------|-----------------|
| | 0,42** | 0,47** | 0,40** | 0,36** | 0,37** | 0,39** |

The data from the correlation analysis presented in the table showed that there is a statistically significant positive relationship between the overall level of self-organization and individual components of psychological well-being (all indicators are reliable at the $p \leq 0.01$ level).

The relationship between the autonomy indicator and the overall level of self-regulation ($r = 0.42$) indicates that a student's ability to make decisions independently while maintaining their personal beliefs, despite external pressure, is directly linked to a high level of self-regulation. This data shows that self-regulation enables a student to maintain their personal independence, balancing freedom and responsibility in their actions.

The highest correlation was found between competence and self-regulation ($r = 0.47$). This means that the student's belief in their abilities, their effectiveness in completing tasks, and their persistence in achieving goals are closely related to the level of self-regulation. Strengthening competence through self-regulation enhances the individual's adaptive potential.

The positive correlation between personal growth and self-organization ($r = 0.40$) shows that a student's desire for self-development, acquiring new skills, and expanding life experience is based on the development of their self-regulation abilities. Thus, self-regulation is an internal psychological mechanism that supports a constant process of personal development.

The connection between a positive attitude, self-organization, and the indicator ($r = 0.36$) showed that the skills of establishing positive relationships with others, demonstrating empathy, and providing social support are associated with the overall level of self-organization of the student. That is, a highly self-organized person can be flexible and harmonious in social relationships.

The relationship between life purpose and self-regulation ($r = 0.37$) indicates that future-oriented strategies, the awareness of the meaning of one's life, and the level of goal orientation are interconnected with an individual's regulatory abilities. The higher the level of self-regulation of this student, the more clearly and distinctly he will be able to articulate his life priorities.

The connection between self-acceptance and self-regulation ($r = 0.39$) indicated that a person's understanding of their positive and negative traits and their perception in the context of personal integrity is closely related to self-regulation. A student who has mastered the ability of self-regulation accurately perceives their weaknesses and is ready to correct them.

In general, the results of Table 2 prove that a high level of self-regulation has a significant connection with all components of personal psychological well-being – from autonomy to self-esteem. These data show that self-regulation is a central psychological mechanism in the personal development of students and comprehensively determines the level of their psychological well-being.

For researchers studying psychological well-being, the characteristics of an individual's response to stressful situations that threaten this state are of particular interest.

Such studies are discussed by S. Muddy and S. Kobeys in their works within the framework of the concept of viability. For example, S. Muddy defines resilience as a personal quality responsible for successfully overcoming life's challenges, which includes: participation in the process of life; confidence in one's ability to control important events in one's life and the capability to exert that control; a positive outlook on environmental difficulties. A resilient individual strives to address challenging situations rather than avoiding or denying them;

they engage in relationships with others not based on defensive reactions or competitive dynamics, but on support and expectations. The three main components of viability are participation, control, readiness to accept.

A person's perception of the environment as controlled and predictable helps them cope with stressful situations with minimal effort and positively correlates with both their overall level of satisfaction and their personal metrics. However, statistically significant relationships between the autonomy of the control scale and personal growth have not been established. To be more precise, modeling using the planning scale ($r=0.820$ $p>0.01$), programming ($r=0.830$ $p>0.01$), outcome assessment ($r=0.810$ $p>0.01$), flexibility ($r=0.839$ $p>0.01$), overall level of self-regulation ($r=0.750$ $p>0.01$), time orientation ($r=0.284$ $p>0.01$), support ($r=0.206$ $p>0.01$), spontaneity ($r=0.220$ $p>0.01$), engagement in communication ($r=0.188$ $p>0.05$), self-management ($r=0.224$

$p>0.01$), interest ($r=0.173$ $p>0.05$), and self-understanding ($r=0.209$ $p>0.01$) are closely related.

The "Planning" scale (PS) describes individual personality traits in goal setting and implementation, as well as the formation of a conscious approach to planning activities. On this scale, high scores indicate the need for conscious planning of activities, with plans needing to be specific, detailed, hierarchical, and sustainable, and the goals of the activities are set independently.

In our study, all three satisfaction scales were found to be statistically significantly related to the self-regulation scales, with the strongest positive correlation obtained, which is not surprising, as this survey also includes the scales of "autonomy", "competence", "personal growth", and "self-acceptance." A generally high level of self-regulation also contributes to the establishment of positive relationships with others, self-acceptance, and personal growth (Figur).

