



Theoretical Analysis of Educational Activity Features in the Self-Development of Students

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Abstract

In this article, we will look at the features of pedagogical activity that are the basis for students' self-development. In doing so, we will focus on the pedagogical process of higher education institutions in a credit-module system and on teaching hours (classroom) and independent work.

Keywords: *Credit-Modular System; Self-Development; Personal Goals; Creative Goals; Cognitive Goals; Methodological Goals*

Introduction

The productivity of students' self-development is in many respects related to the creation of pedagogical conditions for the education of future teachers. The pedagogical process of universities in the credit-module system is organized in the ratio of 40/60 percent. 40 percent means theoretical knowledge; 60 percent means independent knowledge. The student must master 40 percent of the knowledge in the classroom, and the rest outside the classroom, that is, 60 percent independently. With this in mind, we will consider what features pedagogical activity has that is the basis for students' self-development.

It is known that any knowledge, including knowledge in the field of higher education, activates the student's self-thinking by enriching it with information and stimulates the development of the mind. However, we mean learning activities that develop student self-determination, self-awareness, and activate learners' self-development while allowing self-esteem to be restored. In the credit-module system of learning, we turn to the analysis of the structural parts, such as purpose, reasons, content, which play a key role in emphasizing the self-development of students.

An important feature of learning activities is the active attitude of the learner towards the learning goal. The goal of students' learning activities is manifested as the final predictable outcome. The purpose of self-directed learning activities is not only to develop the intellectual field, but also to develop the personal-content field of students. A characteristic feature of this is their attitude to the reality they are studying, their understanding of the value of the knowledge they receive. Therefore, it is important for the student to talk about setting their own learning goals.

In our opinion, in order to define the educational goal in adolescence, it is necessary to specify the personal qualities of the student, the object of goal setting (through the concept, topic, process), which helps to identify and update the attitude to the object, as well as the aspect related to the learner. This allows students to raise their performance aspirations to a higher level.

The purpose of educational activities can be enriched by the search for their own learning content, reflected in the imagination of the teacher's creative potential in the work ahead, as an independent choice of pedagogical direction, a person filled with personal content. The learner sets the goal himself and defines his activity accordingly. In this case, the goal becomes a subjective goal. The property of subjectivity arises at the expense of the sum of needs processed by the individual.

According to A.V. Khutorsky, there are the following groups of learning objectives:

- Personal goals - to consider the purpose of education, to believe in one's own hidden potential, to realize certain individual potentials;
- Creative goals - the acquisition of creative skills, the invention of something previously unknown to the subject; problem-solving skills; independent search for its solution; create a new product in the process of moving towards the goal;
- Cognitive goals - the study of objects of reality; study ways to solve emerging problems; acquisition of skills in working with primary resources; experience setting; conducting experiments;
- Methodological goals - to acquire the skills of self-organization of educational activities; ability to set goals and plan activities; developing teamwork skills; mastering the technique of discussion;
- Subject goals - to form a positive attitude to the studied science; knowledge of the basic concepts, events, laws that are included in the studied topic; solving exemplary creative tasks [8].

In this regard, the student's activity, depending on the level of educational activity, to choose the goals of their study from the sets proposed by the teacher, to set their own goals; self-determination, defining one's goals, and defining them in advance.

The ideal goal of self-determination through learning activities is to independently and consciously plan and reform one's own professional, vital, personal development, and to restore an inner readiness to realize one's prospects. The ideal goal is rarely achieved. However, its presence helps to indicate the direction of student aspirations.

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The student achieves the goal of consciously planning the desired outcome in their learning activities. Independent conscious choice of learning goals and understanding of oneself as a subject of learning activate personal self-determination as well as self-awareness, which are integral parts of the process of personal self-development.

Learning activities are motivated and maintained through causes. Adolescent attention span to the extent that they have acquired their capacity, the pursuit of self-improvement through an intuition allows one to understand the reasons for learning activities and to consider them through the acceptance of the

learning task by the student and the result of resolving this must be a change in the 'self of the moving subject' [5].

The search for internal causal mechanisms requires the application of certain approaches to work on the causal problem.

When we say the reason for a learning activity, we mean the personal meaning given by the student to justify their learning activity. Our approaches are consistent with the approaches of G.K. Bakhodirova, who listed the following leading features of the cause of student learning:

- Understanding the importance of learning activities by the student (self-explanation of "why and for what reason?");
- The form expressed in words of this concept;
- Explain the personal purpose of the learning activity;
- Reflect the needs of the student in the sense of activity [6].

