

## **THE CONTENT OF STUDENTS' SELF-EDUCATION IN A SOCIAL EDUCATIONAL ENVIRONMENT**

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**Abstract:** This article discusses the problem of self-improvement of students and future teachers. Also, the article reveals the main stages of professional-pedagogical improvement.

**Key words:** Education, self-education, professional experience, stages of independent training, conceptual, reflexive-diagnosis, motivation

**Main part:** It is known that one of the subjects of the complex process called education is the personality of the student. So, how should a student of higher education be today? What are the goals and tasks of his activity? What does the development of his knowledge, potential, skills and abilities depend on? First of all, students, as future teachers, should deeply understand that they are the trusted representatives of the society, students are the elite layer of the society, and the society entrusts them with its children, who are its most valuable wealth, hope, trust and future. This noble and complex profession requires constant creativity, research, great generosity, love for children, and endless devotion to his profession from everyone who devotes his life to it. Such a responsible task can be performed only by a future teacher who has the ability of dialectical thinking, bright personal qualities, who is ready for continuous self-development and education. After all, the personality of the teacher is the main condition and tool for the success of the pedagogical process.

The personal qualities of a future teacher do not always consist of ready-made information, but it is determined by the ability to live observation and continuous self-development. Our experienced pedagogues answer the question whether any teacher can be a skilled teacher: "Yes! But only on the condition of continuous work on oneself."

For example, the personality of the well-known Russian pedagogue A.S. Makarenko can be a bright example of improving pedagogical skills by working on oneself. He studied a lot, constantly improved his skills, worked on his character. He was able to learn from his own experience and the experience of his colleagues, draw important conclusions, learn from actors, and develop his own pedagogical techniques. Of course, externally, skill is manifested in successfully solving various pedagogical tasks, organizing the educational process at a high level. But its essence depends on the personal qualities and pedagogical abilities that create such activity and ensure its success. After all, such qualities should be sought not only from skills, but also from personal characteristics that help the teacher to work effectively and creatively. The main factor in the formation of the above qualities is directly related to the self-development skills formed during the student period.

The process of self-education of students is related to this factor of self-observation. Observability is a very complex trait. It is not defined only by the ability to hear and see. The ability to observe is also manifested in the increased interest in what our attention is focused on, the intensive activity of the mind and the ability to process information. We see what we want to see, that's where real curiosity begins. Observation is analysis, from here we begin to ask ourselves questions to understand the perceived phenomena.

Observation and experience are the basis for the development of intuitive ability. A.S. Makarenko writes in his work "Pedagogical Poem": "By this time, my eyes were clear enough. I could tell almost exactly what kind of product could be obtained from this raw material in each specific case, by the person's external signs, voice, gait and some other small signs, and even by smell. When the process of professional self-improvement of a future teacher is considered as one of the norms and main functions of professional-pedagogical activity, it is necessary to pay special attention to its nature and design.

Professional development of a future teacher is a process of formation of a set of professionally important qualities that fully express the structural structure and unique aspects of pedagogical activity. In this case, the process of self-improvement takes place with the absorption of the influence of the social environment through the internal conditions of the teacher's personality development. Understanding the professional role, understanding the possible pedagogical decisions and their consequences, summarizing one's professional activity and predicting its prospects, self-control and improvement skills - all these are the source of master-pedagogue development. is considered Qualities of professional importance are formed, changed, weakened or strengthened in the process of socialization of the teacher's personality (professional socialization of the teacher's personality - assimilation of professional experience and culture), individualized (individualization of the teacher's personality - professional relations unique personal methods and forms of mastering). In this process, the teacher is at the same time the bearer and carrier of professionally important qualities, and the object of the influence of social conditions, and at the same time the subject of pedagogical activity and self-formation. will appear as