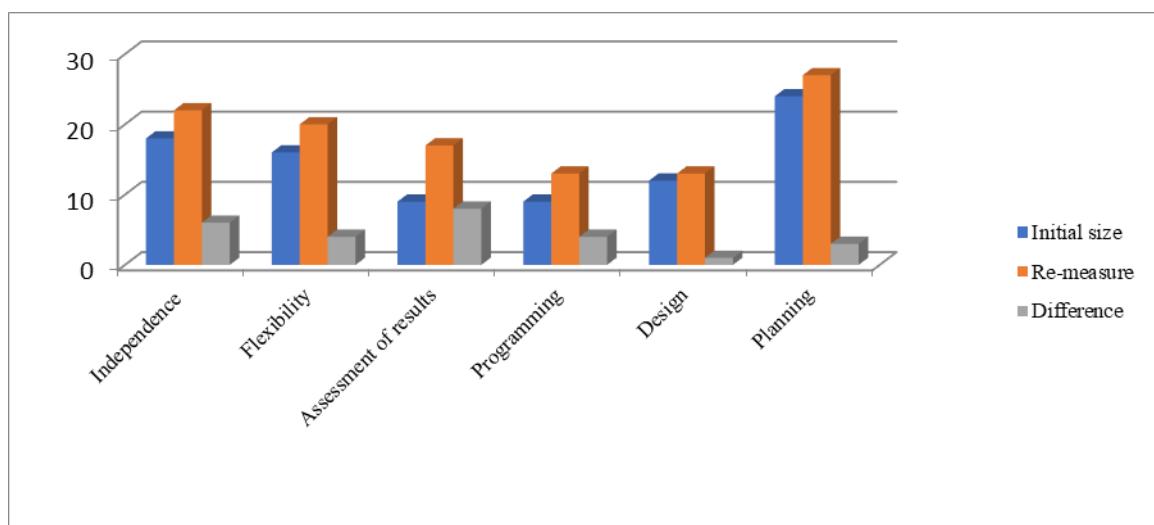


Figure – Dynamics of indicators according to V.I. Morosanova's 'Behavioral Regulation Style' questionnaire

Table 3 – Results of the survey by V.I. Morosanova "Behavior Regulation Style"

| Indicator | Initial size | Established | Difference |
|-----------------------|--------------|-------------|------------|
| Independence | 18 | 22 | 6 |
| Flexibility | 16 | 20 | 4 |
| Assessment of results | 9 | 17 | 8 |
| Programming | 9 | 13 | 4 |
| Design | 12 | 13 | 1 |
| Planning | 24 | 27 | 3 |

During the analysis of the survey results by V.I. Morosanova 'Style of Behavior Regulation', a positive trend was identified across all indicators of the subjects studied.

In particular, the level of independence increased from 18 to 22 points, showing a difference of +6. This proves that students have become more capable of making their own decisions and maintaining their personal positions, despite external influence. The flexibility index increased from 16 to 20 (+4), which indicates an improvement in their ability to adapt to new conditions and change behavior in accordance with changing demands.

The highest growth was noted in the assessment results indicator: from 9 to 17 (+8). This indicates a significant development of students' skills to analyze the results of their actions, evaluate their effectiveness, and learn from mistakes. The programming indicator increased from 9 to 13 (+4), showing an improvement in the ability to set goals and plan ways to achieve them.

In addition, the design scale showed a minimal change (from 12 to 13, +1), which indicates slow progress in this direction. Meanwhile, the planning indicator increased from 24 to 27 (+3), demonstrating a growing tendency towards step-by-step organization of actions.

Overall, the growth in all indicators indicates a significant strengthening of self-regulation skills among students, which is particularly evident in the assessment of results, independence, and flexibility.

Conclusion

Mental self-regulation is a universal system that integrates special psychological resources – cognitive, personal, and regulatory competencies – that a person can consciously activate and use in the process of life activity. These resources function as adaptation tools, allowing individuals to effectively cope with difficulties, regulate their emotional state, and maintain inner balance. Their distinctive feature is the ability to accumulate, expend, and restore, which gives self-regulation a dynamic nature and makes it not only a process but also a potential condition for personal development. It is important to differentiate these resources from personal potential, which manifests in externally observable qualities: unlike the latter, self-regulation resources gain their significance precisely through targeted and conscious use, which enables them to possess a pronounced resource function.

