



Research Article

RESEARCH ACTIVITY IS AN IMPULSE TO SELF-DEVELOPMENT OF STUDENTS

Submission Date: February 28, 2022, **Accepted Date:** March 20, 2022,

Published Date: March 31, 2022

Crossref doi: <https://doi.org/10.37547/social-fsshj-02-03-05>

Journal Website:
<https://frontlinejournal.s.org/journals/index.php/fsshj>

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ABSTRACT

The article provides a justification, if the psychological and pedagogical process is provided with means and teaching methods that contribute to the development of motivation for success among students at each level of knowledge acquisition - in the mode of self-learning and self-control, where the teacher is given a consultative coordinating role, then it is possible to provide a guaranteed learning result – a self-developing personality.

KEYWORDS

Motivation, success, personal development, student-centered approach, a student selflearning, self-control.

INTRODUCTION

Today, in the context of education reform, the problem of developing and implementing new

approaches to the organization of pedagogical activity has been brought to the fore, where



emphasis is placed on the development and implementation of both professional and general cultural competence of the student, on the formation of his personality, that is, a person who is knowledgeable, sociable, reflective, self-developing and competitive in the labor market.

As the analysis of pedagogical practice shows, the process of transformation at all levels of the education system has generated a number of contradictions:

- Between the need to organize individual methods of educational and cognitive activity of each student motivated for success and the insufficient development of theoretical and practical foundations for solving this problem;
- Between the principles of traditional learning and the need to develop new ones to create differentiated conditions for self-development, self-organization, self-learning and self-control of the student;
- Between the desire of teachers to work in an individually-oriented learning mode aimed at the self-development of the student's personality, and insufficient practical personal experience of introducing the principles of innovative technologies into the educational process, in which the teacher

clearly correlates his pedagogical actions with the psychological processes taking place in the student's mind.

The need to solve the identified problems and contradictions was determined by the goal - to identify the main conditions for students' self-development, ensuring guaranteed learning outcomes.

METHODS AND RESULTS

It is known that from ancient times to the present day, there are two alternative directions in training in parallel: authoritarian and personality-oriented. A characteristic feature of authoritarian teaching is that in the educational process, the teacher is most busy organizing his activities in the classroom and mastering numerous techniques for including students in his plan, in his lesson scenario. At the same time, students are assigned the role of the object of pedagogical influences. In such a process, the teacher directs, explains the teaching material, takes the initiative, in accordance with the lesson plan provided in advance, and applies a system of rewards and punishments in the form of a mark. If one of the teacher's actions is weakened or excluded, the learning process can turn into



unmanageable and ineffective. The basis of such training is the memorization of educational information by students and strict control by the teacher. The student performs tasks and waits for their assessment. As studies show, a teacher, in such conditions, must constantly expend enormous energy to force a student to join the educational process; in case of negligence, put up negative marks, express censures, make demands. But, at the same time, the teacher himself must be a model, an ideal, always right, never wrong. Such a position causes him fatigue, psychological discomfort and a "burning syndrome" is fixed - dissatisfaction with the profession, lack of joy in life. On the part of students, during compulsory education, there is a rejection of the imposed activity, and the stronger the coercion, the stronger the rejection reaction and the negative attitude to learning and unwillingness to learn from a significant part of young people. Educational activity is externally motivated and encourages activity due to external influences, for example, in order to obtain excellent marks, but not the knowledge itself, and, very often, fear of a negative mark is born, which in turn develops a behavior variant - avoiding failures. That is, the student tries to avoid possible troubles, to prevent blows to self-esteem, not to

allow him to be publicly condemned and punished. Further, what researchers pay attention to, the following reactions occur on the part of students

1. Depersonalization of educational activities. It manifests itself in the fact that the student himself does not show any initiative in the lesson. Received an external motivation from the teacher – completed the task, or is waiting for it. The result is the transformation of the student into an object of manipulation.
2. Alienation of educational activities. The student admits to himself: "I don't need this activity, it's not mine, I can easily do without it in life, it will never be useful to me."
3. Rejection of everything related to educational activities. - the teacher ("he does not explain the material well!"); the curriculum ("it is not given to everyone"); teaching techniques ("they are unfair"); and grading ("marks are biased") and so on, continuing.
4. Decrease in the importance of educational activity: an attitude towards educational activity is formed as not very necessary, significant in life, that is, the student convinces himself that he can live without this discipline.



As a result, staying in a situation of avoiding failures for a long time can lead to a decrease in self-esteem. Researchers have proved that this situation is associated with the phenomenon of "substression", that is, students cannot perform even a well-known task if there is a teacher with whom they have failed for a long time. In this case, either students lose interest in studying the discipline and indifference to the mark they receive, or even worse - there is a fear of evaluation, fear of failure. The student avoids situations in which he needs to prove himself, is afraid of competition, criticism, does not overcome difficulties, but leaves them. Success is explained by luck, a successful combination of circumstances, failure - by poor personal abilities. There is a situation in which the student realizes that he himself cannot change anything, there is a complete reluctance and inability to do something, complete passivity is formed.

It should be emphasized that future specialists will live in a social situation where it will simply be impossible to survive without their own initiative and independence. The Law on Education provides for the introduction of personality-oriented learning in all educational structures, the purpose of which is to prepare

competitive specialists for independent working life, adequately responding to any non-standard situation. The main idea of the process of developing learning should be the activation of internal self-regulating mechanisms of personality, where the task of the teacher is to help the student master various ways of self-acquisition and assimilation of knowledge, to promote the development of his creative potential. At the same time, the teacher's explanation of the educational material is not excluded, he sets out the basic knowledge, on the basis of which he organizes his in-depth self-study by the student. Such an approach makes it possible for the teacher to get not only creative freedom, but also great responsibility

CONCLUSION

The analysis of psychological and pedagogical research on the above problems allows us to identify conditions that contribute to increasing the motivation to achieve success:

- Individually-oriented evaluation criteria (students have standards of achievements, individual quality standards);
- Individually-dosed tasks according to difficulty and the possibility of their choice



(creates situations of probability of success, personal responsibility, decision-making when choosing tasks);

- Creation of conditions for the self-assessment procedure based on an individual quality standard;
- Development of success situations to indicate the significance of success achievements and the attractiveness of success;
- Selection of means and methods of teaching in accordance with the individual abilities of students to learn, and enabling the transition from a less complex to a more complex level of assimilation

As a result of the analysis, it can be concluded: if the psychological and pedagogical process is provided with means and methods of teaching that contribute to the development of motivation for success among students at each level of knowledge acquisition - in the mode of self-learning and self-control, where the teacher is given a consultative coordinating role, then it is possible to provide a guaranteed learning result – a self-developing personality. Therefore, the motivation to achieve success is the main psychological and pedagogical condition for the student's self-development.

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