

COGNITIVE AND VALUE-BASED DETERMINANTS OF STUDENTS' SOCIAL IDENTIFICATION IN THE CONTEXT OF GLOBALIZATIONAuthor: **Raximbayeva Gulyora Ulugbekovna**

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Abstract

This article provides a theoretical analysis of the cognitive and value-based determinants influencing the formation of students' social identification in the context of globalization. Within the scope of the study, the psychological essence of social identification, its formation mechanisms, and its transformation under contemporary global conditions are examined. The process of social identification is interpreted based on Henri Tajfel's theory, highlighting the role of cognitive factors—such as reflection, metacognition, and global thinking—in the development of self-awareness. In addition, the study analyzes the system of students' values and its impact on the identification process, drawing on Shalom Schwartz's theory of basic human values. The findings substantiate that social identification represents a multifactorial and dynamic psychological system.

Keywords

globalization, social identification, cognitive determinants, value system, reflection, metacognition, student personality, social consciousness, global thinking

Аннотация

В статье рассматриваются когнитивные и ценностные детерминанты формирования социальной идентичности студентов в условиях глобализации. Анализируется психологическая сущность социальной идентичности, механизмы её формирования и трансформация в современных условиях. Теоретической основой выступает теория социальной идентичности Henri Tajfel, в рамках которой раскрываются когнитивные аспекты самоидентификации личности. Особое внимание уделяется роли когнитивных процессов (рефлексия, метакогниция) и системы ценностей, разработанной Shalom Schwartz. Делается вывод о том, что социальная идентичность студентов является динамической системой, формирующейся под влиянием когнитивных и ценностных факторов.

Ключевые слова

глобализация, социальная идентичность, когнитивные факторы, ценности, рефлексия, метакогниция, личность студента, социальное сознание, глобальное мышление

Introduction: Globalization is one of the defining features of modern societal development, exerting a profound influence not only on economic and political processes but also on the human psyche. In particular, processes of social identification among young people—especially students—are undergoing significant transformations under the influence of globalization. In the course of student personality development, social identification emerges as

a key psychological mechanism, referring to the process through which an individual associates themselves with specific social groups, adopts their values, and regulates their behavior accordingly.

In psychological science, the concept of social identification has been extensively studied within the framework of Henri Tajfel's theory. According to this perspective, individuals understand themselves through social categories. This process directly influences self-esteem, social status, and intergroup relations.

Globalization further complicates the process of identification. Individuals are required to navigate and maintain a balance between national, cultural, and global forms of identity simultaneously. This multidimensional negotiation may give rise to internal psychological tensions and conflicts. From this perspective, identifying the determinants that shape the process of social identification emerges as a significant scientific problem.

Accordingly, the aim of this article is to provide a theoretical analysis of the cognitive and value-based determinants influencing the formation of students' social identification in the context of globalization.

Theoretical Analysis

1. Psychological Essence of Social Identification

Social identification is a psychological process through which an individual perceives themselves as belonging to a particular social group and adopts the values of that group. According to Henri Tajfel, individuals understand themselves through the categories of "we" and "they." This categorization gives rise to processes such as intergroup differentiation, stereotyping, and social comparison.

During the student period, this process becomes especially active, as individuals acquire new social roles, identify with new groups, and reconstruct their self-concept.

2. The Role of Cognitive Determinants

Cognitive processes play a crucial role in the formation of social identification. The way individuals perceive, analyze, and interpret their social environment directly influences the identification process.

Cognitive determinants include the following:

- reflection (the capacity for self-awareness)
- metacognition (the ability to regulate one's own thinking processes)
- global thinking (a broad, integrative worldview)

In the context of globalization, global thinking becomes particularly significant. As students encounter diverse cultures, value systems, and social structures, they are compelled to reassess and reconstruct their social identification.

3. Value System and Its Influence

Values represent one of the key psychological factors that determine an individual's life orientation. According to Shalom Schwartz, values have a universal character and function as a fundamental motivational system guiding human behavior.

Among students, the following values play a particularly important role:

- independence
- conformity
- universalism (humanistic and global values)

In the process of globalization, value systems undergo significant transformation. A dynamic balance emerges between national and global values.