The analysis of contemporary studies presented in the work allows us to conclude that the development of self-regulation skills serves as a key mechanism for forming strategies to enhance psychological well-being, prevent emotional-personality disorders, and maladaptive behavior. The formation of stable regulatory skills in students contributes to their more successful socialization, increased stress resilience, development of positive interpersonal relationships, and ability for self-realization. In the long term, this not only strengthens the mental health of the individual but also creates the prerequisites for the formation of a socially prosperous, productive, and healthy society. Thus, self-regulation serves not only as an individual resource but also as an important socio-psychological factor that ensures the harmonious development of personality and the overall improvement of quality of life.

References

Adilzhanova, K.S. (2024). Bilim beru kenistigindegi tulganyň subektivti kanagaty: Monografiy [Bilim beru kenistigindegi tulganyň subektivti kanagaty: monografiya]. Almaty: Evero, 268 p. (in Kazakh)

Anohin, P.K. (1978). Principial'nye voprosy obshchej teorii funkcional'nyh sistem [Fundamental issues of the general theory of functional systems]. M.: Nauka, 62 p. (In Russian)

Benko, E.V. (2015). Obzor zarubezhnyh publikacij, posvyashchennyh issledovaniyu psihologicheskogo blagopoluchiya [A review of international publications devoted to the study of psychological well-being]. *Vestnik Yuzhno-Ural'skogo gosudarstvennogo universiteta. Seriya: Psichologiya*, no 2, vol. 8, pp. 5-13. (In Russian)

Bradburn, N. (1969). The Structure of Psychological well-being. Chicago: Aldene Pab, 269 p. <https://doi.org/10.1037//0022-3514.69.4.719>

Chesnokova, I.I. (1977). Problema samosoznaniya v psichologii [The problem of self-awareness in psychology]. M.: Nauka, 144 p. (In Russian)

Diener, E. (1996). Most people are happy. *Psychological Science*, no 7, pp. 181-185. <https://doi.org/10.1111/j.1467-9280.1996.tb00354.x>

Ermentaeva, A.R., Oryngalieva, Sh.O. (2020). Bolashak pedagogterdegi psihologiyalyk kyziretiliktin kriterialdy korsetkishteri [Criteria for psychological competence of future teachers]. *Toraigyrov universiteti Habarshysy*, no 4, pp. 189-203. <https://doi.org/10.48081/GNAW9569> (In Russian)

Kandyba, V.M. (2001). Psihicheskaya samoregulyaciya. Teoriya i tekhnika Sverhsoznaniya [Mental Self-Regulation. Theory and Technique of Superconsciousness]. SPb.: Lan', 448 p. (In Russian)

Konopkin, O.A. (2004). Obshchaya sposobnost' k samoregulyaciii kak faktor sub"ektnogo razvitiya [General ability to self-regulate as a factor in subjective development]. *Voprosy psichologii*, no 2, pp. 128-135. <https://doi.org/10.18323/2221-5662-2021-2-46-53> (In Russian)

Kulikov, L.V. (2000). Determinanty udovletvorennosti zhizn'yu [Determinants of life satisfaction]. *Obshchestvo i politika*, pp. 476-510. <https://doi.org/10.33910/2687-0223-2020-2-1-4-13> (In Russian)

Lomov, B.F. (1984). Metodologicheskie i teoreticheskie problemy psichologii [Methodological and theoretical problems of psychology]. M.: Nauka, 444 p. (In Russian)

Mislavskij, Yu.A. (1991). Samoregulyaciya i aktivnost' lichnosti v yunosheskom vozraste [Self-regulation and personality activity in adolescence]. M.: Pedagogika, 152 p. (In Russian)

Morosanova, V.I. (2012). Psihologiya samoregulyaci: ucheb. pos. [Psychology of self-regulation]. M.: SPb.: Nestor-Istoriya, 280 p. (In Russian)

Morosanova, V.I., Aronova E.A. (2007). Samosoznanie i samoregulyaciya povedeniya: monografiya [Self-awareness and self-regulation of behavior]. M.: Izd. IP RAN, 212 p. (In Russian)

Osnickij, A.K. (2001). Struktura, soderzhanie i funkciia reguljatornogo optya cheloveka: dis. ... dok. psihol. nauk: 19.00.01. M., 370 p. (In Russian)

Puchkova, G. L. (2007). Sub"ektivnoe blagopoluchie kak faktor samoaktualizacii lichnosti: avtoref. dis. ... kand. psihol. nauk. Habarovsk: Izd-vo Habarovskogo gos. un-ta, 24 p. (In Russian)

