

Personal Development of Students in Higher Education

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Abstract. The article summarizes individual approaches to the study of the problem of personal development and professional development of students in the process of orientation to the profession of pedagogy in higher education, the psychological and pedagogical conditions of effective professional formation in the process of higher education, the development of students' personality by harmonizing the internal mental development of students and the external conditions of the educational process, the transition from external to internal. , the fact that self-change and active work on oneself is a complex process are systemic features of the formation of a positive self-concept in students, it is necessary to pay attention to the formative effect of students' education in higher education, in which not only professional knowledge is formed, but also professional skills and competencies, basic professional disciplines the learning process and the result are interpreted as issues of professional and personal self-development.

Key words: formation, approach, student, education, process, result, problem, conditions, pedagogue, psychologist, profession, training, orientation, qualities, qualities, importance, development, research.

Introduction. By improving the higher education system, great attention is being paid to the training of specialists who are fully mature, independent thinkers, enterprising, resistant to competition in the field of production, able to adapt to sudden changes, as well as able to work effectively at the level of the requirements for the qualifications of specialists in the labor market. In the current period, the updating of techniques and technologies in production, the rapid development of science requires specialist personnel to independently and regularly deepen, update, supplement and expand their knowledge.

In the process of higher education, conditions should be created for the development of a student's personality as a future specialist in a number of directions: strengthening ideological confidence, forming a professional direction, developing necessary abilities, improving mental processes, situations, experiences, professionalization, a sense of duty, in order to achieve success in professional activities. increasing responsibility, developing the student's individuality, increasing the student's professional claims, increasing the overall maturity and stability of the student's personality based on the intensive transfer of social and professional experience and the formation of necessary qualities, qualities necessary for him as a future specialist, increasing the share of self-education of students in the formation of experience , strengthening of professional independence and readiness for future practical work are among them.

The central link of the system of training future specialists should be personal training, which incorporates all other elements of this system. The problem of personal training of future specialists, in particular, the problem of forming a positive self-concept, includes the orientation to the personal development of students, the formation of their professional culture and professional identity, based on a modern approach.

Main part. In modern society, the importance of psychological characteristics and the need for highly qualified specialists who can professionally solve the tasks assigned to them are increasing. A specialist must be flexible, capable of development, confident in himself and the chosen work strategy, therefore it is very important to find ways of personal growth and improvement of future specialists. Ukrainian researchers A.F. Bondarenko, S.V. Vaskovskaya, J.P. Virna, V.V.Vlasenko, P.P. Gornostay, L.V. , N.L. Kolominsky, V.G. Povyakel, L.G.Terletsckaya, N.V. Chepeleva, T.S.

Yatsenko, etc. The formation of a student's personality takes place in the process of professionally oriented education, which is the main activity that affects all aspects of a young person's life. Therefore, management of the process of professionalization in modern conditions can be effective, taking into account the psychological laws of the student's personality development at all stages of his professional development.

The concept of a student (lat. students - worker) usually means a student of higher education institutions. Thus, from Ancient Rome and throughout the Middle Ages, students meant any person involved in the learning process. With the emergence of universities in the 12th century, the term "student" began to be used to refer to students studying in them.

A student can be described as a person in 3 positions:

1) as a unity of psychological states, processes and personal characteristics. The main feature of this position can be determined by psychic properties (abilities, character and temperament), which determine the emergence of mental states, the course of mental processes and the manifestation of mental formations. At the same time, it should not be forgotten that a particular student should take into account the characteristics of each individual, his mental processes and state.

2) with social, through them the social qualities and relations arising from the student's belonging to a certain social group, nation are embodied.

3) biological, such as unconditioned reflexes, with the type of higher nervous activity, instincts, physique, facial features, skin color, eyes, growth of physical strength, etc. This side is mainly determined by heredity and innate tendency, but it can change under the influence of living conditions.

Studying all these aspects helps to reveal the student's qualities and capabilities, as well as his age and personality.

In addition, this period of adolescence is characterized by the highest speed and change of attention, solving logical problems, etc. [10]. Thus, student age is characterized by achieving the highest results based on all previous processes of biological, psychological, social development.

If we consider the student from the point of view of the individual, the period of 18-20 years is the most active development of moral and aesthetic feelings, the formation and stabilization of character, as well as the period of complete mastery. Social roles of adults: civil, professional and labor, etc. are listed.

Ananiev B.G., Dmitriev A.V., Kon I.S., Lisovsky V.T. from the point of view of local scholars such as Esareva Z.F. and others say that the time of higher education of a person corresponds to the 2nd period of adolescence, which is characterized by the complexity of the formation of personal characteristics. A characteristic feature of moral development at this age is the strengthening of conscious motives for behavior. All the qualities that are completely lacking in the upper grades of the school are significantly strengthened - determination, purposefulness, independence, perseverance and self-control, in addition, there is an increase in interest in moral problems (lifestyle, purpose, duty, love, loyalty, etc.). One of the main factors is the adaptation of students to the educational process in higher education.

Social adaptation of students in higher education can be divided into:

a) professional adaptation, adapting to the content, nature, conditions and organization of the educational process, developing basic skills of independence in educational and scientific work;

b) socio-psychological adaptation, which is carried out by the adaptation of a person to his group, his relations with it and the development of his own style of behavior [1].

Thus, adaptive capacity is understood as a person's ability to adapt to various environmental conditions (both social and physical) without internal discomfort and conflict with the environment.

Results and Discussions. The psychological development of a student's personality is understood as the dialectical process of the emergence and resolution of contradictions in the transition from external to internal and active work on oneself.