4. Globalization and the Transformation of Social Identification

In the context of globalization, social identification becomes not a static, but a dynamic process. Students tend to integrate multiple levels of identification simultaneously, including national, regional, and global identities.

Within this process:

- identity fragmentation may occur
- multilayered identities are formed
- psychological tensions and conflicts may emerge

Therefore, the process of social identification is regulated not only by cognitive factors but also through the system of values.

Comparative Analysis of Male and Female Students

In the study, participants were distributed by gender as follows:

1. Male students: n = 82
2. Female students: n = 104

Table 1. Mean Indicators of Male and Female Students

Variables	Male (M ± SD)	Female (M ± SD)	t-value	p-value
Ijtimoiy identifikatsiya	3.74 ± 0.61	3.96 ± 0.65	-2.31	0.022*
Kognitiv determinantlar	3.48 ± 0.58	3.56 ± 0.60	-1.02	0.309
Qadriyatla r tizimi	3.69 ± 0.55	3.92 ± 0.57	-2.78	0.006**
Global tafakkur	3.51 ± 0.62	3.73 ± 0.59	-2.12	0.035*

* $p < 0.05$; ** $p < 0.01$

Interpretation of Results

The comparative analysis revealed statistically significant gender differences in several key variables. Female students demonstrated higher levels of social identification ($t = -2.31$, $p < .05$), value system ($t = -2.78$, $p < .01$), and global thinking ($t = -2.12$, $p < .05$) compared to male students.

In contrast, no statistically significant difference was found in cognitive determinants ($p > .05$), indicating that both male and female students exhibit relatively similar levels of cognitive processing related to social identification.

These findings suggest that while cognitive mechanisms operate similarly across genders, value-based and identity-related dimensions are more pronounced among female students. This may indicate that female students are more sensitive to social and cultural influences in the process of identity formation, particularly within the context of globalization.

The analysis revealed a statistically significant difference in the value system ($t = -2.78$, $p < .01$), with female students demonstrating higher scores.

Interpretation: This finding indicates that female students tend to place greater emphasis on social and universal values. These value orientations function as a key determinant that strengthens their social identification.

Furthermore, global thinking scores were also found to be significantly higher among female students ($p < .05$).

Interpretation:

This result suggests that, within the context of globalization, female students exhibit a higher level of openness to new cultures, ideas, and social perspectives.

General Conclusion (Gender-Based Analysis)

Female students demonstrate a higher level of social identification

The value system serves as the primary factor explaining gender differences

Cognitive determinants appear to be more related to individual development rather than gender

