

**PSYCHOLOGICAL AND PEDAGOGICAL CONDITIONS FOR SOCIAL AND PERSONAL DEVELOPMENT OF YOUNG STUDENTS****Berdiyeva Sadoqat Eshonqul kizi**

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**Annotation.** The article in short describes the problems of developing psychological and pedagogical conditions for the personal development of young students. In order to answer questions about the readiness of students, it is necessary to teach what skills and abilities of self-education activities, we conducted a study and comparison. Components of preparation necessary for self-education of students. Analysis of theoretical approaches helped us.

**Keywords:** self-education, preparation, cognitive, psychological-pedagogical conditions, reflexive-activity and motivational components.

**Introduction.** It is known that today the importance of education is increasing - it is a necessary condition for a person's flexibility and competitiveness in the labor market - it has undoubtedly become a reality. Independent education is an important factor in self-creation and self-improvement of a person in professional and non-professional fields. It is of high individual and social importance.

In order to ensure the success of young people in the educational process, it is necessary to have a deep understanding and scientific approach to psychological characteristics in teachers and educational institutions. Also students in development it is important to take into account their psychological needs and characteristics.

**Literature analysis.** It is known that in studies - independent educational activities of students are not sufficiently studied. The scientific-pedagogical foundations of forming students' readiness for independent educational activities in the course of study are not sufficiently developed. This problem is NN in various aspects. Lobanov, MN. Reviewed by Skatkin et al.

In literature, independent educational activity is seen through the prism of "single-" concepts. For example: "single-education", "single-knowledge", "single-education", "single-control", "single-evaluation", "single-development".

**Research methodology.** LI. According to Ruvinsky, one-on-one education is a didactic process consisting of a set of functional algorithms carried out by the student, which is aimed at processing information and implementing the process of assimilation, and also includes the algorithm for monitoring and correcting the execution of the acquisition algorithm. "Single-knowledge" is the result of achieving a certain goal, "Men-concept", "A sequence of actions taken to gain knowledge about Men-Imagination". self-knowledge is the knowledge of oneself, one's potential and active characteristics, personal and intellectual characteristics, relationships with others, characteristic behavior through a process carried out in the external and internal world.

"Single-education" category and PN. Studied by Osipov and others. For example, AI. Kochetov emphasizes that he considers individual education to be a purposeful development of various social experiences of society by a person, a process of individual development, conscious and controlled by a person, in which, in accordance with the requirements of society, the goals and

interests of a person, the forces and abilities designed by him are formed. IL. Naumchenko control is the conscious management of “cognitive activity, which makes the student deeply and strongly accept the learned knowledge, relevant skills formation provides, and opens the way to further improve this activity, defines as”.

Russian scientists dedicated to individual education (AK. Gromtseva, P.I. Pidkasistiy, GN. Despite the variety of definitions given by Serikov et al.), they agree on the main aspects: individual education — is a part of the permanent education system, independent, specially organized, systematic cognitive activity.

The reflexive-activity component is closely related to cognitive. It provides the ability to widely apply knowledge and skills in solving professional problems of individual education, including reflexive assessment of one's own activities. This component is the management of the student's individual learning process — from awareness of the need to setting the goal, results includes the process up to the control (single control) stage. In our opinion, this component plays an integrated role for the full operation of other components.

Motivational component — is a motivation to study and a history of the student's educational activities can be understood as a relationship. It consists of continuous education, professional development and understanding of the personal and social importance of expanding students' worldview, and the formation of strong cognitive interests, views, commitment and sense of responsibility. The issue of motivation is especially important because it is one of the most important conditions for the success or failure of the study. Many researchers consider the motivational component to be the most important in the preparation structure (AK. Gromtseva, AK. Markova, GI. Shchukina), because individual education — is a predetermined and meaningful activity to the individual, as we mentioned earlier. The main function of this component is — stimulation, motivation and valuation.

**Discussion and results.** Our research work was conducted at the Humanities University. The purpose of this work is to identify the components of readiness for independent education among — university students.

Research he relied on this assumption: specially organized psychological and pedagogical conditions contribute to the formation or development of components of readiness for independent education of university students.

The study was conducted in a group of 15 students.

For research purposes, we used the following questionnaires: “Ability to independent study”. The questions in the questionnaire given to the students in the experimental group were evaluated by the students from 1 to 10. Analysis of survey results showed (percentage):

1. Planning – 21 %.
2. Activity organization skills – 28 %.
3. Ability to work with information – 31 %.
4. Motivation level – 26 %.
5. one-on-one skills – 16 %.
6. Cognitive activity level – 19 %.
7. Academic result level – 72 %.

By examining the diagnostic results conducted by the questionnaire, it can be determined that the majority of students showed a low level of motivation. They defined the important direction of student life, almost all respondents “Academic result level”.

Students with motivation for independent education strive to participate not only in the educational process, but also in various science Olympiads, student scientific conferences at various levels, scientific research, and professional events. In addition, they will be ready to

work together with studying in the field of profession; salary does not interest them very much — the most important thing for them is “diving into the profession”, acquiring practical professional skills.

Based on our research, it should be noted that reflexive processes are of particular importance in the composition of preparation components —, they ensure interdependence between all components, as well as the student's subject position. In our opinion, independent education of students to his career a complex description of readiness — can be the ability to develop and implement an individual individualized educational program.

The level of students' readiness for independent education can be high when the following conditions are met:

- formation of motivational field of professional development of students (professional individual component);
- understanding the content and value of individual education, the emergence of strong moral and will qualities of the future specialist (single-education and individual development component);
- development of new technologies for independent work;
- systematic application of active teaching methods;
- formation of students' planning, implementation and control (single control) skills of individual educational activities.

We studied the conditions of effectiveness of independent work of university students. These conditions include:

- formation of general culture of students, their psychological culture and health culture (physical, psychological, mental), in the process of the subjects they are studying by profession;
- diagnosis of individual psychological (personal and intellectual) characteristics of students — for the purpose of individual knowledge, which directly contributes to the individual education and individual development of students;
- activation of cognitive activity of students and ensuring its effectiveness:
  - 1) formation of motivation based on study coordinated with the student's inclination to certain professional activities;
  - 2) systematization and structure of educational information and its presentation based on the deductive principle;
  - 3) development of educational information through joint activities of students;
- to ensure the development of intellectual, professional and creative abilities of students;
- organization of a creative educational environment by teachers in the fields of the subject — in which the person is active, he has the right to act and develop relevant educational programs based on didactic tools, educational aids, control tools.

**Conclusion.** In conclusion, the study on this issue showed that individual education is a form of education that corresponds to the didactic goal in each specific situation: mastering the educational content — formation of students' transition from closed to knowledge; solving a certain type of cognitive tasks and moving from the bottom to the top, respectively; it serves to form the behavior of the student to independently and systematically supplement his knowledge and develop the ability to navigate the flow of scientific and public information in solving new cognitive tasks.

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