**The professional development of a future teacher has the following indicators:** a) internal structure - it is determined by the consistency of the future teacher's professional activity; b) orientation - these are systematic qualities, determined by the attitude to the profession, the need for professional activity and readiness for it; c) conflicts are objective and subjective factors and the basis of professional development; the main conflicts in the professional development of the pedagogue's personality are the conflicts that arise between the formed qualities of the person and the objectively existing requirements; g) the unevenness of the formation of professionally important qualities, which is determined by the variety of assignments at each stage of professional improvement - cognitive, moral, communicative, labor, value assignments; d) impact of the results of the current stage of development on the next one; the impact of the achievements of professional formation on the personality of the pedagogue appears as a secondary condition for its further improvement. Qualities with professional value are developed by "transferring" from general professional to individual. They have a transitory nature and pass

from one stage of professional development to another. It is based on stable methods and forms and behavior of a pedagogue's professional activity, his way of life. The degree of formation of qualities with professional value is a criterion of professional improvement of a pedagogue, it is considered in relation to the level of professional activity of a pedagogue and shows the extent to which he has mastered the norms of this activity.

***Designing the process of independent training of a future teacher includes several stages:***

- ✓ **1st stage:** motivation - formation of career goals, career choice;
- ✓ **2nd stage:** conceptual - to understand the meaning and essence of the chosen profession, at the same time, to diagnose the current level of development, to prepare a project of a professional self-improvement program;
- ✓ **3rd stage:** implementation of the project - practical activity on self-improvement;
- ✓ **4th stage:** reflexive-diagnosis - intermediate and final diagnosis, analysis of results, correction of the self-improvement program, promotion to the level of acquiring professionalism and pedagogical skills.

Each stage is expected to bring about significant qualitative changes in the professional development of the individual. These steps will have specific tasks and content. Successful completion of tasks leads to the stabilization of psychological mechanisms and professionally important qualities. In this way, the professional improvement of the pedagogue ensures the high quality of solving professional-pedagogical tasks.

The process of professional development of a future teacher (if all stages are fully implemented) is either complete (harmonic) or limited (if the teacher has completed only a few stages). . At the stage of motivation - the formation of a professional goal - students (at the stage of vocational education) should have a complete idea of the social importance of the chosen profession, the forms and methods of professional training, and the professional requirements for the owner of this profession. will be

In the second stage, the process of professional self-awareness begins. This is a very complex and long-lasting process, in which a person begins to find his place in the professional world, his attitude towards himself as a subject of a certain activity, his physical and mental capabilities, interests, inclinations thoughts about his work begin to form, the trajectory of individual professional development develops. In the first stages of professional development, social situations are of decisive importance, they provide creative activity in the personality of the pedagogue.

In the third stage, the professional-pedagogical orientation, professional knowledge, skills and qualifications system are formed, the teacher acquires the methods of solving typical pedagogical tasks. The stage of professional adaptation is characterized by the acquisition of professional knowledge, skills, and general methods of performance.

The fourth stage involves self-diagnosis and raising to a somewhat higher level of professional training. At this stage of professional formation, moderation of normative activity, formation of professional position takes place, as well as an integrative set of personal qualities and

knowledge, skills and skills are formed, and these lead to the emergence of an effective method of performing pedagogical activities at a creative level. will come. The formation of integrated professionally important characteristics of a person continues at the mastery stage. A person's own activity plays a decisive role in their complete formation. While demonstrating activity beyond the norm, the teacher changes the methods of activity available to him, improves them, that is, raises his methods of activity to a more effective level - creativity, and a high indicator of personal activity shows. It is worth noting that a person who has reached a certain stage of professional development may stop the process of progressive development. There is a risk of stagnation. The main factor of stagnation in the professional development of the future teacher is manifested in the fact that the pedagogical system is limited to the educational process. In order to eliminate such stagnation, the teacher should not only work with the student's personality, but also continue to work regularly with his personality.

**Summary:** This, the main goal of passing the above-mentioned stages of self-education and professional self-improvement is to create certain professional knowledge, skills and qualifications, professional qualities. not only to do, but mainly to form the skills of regular self-improvement.

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