Openness to globalization is more strongly expressed among female students

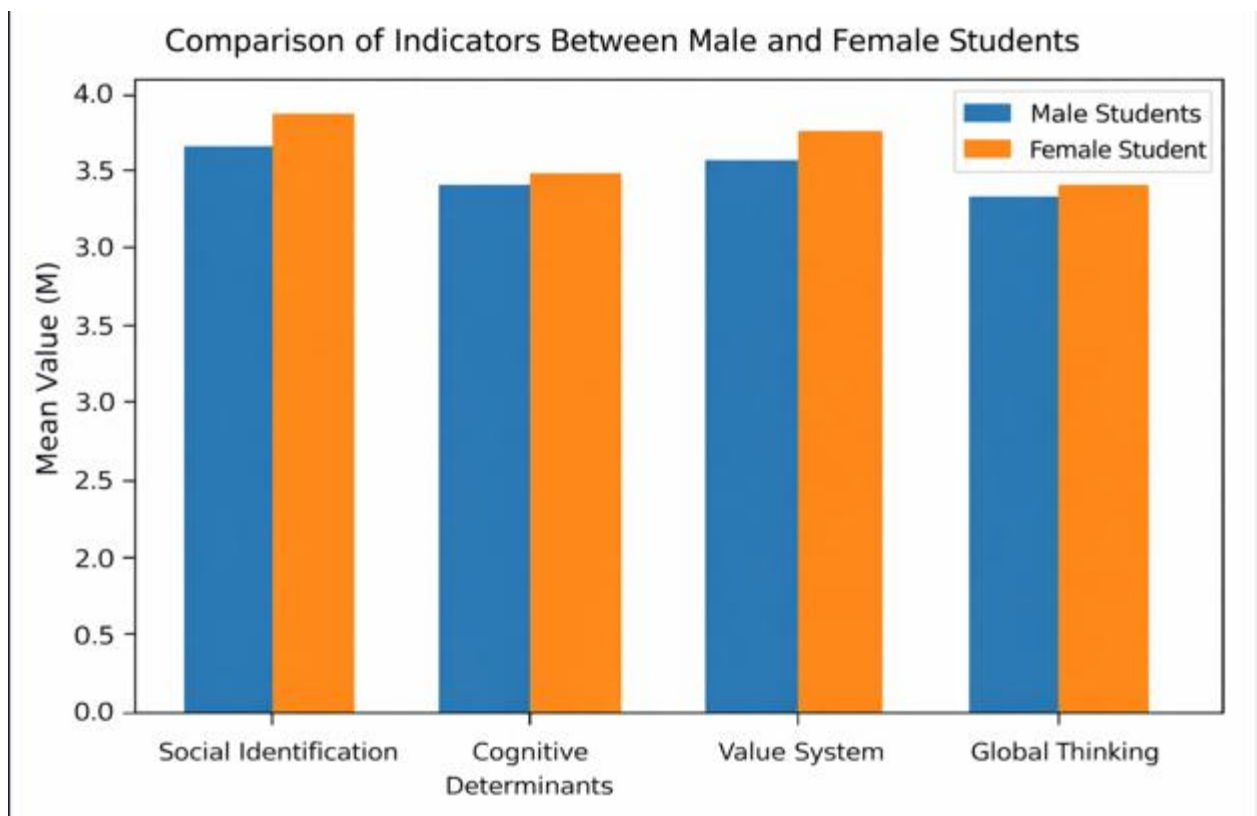


Figure 1. Gender-Based Comparison of Social Identification, Cognitive Determinants, Value System, and Global Thinking

This figure presents the mean scores of male and female students in terms of social identification, cognitive determinants, value system, and global thinking. The results indicate that female students demonstrate higher mean values across all measured variables compared to male students.

The higher level of social identification among female students may be explained by their stronger orientation toward social relationships and a more pronounced sense of group belonging. The observed differences in the value system suggest that female students exhibit greater sensitivity to social and universal values.

The difference in cognitive determinants is relatively small, suggesting that cognitive processes are more closely related to individual developmental levels rather than gender. In contrast, global thinking scores are higher among female students, reflecting their greater adaptability to globalization processes and openness to new socio-cultural environments.

Overall, the results presented in the figure indicate that gender plays a significant, yet differential role in the formation of social identification. In particular, the value system emerges as the primary determinant explaining these differences.

Conclusion: This study aimed to provide a theoretical analysis of the cognitive and value-based determinants influencing the formation of students' social identification in the context of globalization. The findings demonstrate that social identification represents a complex, multifactorial, and dynamic psychological system.

The results indicate that cognitive processes—such as reflection, metacognition, and global thinking—play an important role in the formation of social identification. However, their influence is not direct; rather, it is mediated through the value system. In this regard, values emerge as one of the primary determinants of social identification.

In the context of globalization, students' identification is not unidimensional but rather multilayered, involving a dynamic balance between national and global identities. This process may generate internal psychological tensions; however, it simultaneously contributes to increased adaptability and the development of social consciousness.

Furthermore, the findings suggest that cognitive determinants provide a relatively stable foundation for social identification, whereas value systems function as key differentiating factors, particularly in explaining gender-based differences.

Gender-based analysis revealed that female students demonstrate higher levels of social identification, value system orientation, and global thinking compared to male students. These findings confirm that socially and value-oriented factors exhibit gender-specific differences.

Overall, the results of the study highlight the necessity of adopting a comprehensive approach to examining both cognitive and value-based determinants in the formation of students' social identification. These findings have important practical implications for the educational process, particularly in fostering students' social consciousness, shaping their value systems, and enhancing their adaptability to the global environment.

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