

## APPROACHES INFLUENCING THE SELF-DEVELOPMENT OF STUDENTS IN THE CREDIT-MODULAR SYSTEM

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### 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.

### INTRODUCTION

One of the main factors for effectively organizing the teaching process in higher education institutions based on a credit-module system is the proper organization of students' independent learning. The self-development of students in many ways is due to the creation of pedagogical conditions for the education of divided teachers.

When it comes to self-development of an OTM student in a credit-module system, there are problems with self-development in a philosophical, pedagogical, and psychological way focusing on the interrelationship of self-development and knowledge activities, the student sought to distinguish between self-development and self-development in a way that needs to be considered.

Self-development of an individual in psychological research to identify the factors that contribute to students' conscious desire to self-development and self-equation in the educational process we'll analyze the basic approaches.

For example, N. Jehovah's Witnesses In her study of self-development problems, Bityanova aims to identify factors that are not different for us and affect not only the pace and direction of self-development, but distinguishes **three** main approaches that allow you to see the main characteristics of this phenomenon:

- a functional *approach* that imagines a person as a functional creature in all aspects of his life's activities;
- shaxsning qadriyatli-mazmunli jihatlariga e'tibor qaratuvchi *sub'ektli-maqсадli yondashuv*;
- a systematic *approach* that combines the previous two directions based on the systematic linking of any event and ensures that the event being studied in this way is seen in a holistic way. This approach ensures the priority of systematic connecting of any event [3, 4 b.].

Learn From Jespho Those Who Have Benefited Worldwide has been developed. A. Abdullayeva, U.S.A. I. Inoyatov, Sh. E. Kurbanov, X. F. Rashidov Vs. State of N.A.

The only point of view on the hidden issue in scientific literature has not been formed. The hidden (potential) is understood as follows:

- Quantitative aggregate of new qualitative elements (R. Jehovah's Witnesses Axlidinov, U.S.A. I. Inoyatov, Sh. E. Kurbanov, X. F. Rashidov,);
- Personal Reserves and Resources (N. Shodiev);
- an unfinished, recorded, slightly variable view of the actions that are unique to this person, which hides a variety of other opportunities from their uncertainty ( N. Shodiev, E. A. Seytxalilov, G. Bachodirova).

V. I. Andriyanova distinguishes two types of hidden issues: the possibility of an event, the "stump", the expected trends of development, the formation of psychological structures as a developmental environment and as a result – characteristics and qualities that are not manifested or operated in certain conditions, i.e. they do not play a meaningful role at the moment, but a person's reserves forms. The main one is from the first sphere, the second sector ensures the inheritance of development and is characterized as one of the conditions for the formation of new structures.

Jehovah's Witnesses A. According to Abdullayeva's description, hidden features are "a source of human internal activity."

Dealing with the problem of self-development, V. E. Chudnovsky introduces the concept of "subjective activity." According to him, the roots of the beardedarded is "a fireplace of internal activity." It involves both the appearance of consciousness and self-awareness , as well as talents and needs and is aimed at realizing the entity's own capabilities unthinkable aspirations can be included [8, 192 b.]

Jehovah's Witnesses Jehovah's Witnesses Axlidinov has similar views. He believes that subjectivity is a characteristic that will be obtained, but concentrated in students' capabilities because of the formed nature of human life's activities.

Thus, the hidden – an individual's internal reserves are the main source of the content of the internal conditions of self-development. It is important to activate an individual's self-activation through a system of complex tasks that increase consistently, not in the academic hierarchy, but also in a hold, relying on a person's hidden capabilities, At the same time , each next task prohibits further complexization of knowledge and skills in a new phase to consider itself, as if each of the improvements was lacking It sounds like. As a result , a similar situation creates a cylinder of cylinders to solve self-development tasks,

F. Jehovah's Witnesses One of the driving forces of individual self-development is relationships, according to the theory of facialyhome. A person's relationship with the world around him determines the structure and inner world of the person. At the same time, the stable, personal characteristics that are formed promote the activity, size, and norms of social relationships, creating their own environment of self-development. This is due to the fact that the individual himself and the social universe come from each other.

F. Jehovah's Witnesses Studying a person in the relationship system, he or she advances a personal holistic system of subjective and evaluating relationships as a central personal structure, ( 10, 99 b.).

An important aspect of this concept is to look at relationships from a point of view of their content and origin. (Galatians 5:22, 23) Jehovah's Witnesses would be pleased to discuss these answers with you. The "pace of relationships" is closely related to the pace of an individual's objective activity: first, as conditions change, the functional structure of movements changes; Secondly, as conditions change, the meaning of these actions for a person and, consequently, his or her attitude changes.