Rasskazova, E.I. (2012). Samoregulyaciya v psichologii zdorov'ya i klinicheskoy psichologii [Self-regulation in health psychology and clinical psychology]. *Voprosy psichologii*, no 1, pp.75-82. <https://doi.org/10.17759/exppsy.2019120312> (In Russian)

Riff, K. (2015). Osnovy formirovaniya lichnosti [Fundamentals of personality development]. M.: Nauka, 174 p. <https://doi.org/10.17853/1994-5639-2021-4-126-156> (In Russian)

Seligman, M.E. (2011). Flourish: A visionary new understanding of happiness and well-being. NY: Free Press, 351 p. <https://doi.org/10.1177/0974173920160420>

Seligman, M.E., Peterson C. (2005). Positive Psychology Progress: Empirical Validation of Interventions. *American Psychologist*, vol. 6, no 5, pp. 410-421. <https://doi.org/10.1037/0003-066X.60.5.410>

Shestitko, I.V. (2024). Modeling the development of pedagogical competence in higher education educators amid the digitization of the contemporary world. *Frontiers in Education*. <https://doi.org/10.3389/feduc.2024.1360712> <https://www.frontiersin.org/journals/education/articles/10.3389/feduc.2024.1360712/full>

Voronina, A.V. (2002). Ocenka psihologicheskogo blagopoluchiya shkol'nikov v sisteme profilakticheskoy i korrekcionnoy raboty psihologicheskoy sluzhby [Assessment of psychological well-being of schoolchildren in the system of preventive and corrective work of the psychological service]: avtoref. dis. ... kand. psihol. nauk. Tomsk: Izd-vo Tomskogo gos. un-ta, 19 p. (In Russian)

Zejgarnik, B.V. (1981). Oposredstvovanie i samoregulyaciya v norme i patologii [Mediation and self-regulation in norm and pathology]. *Vestnik Moskovskogo universiteta*, no 2, pp. 9-15. (In Russian)

Әдебиеттер

Адильжанова К.С. Білім беру кеңстігіндегі тұлғаның субъективті қанағаты: монография. – Алматы: Эверо, 2024.- 268 6.

Анохин П.К. Принципиальные вопросы общей теории функциональных систем. – М.: Наука, 1978. – 62 с.

Бенко Е.В. Обзор зарубежных публикаций, посвященных исследованию психологического благополучия // Вестник Южно-Уральского государственного университета. Серия: Психология. – 2015. – №2. – Т. 8. – С. 5-13.

Bradburn N. The Structure of Psychological well-being. – Chicago: Aldene Pab, 1969. – 269 p. <https://doi.org/10.1037/0022-3514.69.4.719>

Воронина А. В. Оценка психологического благополучия школьников в системе профилактической и коррекционной работы психологической службы: автореф. дис. ... канд.психол. наук. – Томск: Изд-во Томского гос. ун-та, 2002. – 19 с.

Diener E. Most people are happy // *Psychological Science*. – 1996. – № 7. – Р. 181-185. <https://doi.org/10.1111/j.1467-9280.1996.tb00354.x>

Зейгарник Б.В. Опосредствование и саморегуляция в норме и патологии // Вестник Московского университета. – 1981. – №2. – С. 9-15.

Кандыба В.М. Психическая саморегуляция. Теория и техника Сверхсознания. – СПб.: Лань, 2001. – 448 с.

Конопкин О.А. Общая способность к саморегуляции как фактор субъектного развития // Вопросы психологии. – 2004. – №2. – С. 128-135. <https://doi.org/10.18323/2221-5662-2021-2-46-53>

Куликов Л.В. Детерминанты удовлетворенности жизнью // Общество и политика. – 2000. – С. 476-510. <https://doi.org/10.33910/2687-0223-2020-2-1-4-13>

Ломов Б.Ф. Методологические и теоретические проблемы психологии. – М.: Наука, 1984. – 444 с.

Миславский Ю.А. Саморегуляция и активность личности в юношеском возрасте. – М.: Педагогика, 1991. – 152 с.

Моросанова В.И. Психология саморегуляции: учеб. пос. – М.: СПб.: Нестор-История, 2012. – 280 с.

Моросанова В.И., Аронова Е.А. Самосознание и саморегуляция поведения: монография. – М.: Изд. ИП РАН, 2007. – 212 с.