In order to understand the acquisition of knowledge as of personal importance, it is necessary to rely on the personal reasons and goals of the student's learning in the learning process. It is important to keep in mind that any goal set by the teacher to the student may not be important enough for him or her, and special methods of interaction are needed to enable such a relationship to take place.

According to A.K. Markova, "the emergence of the cause is not just an increase in a positive approach to reading or a deepening of a negative attitude, but the new, more mature that enters it that stands behind it sometimes it is the complexity of the structure of the field of causes that evokes the conflicting relationships behind them" [7].

Reasons to study in adolescence are related to self-improvement needs. Therefore, when working with a student of HEI (university) in the formation of internal causes of educational activity, it is necessary to consider the following:

- Helping the student to understand the goals and objectives of their current learning activities, as well as to understand the theoretical and practical significance of the acquired knowledge, helping them to see the personal potential of self-expression in future professional activities;
- Helping them understand their future career path by revealing the value and social significance of the profession.

As can be seen, students' self-development, including knowledge and interest in learning, also has a lasting impact. In this regard, we distinguish two groups: reasons for maturation and reasons for learning.

In the first group, learning activities are a means of achieving goals that are beyond the scope of the activity itself (professional reasons, external reasons). In the other group, the activity itself is the goal (reasons arising from the activity, reasons for internal learning).

The **reasons** for learning are such that the unknown new knowledge is consistent with the purpose of the learning activity. The student is interested in the learning process and the content of what is being learned. The basis of maturity is the pursuit of success, which means that a person is only interested in the outcome he or she will achieve as a result of his or her learning efforts.

With the emergence of the **reason of learning**, there is a reconstruction that allows a person to perform activities of interest in the mental process of cognition, memory, thinking and other capabilities. Until recently, however, the education system was focused on encouraging the exact reason for achievement: getting a good grade, passing the exam successfully. At the same time, **the reason of achievement** in education cannot be completely abandoned.

The reasons for the study may have been decided by the student's independent study activities. Through the reshaping of the causes of learning, an interest in the study of the subject matter, an interest in active learning as an interest in the acquisition of a system of knowledge, is formed. By satisfying this, man begins to understand how he is changing in the process of this activity, to understand himself, to develop the power he possesses by expressing himself. As a result, there is a practically unlimited expansion of educational opportunities, which leads the student on the path of self-development [6].

Thus, an understanding of the contradictions between a student's interest in formed learning in learning activities and the need for self-improvement to satisfy that interest is motivated.

Students who are at a neutral level of reason are interested in the subject. However, it avoids special efforts and stress in reading. Positive causes are focused on success and achievement, because the characteristic of causes at this stage is that learning activities manifest for them only as a means of achieving personal well-being. Students at this stage study only because of some compelling circumstances. The reasons at this stage are unstable. The student cannot control his aspirations.

The positive-perceived phase is distinguished by the adequate formation of the causal parts. Students clearly understand the importance of academic subjects and their interest in them. They understand the need to acquire knowledge by evaluating the content of reading in their own interest. They are distinguished by a clear focus not only on knowledge but also on the methods of learning activities, consciously striving for self-improvement.

The positive-impact phase is one of the reasons for students who have a deep understanding of self-transformation, the need for knowledge. They are distinguished by their desire for creative activity. Students are interested in a profession, study, based on an understanding of their work and its importance in a personal sense [5].

In learning activities that bring together learning needs and developmental needs by changing the goal setting, one can move towards positive-perceived and positive-impact stages.

A pedagogical interaction aimed at believing in the student's strengths is necessary to update the student's **internal reason** for learning activities; it is necessary to include its approach in the basis of its activity, setting the priority of solving the task. Enriching the cause of learning activities can be encouraged by the student to determine the prospects for advancement in life, which forces them to analyze their own capabilities. At the same time, the contradictions between the desired and existing levels of their readiness become apparent. This creates a personal motivation for the student's self-development.

Thus, internal causes can manifest as student activity as an incentive for productive and efficient learning activities. In this case, this learning activity, on the one hand, is attractive and interesting, and on the other hand, has a personal content that meets the inner needs and goals of the learners. The content of this training material should not be limited to a certain set of knowledge, even the most relevant and "necessary in the future", but should have materials that allow to form a personal attitude to personal activity, as well as pedagogical activity.

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