E. A. Seychelles' research complements the "factor" of the impact of reality on an individual's self-development. The pursuit of preparation and activity that will have a significant impact on determining future behavior when an individual has internal needs and appropriate environments at the same time indicates that it will appear. In conjunction with an unconscious attitude toward reality, a person is characterized by a conscious attitude toward him, which allows the environment to be viewed as a holistic system of opportunities. That is, human activity is affected by expected and probable events. This complicates the system of psychological orientation of his active behavior. Additionally, the conscious attitude toward reality is related to the content of the environment itself, which is filled with the social system of relationships. Man targets them in his behavior. This is also part of the system of factors that guide it [6, 170 b.]

B. G. In Ananov's work, the idea that a person as a self-development entity is studied only in the system of social relations and relationships is of interest. The scientist was studied as a self-developing functional structure that moved an individual. In his view, human verbs and inclinations are a unified result of the interaction of personal characteristics. Personal characteristics include values and social behaviors that are created on the basis of position. The position in society - position - determines the direction of a person's self-development.

Self-development of an individual, B. G. According to Ananov, social experience occurs by learning the benefits of certain approaches, roles and functions. "All aspects of aspirations and values are determined by the social restoration of this person." [1,54 b.]. The process of self-development allows you to go from one function to another, from one stage of commitment to another.

As it turns out, student self-development is always intertwined with the educational environment. Here he actively acts and manifests himself, and here he chooses the most important things in the world as a material for self-development it takes it.

The educational environment serves as a self-development area where a person's ability to change himself can be determined, as reflected in the field of activity. Consequently, on the one hand, the environment is a "field" in which an individual employs his or her existing forces, while on the other hand, it affects "the mind, emotion, will" this is important for the self-development of an individual.

The environment is also a dialogue area. We also include communication in the individual's self-development factors. [4, 246 b.] Jehovah's Witnesses would be pleased to discuss these answers with you.

Internal elements of development in the study of interpersonal interaction; the activism and capabilities of the individual are emphasized. (Matthew 24: 14; 28:19, 20) Jehovah's

Witnesses would be pleased to discuss these answers with you. By improving others' knowledge, a person reconciles his imagination, analyzes the information gained, and enriches his subjective experience when information is significant.

Learn From Jesus' Example of Watchfulness, 2 / 15 Maslou). This interaction takes place in the presence of internal conflicts that motivate them to rethink their values, beliefs. This can accelerate, slow down or change the process of self-development.

Thus, we observe the interaction of an individual's communication and self-development and are a tool that activates an individual's self-development from communication between students and teachers we can talk about the ability to use it as such communication is based on the teacher's skills in the process of interaction with students, the evaluation of the consequences of personal influence on students, the crafts of directed influence, is reflected in such methods as understanding, acknowledging, accepting the opinions of another. The interaction of students and teachers in the form of discussion involves the student's self-improvement and self-development.

In subjective-targeted areas of research, scientists define personal attachments and content, the needs and interests of self-relevance.

The ability of students to make decisions based on the unique development of the student's mind and the content of their academic activities to achieve the goal and to prepare for personal relationships. The adopted personal content establishes the norms of educational activities and determines the independent decision-making of personal importance by the student.

The student's academic activities contribute to the development of personal content. Changes in the causes change the readiness of the individual to various events. Taking into account his or her reserves by an individual obliges him to systematize the superiority of goals, values, reasons, and so on, events are consistent with a person's personal values selected and regulated.

Self-development mechanisms are the result of the formation of content by researchers: the origin and maintenance of the direction of activity (reason); changes in emotional colors and psychological appearance (personal content); stabilization of the effects of activity (determination of content); Jehovah's Witnesses would be pleased to support more than the gecko's body body. A. Leontev Vs.) [6, 112 b.].

The resulting rise in sea levels from the palace is entity that stretches to the leaves by a surface. In this regard, various stages of human mobilization and its efforts are observed. Therefore, you can talk about the different roles of the cause. This is why the relationship between self-evaluation of reasons and opportunities arises. The reason for this is a conscious reflection of the future based on the use of past experience. Thus, the reason will help determine the "nearest development area." The formation of a goal leads to the formation of a person's desire to achieve a specific goal. At the same time, the desired result can be achieved using the power of will. Jehovah's Witnesses would be pleased to assist you in working out one of Jehovah's Witnesses. G. Asmolov and others) acknowledge the system of personal content or their reflection in the mind, such as the attitude of reasons and goals [2, 528].

Thus, through content structures, self-awareness changes, making it possible for self-development. When academic activities are organized in a particular way, the student's mind works with the

importance of several memorable knowledge. The search for its sources of content will eventually be busy determining the cause relationship, which is from the "reproductive-reflective" action "approach" to a student allows you to move to conscious activities and realize their obligations from the point of view of a self-developing entity.

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