



FACTORS INFLUENCING THE SELF-DEVELOPMENT OF STUDENTS IN THE CREDIT-MODULAR SYSTEM

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ABSTRACT

In this article, we consider the functional, systematizing and subject-targeted approaches that affect the development of the individual during self-study of students on a credit-modular system. At the same time, we will also focus on the pedagogical foundations of the process of self-study on a credit-modular system

One of the main factors for the effective organization of the educational process in higher education institutions on the basis of a credit module system is the correct organization of independent education of students. The productivity of students' self-development is largely due to the creation of pedagogical conditions for the training of future teachers.

Speaking about the self-development of a student of a higher education institution in a credit-modular system, it is necessary to consider the existing approaches to the problems of self-development in the philosophical-pedagogical and psychological imagination in such a way as to highlight the factors of self-development of the student's personality, focusing on the self-development of the student

We will analyze the main approaches to the self-development of an individual in psychological research in order to identify the factors that provoke the conscious desire of students for self-development and self-expression in the process of pedagogical activity.

For example, N.R. Bityanova identifies three main approaches to the study of self-development problems, which are not without differences for us and allow us not only to identify factors affecting the pace and direction of self-development, but also to see the main substantive characteristics of this phenomenon:

- a functional approach that represents a person as a functional being in all spheres of his life;
- a subjective and targeted approach focused on value-relevant aspects of personality;
- a systematizing approach that combines the two previous directions based on the systemic connection of any phenomenon and, thus, provides a holistic vision of the phenomenon under study. This approach ensures the priority of the systemic connection of any phenomenon. [3, 4 p.].

The ideas of the **functional approach** are related to the perception of functional trends as a source of self-development (Sh.A.Abdullayeva, U.I.Inoyatov, Sh.E.Kurbanov, H.F.Rashidov et al.)

There is no unified point of view on the hidden issue in the scientific literature. Hidden (potential) is understood as:

- quantitative accumulation of qualitatively new elements (R. S.Akhlidinov, U.I.Inoyatov, Sh.E.Kurbanov, H.F.Rashidov).;
- Personal reserve and resources (N.Shodiev).;
- there is an unfinished, fixed, more or less changeable view of the actions characteristic of this person, who, because of his ambiguity, again hides various possibilities. (N.Shodiev, E.A.Seytxalilova, G.Baxodirova).

V.I.Andrianova identifies two types of hidden problem: as a condition of development, there is the possibility of a phenomenon, expected development trends, the formation of mental structures, and as a result, a feature and quality that do not manifest themselves and are not applied under certain conditions, that is, they do not have significant significance at the present time, but form personality reserves. The main one is that starting from the first sphere, the second sphere ensures continuity of development, manifests itself as one of the conditions for the formation of new structures.

V.E. Chudnovsky, who deals with the problem of self-development, introduces the concept of "the basis of subjective activity". By his definition, the foundation is a "hotbed of inner activity." It can include both manifestations of consciousness and self-awareness, as well as unrealistic aspirations that stem from talents and needs and are aimed at realizing the subject's own capabilities. [8, 192 p.]

Akhlidinov holds similar views. In his opinion, subjectivity is a property acquired, however, due to the formed nature of human life, which is concentrated in the abilities of students.

Thus, the hidden - internal reserve of the personality is the main source of the content of the internal conditions of self-development. In learning, which relies on the hidden capabilities of the individual, it is important to activate the self-actualization of the individual through a system of rather consistently complicated tasks in educational activities. Because of this, each subsequent task involves further complication of knowledge and skills at a new stage for independent consideration, each acquired skill seems to be missing. As a result, such a situation creates a flood of relevant hidden opportunities for solving self-development problems.

According to Yuzlikaev's theory, one of the driving forces of personal self-development is relationships. The relationship of an individual with the outside world determines the structure and inner world of a personality. The stable personal characteristics formed on this basis determine the activity, volume and norm of social relations, creating their own environment of self-development. As a result, there is a continuity of the individual and social existence.

F.R.Yuzlikaev, having studied personality in the system of relations, puts forward as a central personal structure a personal integral system of subjective and evaluative relations to reality, which are considered as "the potential of human selective activity in relation to various aspects of being." [10, 99 p.].

An important aspect of this concept is the consideration of relationships in terms of their content and origin. The content of a person's relationship is determined by objective reality, but a person's meaningful observation of perceived reality turns these relationships into subjective ones. The "pace of relationships" is closely related to the pace of an individual's objective activity: firstly, with a change in circumstances, the functional structure of actions changes; secondly, with a change in circumstances, the meaning of these actions for a person and, consequently, his attitude changes.

