



Approaches influencing the self-development of students in the credit-modular system

Kholmatov Shokirjon Solievich

Senior lecturer of the department of applied sciences of the German language
at the Uzbekistan State World Languages University

Abstract: In this article, we consider the functional, systematizing and subject-targeted approaches that affect the development of the individual during self-study of students on a credit-modular system. At the same time, we will also focus on the pedagogical foundations of the process of self-study on a credit-modular system.

Keywords: Credit-modular system, self-study, functional approach, subjective-target approach, systematizing approach

One of the main factors of effective organization of the educational process in higher education institutions based on the credit-module system is the proper organization of independent education of students. The productivity of students' self-development is largely related to the creation of pedagogical conditions for the education of future teachers.

When talking about the self-development of an OTT student in the credit-module system, the existing approaches to the problems of self-development in the philosophical-pedagogical and psychological imagination, focusing on the interdependence of self-development and cognitive activities, in this context, distinguishing the factors of self-development of the student's personality It is necessary to consider it in an aspirational way.

We will analyze the main approaches to the self-development of a person in psychological research in order to determine the factors that create a conscious desire for self-development and self-expression of students in the course of educational activities.

For example, N.R. Bityanova singles out three main approaches to the study of self-development problems, which are not unique to us and allow not only to determine the factors influencing the pace and direction of self-development, but also to see the main meaningful features of this phenomenon:

- a functional approach that imagines a person as a functional being in all spheres of his life activity;
- subject-objective approach focusing on valuable and meaningful aspects of a person;
- a systematizing approach that combines the previous two directions on the basis of the systematic connection of any phenomenon and thus provides a holistic view of the studied phenomenon. This approach ensures the priority of systematic connection of any event [3, 4 p.].

The ideas of the functional approach are related to perceptions of functional tendencies as a source of self-development (Sh.A. Abdullaeva, U.I. Inoyatov, Sh.E. Kurbanov, H.F. Rashidov, etc.).

In the scientific literature, a single point of view has not been formed on the issue of secrecy. Latent (potential) is understood as follows:



- qualitative and quantitative aggregation of new elements (R.Sh. Akhldinov, U.I. Inoyatov, Sh.E. Kurbanov, X.F. Rashidov);
- reserve and resources of the person (N. Shodiev);
- it is an incomplete, recorded, more or less variable form of behavior characteristic of this person, which hides different possibilities due to its uncertainty (N. Shodiev, E. A. Seytkhalilov, G. Bakhodirova).

V.I. Andriyanova distinguishes two types of the hidden problem: as a development condition - the possibility of an event, "bud", expected trends of development, formation of psychic structures, and as a result - a feature and quality that does not manifest and does not apply in certain conditions, that is, meaningful significance at the present time does not earn, but forms a person's reserves. The main one of them is that it ensures the succession of development from the first sphere to the second sphere, and appears as one of the conditions for the formation of new structures.

According to Sh.A.Abdullaeva's definition, hidden features are "a source of human inner activity".

Dealing with the problem of self-development, V.E. Chudnovsky introduces the concept of "basis of subjective activity". According to his definition, the core is "the center of inner activity." It can include manifestations of consciousness and self-awareness, as well as unconscious aspirations that arise from talents and needs and are directed to the realization of the subject's own potential [8, 192 p.]

R.Sh.Akhldinov also has similar views. According to him, subjectivity is acquired, but it is a characteristic that exists due to the formed nature of human life activity, which is concentrated in the students' capabilities.

Thus, hidden - the internal reserve of a person is the main source of the content of the internal conditions of self-development. It is important to activate the self-motivation of the individual through a system of tasks of increasing complexity in educational activities based on the latent capabilities of the individual. In this way, each successive task requires a new level of knowledge and skills to be more complex for self-examination, and each mastered skill seems to be lacking. . As a result, a situation like this creates a need to actualize hidden opportunities to solve the tasks of self-development.

According to F.R. Yuzlikaev's theory, one of the driving forces of self-development of a person is relationships. Relationships of a person with the surrounding world determine the structure and inner world of a person. Stable, personal characteristics formed in this way create an environment for self-development, and direct the activity, size and norm of social relations. As a result of this, the individual and the social being come from each other.

F.R. Yuzlikaev, studying the person in the system of relations, puts forward a personal integrated system of subjective-evaluative relations to reality as a central personal structure, which is considered as "the potential of human choice activity in connection with various aspects of existence" [10, 99 p.].

An important aspect of this concept is to look at relationships in terms of their content and origin. Objective reality gives meaning to personal relations, but meaningful observation of the perceived reality by a person turns these relations into a subject. "The pace of relations" is closely related to the pace of objective activity of a person: firstly, the functional structure of actions changes as conditions change; secondly, with the change of conditions, the meaning of these actions for a person and, therefore, his attitude changes.

The researches of E.A. Seytkhalilov are filled with the "factor" of the influence of reality on the individual's self-development. It shows that when a person has both internal needs and an appropriate



environment, there is a readiness, a desire for activity, which has a significant impact on determining future behavior. Together with the unconscious attitude to reality, a person is characterized by a conscious attitude towards it, which allows to look at the environment as a whole system of possibilities. That is, human activity is affected by expected and probable events. This complicates the system of psychological guidance of his active behavior. In addition, the conscious attitude to reality is related to the content of the environment itself, this environment is filled with a social system of relations. A person aims at them in his actions. This is also included in the system of factors that lead to it [6, 170 p.]

In the works of B.G.Ananayev, the idea that a person as a subject of self-development is studied only in the system of social relations and relationships is interesting. The scientist studied personality as a dynamic self-developing functional structure. According to him, human character and inclinations are the combined effect of the interaction of personal characteristics. Personality traits include values and social behaviors that are created based on status. Status in society determines the direction of self-development of a person.