Осницкий А.К. Структура, содержание и функции регуляторного опыта человека: дис. ... док. психол. наук: 19.00.01. – М., 2001. – 370 с.

Пучкова Г. Л. Субъективное благополучие как фактор самоактуализации личности: автореф. дис. ... канд. психол. наук. – Хабаровск: Изд-во Хабаровского гос. ун-та, 2007. – 24 с.

Рассказова Е.И. Саморегуляция в психологии здоровья и клинической психологии // Вопросы психологии. – 2012. – №1. – С. 75–82. <https://doi.org/10.17759/exppsy.2019120312>

Рифф К. Основы формирования личности. – М.: Наука, 2015 – 174 с. <https://doi.org/10.17853/1994-5639-2021-4-126>

Seligman M.E. Flourish: A visionary new understanding of happiness and well-being. – NY: Free Press, 2011. – 351 p. <https://doi.org/10.1177/0974173920160420>

Seligman M.E., Peterson C. Positive Psychology Progress: Empirical Validation of Interventions // American Psychologist. – 2005. – Vol. 6 – № 5. – P. 410-421. <https://doi.org/10.1037/0003-066X.60.5.410>

Чеснокова И.И. Проблема самосознания в психологии. – М.: Наука, 1977. – 144 с.

Шеститко И.В. Modeling the development of pedagogical competence in higher education educators amid the digitization of the contemporary world // Frontiers in Education – 2024. – <https://doi.org/10.3389/feduc.2024.1360712> <https://www.frontiersin.org/journals/education/articles/10.3389/feduc.2024.1360712/full>

Information about authors:

Adilzhanova Kuralay (corresponding author) – PhD, Acting Associate Professor of the Department of General Education Disciplines, NAO Semey Medical University, Semey, Kazakhstan, e-mail: adilzhanova77@mail.ru;

Kadirzizova Shynar – PhD, Acting Associate Professor of the Department of General Education Disciplines, NAO Semey Medical University, Semey, Kazakhstan, shynarrr1982@mail.ru;

Karipzhanova Nazigul – Doctoral student in the 3rd year in the field of pedagogy and psychology, Alikhan Bokeikhan University, Semey, Kazakhstan, e-mail: gulbarshin63@mail.ru;

Shestitko Irina – PhD, associate professor, Belorussian State Pedagogical University named after Maksim Tank Republic of Belarus, e-mail: irina.shestitko14@gmail.com

Авторлар туралы мәлімет:

Адильжанова Курарай Советхановна (корреспондент-автор) – PhD, қауымдастырылған профессор м.а., Семей медициналық университеті, жалпы білім беретін пәндер кафедрасы (Семей, Қазақстан, e-mail: adilzhanova77@mail.ru)

Кадирсизова Шынар Болатбековна – PhD, қауымдастырылған профессор м.а., Семей медициналық университеті, жалпы білім беретін пәндер кафедрасы (Семей, Қазақстан, e-mail: shynarrr1982@mail.ru)

Карипжанова Назигүль Мұхтарбековна – Педагогика және психология мамандығының

3 курс докторанты, Alikhan Bokeikhan University (Семей, Қазақстан, e-mail: gulbarshin63@mail.ru)

Шеститко Ирина Владимировна – PhD, доцент, Максим Танка атындағы Беларусь мемлекеттік педагогикалық университеті (Минск, Беларусь, e-mail: irina.shestitko14@gmail.com)

Сведения об авторах:

Адильжанова Курарай Советхановна (автор-корреспондент) – PhD, и. о. ассоциированного профессора кафедры общеобразовательных дисциплин, НАО Медицинский университет Семей (Семей, Казахстан, e-mail: adilzhanova77@mail.ru);

Кадирсизова Шынар Болатбековна – PhD, и. о. ассоциированного профессора кафедры общеобразовательных дисциплин, НАО Медицинский университет Семей (Семей, Казахстан, e-mail: shynarrr1982@mail.ru);

Карипжанова Назигүль Мұхтарбековна – докторант 3 курса по специальности педагогика и психология, Alikhan Bokeikhan University (Семей, Казахстан, e-mail: gulbarshin63@mail.ru);

Шеститко Ирина Владимировна – PhD, доцент, Белорусский государственный педагогический университет имени Максима Танка (Минск, Беларусь, e-mail: irina.shestitko14@gmail.com).

Келіп түсті: 19 мамыр 2025 жыл
Қабылданды: 01 желтоқсан 2025 жыл