Seithalilov's research complements the "factor" of reality's influence on personal self-development. He shows that when a person simultaneously has internal needs and an appropriate environment, there is a desire for presence, activity, which has a significant impact on determining future hattirakats. In combination with an unconscious attitude to reality, a person is characterized by a conscious attitude towards himself, which allows him to look at the environment as an integral system of possibilities. That is, human activity is influenced by expected and probable events. This complicates his system of psychological guidance by his active nature. In addition, a conscious attitude to reality is related to the content of the environment itself, this environment is complemented by a social system of relationships. A person will be guided by them in his act. It is also part of the system of factors that govern it. [6, 170 p.]

B.G.Ananyev's work is interested in the idea that a person as a subject of self-development is studied only in the system of social ties and relationships. The scientist studied personality as a functional structure of mobile self-development. In his opinion, human character and inclinations are a single effect of the mutual movement of personal characteristics. Personal characteristics include values and social actions created based on position. Status - position in society determines the direction of an individual's self-development.

According to Ananyev, mastering the product of social experience occurs through the study of certain approaches, roles and functions. "All spheres of aspirations and values are determined precisely by the social recovery of a given person." [1, 54 p.]The process of self-development allows you to move from one function to another, from one stage of dedication to another.

It seems that the student's self-development is always in mutual motion with the educational environment. Here he actively acts and manifests himself and chooses the most important things in terms of the quality of the material for self-development in this place.

The educational environment serves as a field of self-development, where the possibilities of self-transformation of the individual, manifested in the field of activity, can be determined. Consequently, on the one hand, the environment is a "field" in which an individual uses his available powers, and on the other hand, it influences "consciousness, emotions, will", which is important for the individual's self-development.

The environment is also a communicative space. We also include communication among the factors of personal self-development. It is in communication that the formation of "self-attitude and self-transformation" takes place. [4, 246 p.]

When studying communication as an interpersonal interaction, the emphasis is on the internal elements of development, on the activity and capabilities of the individual himself. In this process of mutual action, ideas, reflections and other aspects of qualitative understanding of the inner world of communicating individuals are exchanged. By introducing others to their knowledge, a person transforms their imagination, analyzes the information they receive, and enriches their subjective experience when the information becomes meaningful.

Mutual communication between man and the world is "the pace of mutual formation of Man and the Universe" (A. Maslow). This mutual action occurs in the presence of internal contradictions that cause a rethinking of their values and beliefs. this can speed up, slow down, or change the process of self-development.

Therefore, we can observe the interaction of communication and personal self-development and talk about the importance of using communication between students and teachers as a means of activating personal self-development. Such communication is expressed in the skill of the teacher in the process of interacting with students, in assessing the consequences of his personal influence on students, in the skill of directed interaction, in such ways as understanding,

recognizing, accepting the opinion of another. The mutual action of the student and the teacher, which is carried out in the form of a discussion, assumes that the student is on the path of self-improvement, self-development.

In subjectively oriented fields of research, scientists determine the personal significance and content, needs and interests of self-actualization.

From the point of view of educational and cognitive activity of students, the content of personality is considered by us as the student's potential for decision-making, the presence of a goal and a personal attitude to the content of educational activity, based on the specifics of the development of consciousness. The accepted personal content determines the norms of educational activity and determines the student's independent decision-making of important decisions for himself.

In the student's educational activity, the reasons help in the implementation of actions to form personal content. Changes in causes change the presence of an individual in various phenomena. Taking into account a person's own reserves forces him to bring the priority of goals, values, and causes into a single system, and, consequently, events are selected and regulated in accordance with individual human values.

The mechanisms of self-development of personality are expressed by researchers in the effects of content formation: the emergence and provision of the orientation of activity (cause); emotional shades and changes in mental appearance (personality-specific content); stabilization of trace effects on the course of activity (definition of content); modeling of necessary aspects (personal values) is revealed (D.A. Leontiev et al.) [6, 112 6.].

The degree of achievement indicates the characteristics of the specified goal, while its choice occurs when the reasons are fully formed. In this regard, there are various stages of mobilization of a person and his efforts. Therefore, we can talk about the different role of the cause. This creates a connection between the assessment of the cause and the possibilities themselves. The reason is a conscious reflection of the future based on the use of past experience. Thus, the reason helps to determine the "nearest area of development". The formation of a goal leads to the fact that a person develops a desire to achieve a specific goal. Thanks to this, you can achieve the desired result using willpower. The researchers recognize the system of personal contents or their reflection in consciousness as the center of the personality base as a single target structure (A.G. Asmolov et al.), for example, the relationship of causes and goals. [2, 528].

Consequently, self-awareness changes through the structures of content, which makes it possible to develop oneself. When educational activities are organized in a certain way, the student's consciousness operates on the significance of several learned knowledge. The search for its content focuses on determining cause-and-effect relationships, which allows the student to move from a "reproductive-reflective" approach to "conscious activity", as well as to realize their obligations from the point of view of a self-developing subject.

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