According to B. G. Ananayev, the self-development of a person takes place through the assimilation of the product of social experience, learning certain approaches, roles and functions. "All spheres of aspirations and values are determined by the social regeneration of this individual" [1, p. 54]. The process of self-development allows you to move from one function to another, from one stage of commitment to another.

As you can see, students' self-development is always in interaction with the educational environment. Here he actively acts and manifests himself, and here he selects the most important things as material for self-development.

The educational environment serves as a field of self-development, where the possibilities of self-change of a person can be determined, manifested in the field of activity. Therefore, on the one hand, the environment is a "field" where a person uses his existing forces, and on the other hand, it affects "mind, emotion, will", which is important for the self-development of a person.

The environment is also a space of communication. We also include communication among the factors of personal self-development. It is in communication that the formation of "self-attitude and self-change" takes place [4, 246 p.]

Internal elements of development in the study of communication as an interpersonal interaction; emphasis is placed on individual activity and capabilities. In the course of this interaction, there is an exchange of ideas, opinions and other aspects of the inner world of the communicating persons. Acquainting others with his knowledge, a person corrects his imagination, analyzes the acquired information, enriches his subjective experience when the information is relevant.

Mutual communication between man and the environment is "the rate of mutual formation of man and the world" (A. Maslow). This interaction occurs in the presence of internal conflicts that cause them to rethink their values and beliefs. which can speed up, slow down or change the process of self-development.

Therefore, we can observe the interaction of personal communication and self-development, and talk about the possibility of using communication between students and pedagogues as a means of activating personal self-development. such communication is expressed in the teacher's skill in the process of interaction with students, in evaluating the consequences of his personal influence on students, in the skill of directed influence, in such methods of communication as understanding,



recognition, accepting the opinion of others. The interaction between the student and the teacher in the form of a discussion provides for the student to go on the path of self-improvement and self-development.

In the subject-objective directions of research, scientists define personal values and contents, needs and interests of self-actualization.

In terms of student's educational activity, we consider the personal content as the student's decision-making potential based on the specific development of consciousness, the readiness to achieve the goal and the personal relationship with the content of the educational activity. The perceived personal content determines the norms of educational activity and determines the independent decision-making by the student of personal importance.

Reasons help in the implementation of actions in the formation of personal content in the student's educational activity. A change in reasons changes a person's readiness for various events. Taking into account the individual's reserves forces him to systematize the priorities of goals, values, reasons, and therefore, events are selected and arranged in accordance with the personal values of a person.

Mechanisms of self-development of a person in the results of content formation by researchers: the creation and provision of the direction of activity (cause); changes in emotional moods and mental image (personal content); Stabilization of stimulating effects on the course of activity (content determination); modeling of necessary aspects (personal values) is revealed (D.A. Leontev and others) [6, 112 p.].

The level of the achievement result shows the characteristics of the target, and its selection occurs when the reasons are fully formed. In connection with this, different stages of human mobilization and its efforts are observed. Therefore, it is possible to talk about the different role of the cause. This is where the connection between reason and self-evaluation of possibilities comes from. In reason, there is a conscious reflection of the future based on the use of past experience. Thus, reason helps to determine the "nearest development area". The formation of a goal causes a person to strive to achieve a specific goal. At the same time, the desired result can be achieved using willpower. Researchers (A.G. Asmolov and others) recognize the system of personal contents or their reflection in the mind, for example, the relationship of reasons and goals, as the center of the basis of personality - a single purpose structure [2, 528].

Consequently, through content structures, self-awareness changes, which allows for self-development. When the educational activity is organized in a certain way, the student's mind deals with the importance of several memorized knowledge. Searching for its content-sources is concerned with establishing cause-and-effect relationships, which allows the student to move from the "approach" of "reproductive-reflective" practice to conscious activity and fulfill his obligations from the point of view of a self-developing subject.

Referencess

1. Ананьев Б.Г. Психология и проблемы человекознания: Избранные психологические труды. 3-е изд., МПСИ. 2009 - 432 с.
2. Асмолов А.Г. Психология личности. Культурно-историческое понимание развития человека. Академия. 2010. -528 с.



3. Битянова Н.Р. Проблема саморазвития личности в психологии: аналитический обзор. – Москва : МПСИ : Флинта, 1998. – 48 с.
4. Куликова. Л.Н. Проблемы саморазвития личности / Издание 2-е, исправленное и дополненное. – Благовещенск : 2001. – 342 с.
5. Леонтьев Д.А. Психология смысла. 4-е изд., испр. и доп. М: 2019.-487 с.
6. Сейтхалилов Э.А., Тожиев М. Педагогическая технология: опыт практического применения и системно-содержательного анализа. /Учебное пособие. Т.: “Tafakkur-Bo’stoni”, 2012.-258 с.
7. Усмонов Б., Хабибуллаев Р. Олий ўқув юртларида ўқув жараёнини кредит-модуль тизимида ташкил қилиш. Ўқув қўлланма. Тошкент, 2020 й.
8. Чудновский В. Э. "Становление личности и проблема смысла жизни". МОДЭК. 2006. - 768 с.
9. Юзликаев Ф.Р. Интенсификация процесса дидактической подготовки будущего учителя в педагогическом институте. -Ташкент: Фан, 1995. -202 с.
10. Юзликаев Ф.Р. Теория и практика интенсификации дидактической подготовки будущего учителя в системе высшего педагогического образования (на материале педагогических дисциплин): Дис. докт. пед. наук. – Ташкент, 2005. – 303 с.
11. Ўринов В. Ўзбекистон Республикаси олий таълим муассасаларида ECTS кредит-модуль тизими: Асосий тушунчалар ва қоидалар.Қўлланма. 2020 й.