M.V. Bulanova-Toporkova distinguishes the following specific features of the student's development during the learning process in different courses [6]:

In the first year, the tasks of getting acquainted with the life of students are solved. At this stage, students' behavior is characterized by a high degree of flexibility, while a differential approach to their social roles does not occur.

In the second year, the period of the most intense educational activity of students is allocated, because all forms of education and training are included. At the same time, students undergo general training, their broad cultural needs and needs are formed.

In the third year, as a reflection of the further development and deepening of the students' professional interests, the specialty begins, which consists in narrowing the scope of multifaceted interests of the individual and strengthening interest in scientific work.

In the fourth year, the first real acquaintance with the future specialty is carried out by going through an educational practice. At this stage, students' behavior is characterized by an active search for more rational methods and forms of special training, there is a reevaluation of many values of life and culture by students.

In the fifth year, prospective plans to start working after finishing higher education appear - this forms clear practical guidelines for the future profession. New values related to financial and family status, workplace, etc. will appear.

The development of a student as a future higher-educated specialist is carried out in the following directions:

- ideological belief, professional orientation is strengthened, necessary skills are formed;
- the sense of duty and responsibility for the success of the student's professional activity increases;
- increasing requirements for the personality of the student regarding his future profession;
- due to the formation of necessary qualities, the overall maturity and stability of the student's personality increases;
- the weight of the student's self-education in forming the qualities necessary for him as a future specialist increases;
- professional independence and readiness for future practical work will be strengthened.

The development of the student's personality is understood as the increasing integration of substructures and their increasingly complex synthesis [9]. On the other hand, there is a parallel process of differentiation of mental functions (development, complexity, "branching" of mental processes, states, characteristics).

According to I. Andriychuk, the model of the student's personality includes important personal characteristics and qualities, which he combines into a positive "I-concept", whose indicators are the adequacy and stability of self-esteem, a high level of self-awareness. - respect, the predominance of internal tendencies of the locus of control, the absence of serious internal problems and personal concerns [2].

In our opinion, the self-awareness of the personality of the future specialist is related to the harmonization of the personal understanding of the self and the orientation of the educational process to the individual, using his opportunities to activate the processes of self-knowledge and self-realization.

In essence, the development of creativity in students depends on their full awareness of the basics of pedagogical, psychological and specialized sciences, and the formation of skills and abilities to actively apply the acquired knowledge in practice [11].

According to V.V. Utyomov, M.M. Zinkovkina, and P.M. Gorev, personality formation takes place in three stages [12]. That is:

- creativity based on natural possibilities
- primary (general) creativity
- creativity in social spheres

All the above-mentioned stages are considered equally important in the organization of pedagogical activity in order to achieve mastery of creativity qualities for students [7].

The self-awareness level indicators of high-level students differ with the trend of increasing high-level self-esteem and decreasing low-level self-esteem at the high level. This shows that during the learning process, students form and complicate their self-perception, which leads to a change in

their emotional and value attitude towards themselves and others. The process of personal growth of future teachers includes revealing the natural potential, talent and capabilities of a person, which is both the result of internal work on oneself and the influence of social, psychological and pedagogical factors. It is closely related to the process of increasing self-knowledge, self-esteem and self-acceptance, forming a positive attitude, and optimizing interpersonal relations in the student-teacher system.

According to N. Didik, creating an individual program, keeping growth diaries, psychological practice, writing self-stories, individual reports on personal growth "achievements", active self-education, self-discipline and self-development are relevant. Semester and annual progress reports on personal and professional growth may be presented in the form of practical, laboratory or roundtable discussions. It activates self-regulation, self-realization [4].

Self-acceptance is an important professional characteristic of personal maturity of future specialists [13]. The psychological-pedagogical training materials of positive self-formation of the personality of future specialists proposed by I. Andriychuk envisage the activation of the processes of self-knowledge, personal self-development and formation [2].

It is important to use socio-psychological training, stimulation of motivation for independent personality development, active socio-psychological education methods and methods (group discussions, analysis of problem situations; role-playing games; self-knowledge and self-esteem exercises). Brainstorming in the educational process; psychodriving; (non-verbal methods), preventive conversations, individual and group counseling, creative work (essays on given topics) and self-reports, discussion tables and thematic seminars, watching specially selected videos with their subsequent psychological and pedagogical analysis, etc. k. [8].

As a result of using active methods of teaching, independence, intelligence, creativity, which are important professional characteristics of future specialists, develop. An important condition for the effective professional activity of future specialists is the process of personal adjustment, which ensures the level of his skills. [3, 5].

Conclusion. The development of a student's personality is a complex process of the emergence and resolution of contradictions, the transition from the external to the internal state, self-transformation and active work on oneself.

The formation and formation of a positive self-concept in students has a systematic nature. Therefore, in higher education, it is necessary to pay attention to the formative effect of students' education, in which not only professional knowledge, but also professional skills and competencies are formed. The process and result of learning basic professional subjects significantly affects the formation of professional self-esteem. Therefore, it is necessary to create conditions for the development of self-awareness and its main components in the process of studying in higher education. Psychological-pedagogical conditions for the effective formation of students' self-awareness in the conditions of professional training are as follows: implementing a dialogical approach to the organization of the educational process in higher education, helping students to update their professional thinking, self-determination, active methods of forming consciousness and self-awareness in the educational process input

In the process of training future specialists, students should be encouraged to use the following methods and tools for professional and personal growth: familiarization with the works of famous psychologists, scientific journals on psychological problems, organizing fundamental scientific research with interviews, roundtables, presentations. scientific conferences, auto training methods, etc.

It is an independent work in which students take an active subjective position in personal and professional growth in order to develop professionally important features of personal maturity of future professionals. This type of work especially helps to develop independence and responsibility.

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