THE STATE OF STUDYING SELF-DEVELOPMENT ACTIVITIES IN THE PSYCHOLOGICAL LITERATURE

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ABSTRACT: Many researchers have not paid attention to teachers' self-development skills, creative activities, socio-psychological states, and issues of self-development. Therefore, in pedagogical activity the issue of self-development is studied through concepts close to it. This article argues that students' self-development activities are a multifaceted process that reflects academic abilities, scientific orientation, professional skills and qualifications of the teacher, as well as a system of life values that is considered important for the education of students. individual.

KEYWORDS: Teaching, professional activity, education, psychology, pedagogy, academic ability, competition, skill, formation, educational and intellectual process, thinking, innovation, innovation process, innovative activity, pedagogical technology, project, educational problem, teaching methods, primary education. education. education, pedagogical process.

INTRODUCTION

For now before modern He is a teacher and his successful professional activity O multi-pedagogical , psychological , sociological research made increased although most of them research pedagogical aspects , general psychological characteristics acmeological to oneself characteristics through made increased Of teachers myself small development skills , creativity , activity , self development questions social - psychological conditions , many researchers attention from attention e outside the rest That's why For and pedagogical In battle myself myself development problem For him near was concepts through is studied by students myself myself development activities a lot of n edged process be then oh ' teachers academic abilities , scientific orientation , professional skill And qualification And Human bring up For important counted vital values system etc. too much reflection enough A. L. Krupenin teachers myself small development activity analysis enough Education is education efficiency Effect doer following psychological factors type separately separate he tried These are students [14]: - Man spiritual and moral qualities form will receive psychological , pedagogical laws content he mastered what he received And to him on practice apply will receive ; - Towards education socio - psychological , socio - pedagogical approaches based study goals let's go receive And creative activity plan receive qualification ; - Practical education modeling receive experience , surface came difficulties in advance according to receive peculiarity as well as errors fix it receive ability ; - Read the students . every bilaterally progressive achieve for education the process is lively, creative method organize

do help giving integrative methods use receive skills ; - State education standards new requirements And education quality diagnosis achievements another method And funds effective use take it new Methodical methods independent respectively create receive competencies have be - Oz on the field O new literature regularly reading by doing go to experience have be - Advanced psychological , pedagogical experience And Sciences modern achievements using , creative , independent thinker And every bilaterally ideal Human formative spiritual , educational , educational things take go And etc.

Myself myself in development imagine importance one from knowledge From another when its nature With old experience again formation methods one It is believed that Creative thinking also involves giving an object a manifest form. When formulating and putting forward a hypothesis, imagination is of great importance, helping the subject to apply knowledge in the process of thinking in a new area, and is manifested in the construction of a new gyrothesis. In many cases, hypotheses are based on analogies between events and serve as a motivating and activating cycle. In this case, one can observe the connection between objects and events hidden from external view. Imagination is not only a mediator in the transfer of knowledge from one area to another, but also a form of their reshaping. Imagination makes it possible to reduce the search space by carrying out blind actions, creating various connections and separating them when they do not give the required effect, that is, by increasing certain areas. Imagination processes, performing various functions, penetrate into all spheres of human activity.

The level of self-development and its direction at the personal level are determined by the individual's level of proficiency in the cultural language. The level of development of cultures and their characters are determined by the degree of blindness of thinking and the direction of creativity formed in the culture, the speed of change in its development. Self-development is not only given to a person by innate talent, but is determined and initiated by culture in the structural structure of culture. Today, motivation as a mental reality is interpreted in different ways. In one case, V.G. Aseev interprets it as a set of factors that guide and support behavior, i.e. determining factors [51], in another case - as a set of motives, in this case it shows the activity of the organism to which it relates. be exciting and mobilizing, that is, determining its direction. A. Schopenhauer first used the word "motivation" in his article "The Four Principles of Sufficient Reason" (1900-1910). Later, this term firmly penetrated the psychological interpretation when explaining the causes of human and animal behavior [7].

Analysis of literature on the topic

Motivation is the force that makes a person active in life and work. It is based on motives, and they are based on specific incentives that motivate and encourage a person to act. When we talk about student motivation, it manifests itself as means and methods that promote the active development of educational content in relation to processes, methods and cognitive activities. In addition, motivation is the process of psychoregulation of specific activities, the process of the influence of motive and the mechanism that determines the emergence of methods and directions of specific forms of activity, and is a complex system of processes that respond to motivation and activity.

Motive (in psychology) is a factor that causes the achievement of a certain goal in human activity. Motive is a work motivation that encourages a person to action and activity, which is a high form of need. Motives include need and instinct, inclination and emotion, ideal and others. In modern psychology, the term "motive" is used to refer to various events and situations that activate the subject. The set of motives for behavior and activity is called motivation. The motive arises and is formed on the basis of need. Stabilization of needs ensures effective formation of motivation. Since action is the composition of activity, it is determined by the purpose and motive of the activity. Sometimes the concept of "motive" is replaced by the terms "emotion", "goal", "attitude". Sometimes it is characterized by the concepts of impulse, irritant, exclamation. The role of this motive is important for improving the process of a person's self-development and for his development. Man's driving factors, his best thinking, prepare this ground. Parudich argues that instead of motivating couples, emotions and aspirations, interests and needs, ideals and ideals can serve. Consequently, these motives represent a complex dynamic system in which choice and decision-making, analysis and evaluation of the chosen choice are considered [11]. The studies of E. G. Goziev [9] studied the features of managing the educational activities of teenage students, planning educational activities, including self-control, the ability to set goals, as well as an in-depth study of problems such as determining working hours. For research in this area, the scientist developed a diagnostic method for managing educational activities, and also shed light on the theoretical and practical aspects of the problem of managing educational activities, which is one of the scientific areas of psychology. A.A. Faizullaev [2] identified and analyzed various factors of motivational self-government in scientific research. These factors relate to the characteristics of personal motivation, methods and results of motivational management. In addition, his work clarifies the objectification of motivational structures by the individual and various psychological strategies and methods of motivational management. The research work of E.A. Kulyanov on the topic "Psychological characteristics of convicted adolescents and problems of correcting their behavior" [3] is a study of the psychological characteristics of convicted adolescents brought up in correctional institutions, the development of measures and methods for correcting their behavior, as well as the implementation, dedicated to the problem of implementation. Candidate's thesis B.G. Gappirova on the topic "Dynamic development of moral self-awareness of students in the educational process" first of all analyzed the phenomenon of self-awareness and moral self-awareness from a psychological point of view. Also, world psychologists have studied the nature of moral self-awareness, its manifestation in the educational activities of teenage students and the impact on its change [10].

CONCLUSION

In the system of educational motives, internal and external motives are inextricably linked. Personal development in the process of learning work motives; the important thing is that the learner can do something on his own, because the real source of a person's strength is in his work. External motivation comes from parents, teachers, the student's study group, the environment or society, that is, learning is a forced behavior of the student, which in blind cases causes labor

resistance. Therefore, decisive importance should be attached not to external influence and pressure, but to working exclamation marks.

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