

PERSONAL DEVELOPMENT AND SELF-IMPORTANT

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Abstract. *This article provides an in-depth exploration of personal development and self-improvement. It focuses on key principles such as goal setting, positive thinking, time management, and self-motivation. The paper also offers practical methods for skill acquisition and examines the psychological aspects of self-control, including the structure of self-regulation. This serves as a valuable resource for individuals interested in personal growth.*

Keywords: *Self-awareness, self-management, adolescent personality, cognitive and affective component, self-regulation, leadership activity, phenomenon, state, ability, self formation, adolescent, process, education, human, development, formation, emotion, pedagogy, psychological characteristic, tool.*

INTRODUCTION.

Many leading figures in modern pedagogical and psychological science acknowledge the critical role of self-improvement in shaping personality. Research by scholars like A.G. Kovalev specifically addresses self-management and self-improvement, while other studies have examined the link between child-rearing, self-education, and the methods for organizing the self-education process. Furthermore, P.M. Yakobson analyzed the self-education of emotions and the psychological features of emotional self-control. Within pedagogy, the concept of "self-education" highlights a person's inner spiritual capacity and their inherent ability to develop autonomously. Philosophers, educators, and psychologists agree that external factors, such as formal education, merely serve as catalysts for awakening and applying these innate self-development forces. Therefore, encouraging teenagers toward self-education is essential. This self-education process is complex and multifaceted, involving a defined level of self-awareness and the conscious comparison of one's own actions with those of others. It is a unique activity driven by internal motives and vital tasks, utilizing specific psychological tools to cultivate personal qualities.

Self-affirmation allows you to fully express yourself as a person, it is a specific activity within the framework of self-development, which reveals one's own personal qualities, character traits, to confirm one's actions and activities as worse than others is to be better than others. A person has taken responsibility for education and through such independent education he can develop his own thoughts, feelings, a process that changes feelings and behavior. At the bottom of this process is knowing yourself and how to learn to develop the ability to use and adapt basic knowledge and skills to new situations.

In our country, large-scale work is being carried out in the field of state policy related to youth. In recent years, a special system has been created to support young people in every way, to protect their rights and legal interests, and to educate young people who are able to take responsibility for the future of our country. This, in turn, as the President of the Republic of Uzbekistan Sh.M. Mirziyoyev noted, "Our main task is to create the necessary conditions for young people to show their potential, to prevent the spread of the "virus" of the idea of violence." shows that. In this regard, in the process of supporting young people in every way, it is important for each person to understand himself and to know how to manage himself in any situation, as each person develops in society, his position in the social environment also changes. As a person adapts to his position and understands it deeply, his knowledge and activities become socialized. Based on this point of view, in addition to the fact that the unique characteristics of a person are manifested under the influence of the external

environment, it is possible to show new features and aspects. Studying the reasons for a person's behavior and behavior among people in society is something of educational importance, and there are two aspects of illuminating the issue:

a) internal reasons, that is, the subjective psychological characteristics of the owner of the behavior are meant (motives, needs, goals, objectives, desires, interests, etc.);

b) external causes - external conditions and circumstances of activity. That is, these are external stimuli that cause the emergence of specific situations.

There are many aspects of learning self-regulation:

- at the voluntary level is considered as the ability of a living organism to regulate internal processes (I.P. Pavlov, I.M. Sechenov, etc.).

- on a voluntary basis, as a structural component of various activities (L.M. Vekker, L.S. Vygotsky, V.K. Kalin, Yu.A. Mislavsky, V.I. Selivanov, U.V. Ulienkova, etc.).

- at the voluntary level, the ability of a person to voluntarily control his actions and actions (O.A. Konopkin, V.I. Morosanova, A.K. Osnitsky, S.L. Rubinshtein, etc.). Relevance of the research: attention to the problem of self-improvement of the person, the internal functioning of the person, related to the relevance of issues related to the study of its reserves, their maximum use in order to increase the independence of a person in the process of development. A developed person is characterized by activities that include self-awareness, the desire to consciously transform society's ideals into deep personal value orientations and beliefs. The cause of internal mental activity determines the nature of mental development, which is manifested in self-development, self-activation, self-improvement. A. A. Bodalev called this fact an important phenomenon - a person's need and ability for self-development and self-action. conscious activity aimed at implementation. Based on the activation of self-control mechanisms, it assumes the existence of clearly realized goals, ideals, and personal meanings. It is inextricably linked not only to the strengthening of education, but also to the development of the process of personality formation. Necessary components of self-education are self-analysis, self-reporting and self-management of personal development. Self-discipline techniques include self-discipline, self-affirmation, and self-hypnosis. a prerequisite is the presence of true knowledge about oneself, correct appreciation, self-awareness. Self-education is conditioned by a number of subjective and objective reasons: striving to be better, society's demands on citizens, their information and qualities; Pedagogical influences affecting the student during education and training.

Self-education is initiated by internal motivation, leading to the establishment of needs, beliefs, life ideals, and clear personal goals. A foundational element is self-discipline, which is built upon these accepted goals and personal meanings. The essential tools for this process include reflection, self-reporting, and self-management, alongside specific techniques like self-esteem, self-reliance, and self-hypnosis.

The significance of self-improvement for personality formation is widely supported by leading pedagogical and psychological researchers. Scholars such as A.G. Kovalev have validated the value of self-management, while others, like V. G. Kutsenko and A. A. Bodalev have examined the relationship between child development and the methodology of self-education.

Ultimately, personal development is presented as a vital, purposeful process aimed at achieving a more successful and meaningful life. It requires a commitment to self-understanding, setting objectives, and acquiring the necessary skills to fulfill them. Personal development is fundamentally important, enabling individuals to identify their abilities, create new opportunities, and participate actively in society. This continuous process promotes self-awareness, strengthens interpersonal relationships, and is crucial for achieving personal goals. Furthermore, self-improvement significantly benefits psychological health, reducing stress and fostering a positive outlook on life, ultimately allowing a person to realize their full potential and attain success.

The principles of personal development are formally integrated into the science of music culture through its foundational competencies, which emphasize independence and practical engagement. One such core competency is "Self-development and preservation."

This competence is practiced through concrete musical activities, such as:

Learning an instrument or singing in a group.

Engaging in practical and group activities.

Maintaining cleanliness and completing every assigned task (including homework and classroom assignments).

The essence of this competence involves learning by doing and working on oneself. The music culture teacher's role is to guide students by identifying and correcting mistakes while simultaneously reinforcing positive character traits like self-control, honesty, and diligence, and encouraging the regular study of diverse reading materials.

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