

THE MAIN AREAS OF STUDY OF THE ISSUE OF PROFESSIONAL SELF-DEVELOPMENT

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Abstract:

Professional self-development is a multifaceted and dynamic field encompassing various dimensions crucial for individuals navigating the complexities of the modern workforce. This abstract outlines the main areas of study within the issue of professional self-development, shedding light on the key factors that contribute to career success, personal growth, and overall well-being. The focus areas include skill enhancement, leadership development, adaptability, networking, career planning, and ethical conduct. Exploring these facets provides a comprehensive understanding of the interconnected nature of personal and professional development, emphasizing the importance of a holistic approach in cultivating successful and fulfilled professionals. Through an in-depth examination of these key areas, this abstract aims to contribute to the ongoing discourse surrounding professional self-development, offering insights that can inform educational practices, organizational strategies, and individual aspirations in the ever-evolving landscape of the professional world.

Keywords: Professional Self-Development, Skill Enhancement, Leadership, Development, Adaptability, Networking, Career Planning, Ethical Conduct, Continuous Learning, Goal Setting.

Introduction

Today, in the modern conditions of reforming the higher education system, it remains relevant to train specialists who are not only professionally qualified, but also capable of constantly changing realities, maintaining and improving their position and level in professional activities, that is, professional creative self-development. A special place in this process is occupied by professional self-development in the field of Education. This is where independent creativity, innovation thinking, reflexivity activities, forecasting and designing their own professional and personal education and development are carried out. Professional and personal self-development of the future specialist includes a complete set of theoretical knowledge and practical skills, understanding the methods of identifying and solving problems in various situations, the ability to reflexivity, practical self-esteem and readiness for self-improvement.

As you know, one of the most important social problems of modern society is the training of a professionally qualified specialist capable of independent production activities, creative self-improvement and self-development. Personal and professional self-development contributes to the formation of a person as a professional throughout his life, from the stage of professional self-determination and the stage of leaving professional life [1]. The self-development of an individual is a process of purposeful, systematic, conscious actions in itself, including its own knowledge, qualities, skills, abilities and, in general, makes it possible to increase efficiency in professional activities.

Self-development can be divided into several components [2]:

- personal development;
- intellectual development;
- professional development;
- physical development.

In order to more fully understand the process of professional self-development, in general, it is necessary to determine what is the process of self-development. The process of self-development cannot be analyzed without identifying components such as "human development", "personal development" or "personal development".

The basis of the human development process, which approaches the understanding of self-development, is D.B.Bogoyavlensky, P.Ya.Galperin, W.V.Davidov, T.I. Ilin, E.N.Kabanova-Meller, Z.I.Kalmykova, N.A.Menchinskaya, A.V.Petrovsky, S.L.Rubinstein, D.B.Elkonin et al. S.L.Rubinstein interpreted human development as the development of abilities by generalizing and strengthening the operations, movements, accompanied by a qualitatively new regulatory process as the basis of an acquired new state of development. T.I.Ilin provides the following definition: "human development is the process of personalization and formation of an individual under the influence of external and internal, controlled and uncontrollable factors, among which purposeful education and upbringing occupy a leading place. Other scientists, on the other hand, define human development as "the process of its natural transformation as a result of socialization" and believe that it is subject to internal and external conditions. Internal conditions include everything that is inherited by a person, the structural features of his body, physiological and mental characteristics. External conditions include the social environment in which a person lives, as well as the processes of education and upbringing. L.S.Vigotsky and S.L.Rubinstein's research found that external conditions create the necessary conditions for the implementation of internal capabilities, the manifestation of internal conditions for Human Development [3]. Hence, the process and result of human development occurs under the influence of three factors – heredity, environment and upbringing.

V.I.As Andreev points out, "innate and organized traits and qualities are physiological traits that determine the internal program of human development as an individual, make people different from each other and pass from generation to generation." The famous psychologist G, who studied the features of the intellectual abilities of a person. Aizenk, in the development of intellectual abilities up to 70-80%, is predetermined by natural, hereditary factors, the rest are determined by the characteristics of the environment, the quality of education and upbringing [4].

One of the recognized scientists of humanistic psychology, the American scientist K.As Rogers points out, people sometimes have unlimited opportunities for self-improvement, and not for the comprehensive development of abilities and inclinations that do not exist in a person. K.Rodgers' ministry was that he identified specific forms of development that contribute to a person's tendency to self-improvement of their innate potential.

V.V.Stolin emphasized the three levels of human maturation: organism, social personality and personality, characterized the latter as the ability to make choices, build a life path, coordinate their holiness in the system of relations with the people around them [5].

In pedagogy, the process of personality development is characterized as "the change of personality under the influence of the laws of development of the psyche, the state of the inner subject, the social

state of its development; "change", "creation", "improvement"; "its worldview, self-awareness, attitude to reality, character, ability, development of mental processes, accumulation of experience" [6].

S.L.Rubinstein points out the following: a person is characterized by a level of mental development that allows him to consciously control his behavior and activities. In a word, development involves a certain conscious activity of the subject on the development of his "I". It also includes the search for the ideal by the individual, the standard in society, culture, cognitive.

Many authors see a person's own activity in self-development, first of all, in self-transformation, in the disclosure and enrichment of their spiritual needs, creativity, personal potential, in the implementation of confidence in the possibility of self-education in the process of natural physiological, physical, mental and social development.

N.V.Bride, I.B.Sennovsky and P.I.After Tretyakov, in the study "self-development of students of the pedagogical college in the conditions of educational activities", future specialists determine the following components of self-development: reflexivity; self-knowledge; self-determination; self-control and self-awareness.

That is, the main focus on self-transformation in the conditions of the student's educational activities begins with a critical attitude to himself, to the results of his activities. This encourages students to learn and evaluate their personal characteristics, to know their inner world.

Self-knowledge activates self-determination, which leads the student to independently choose educational goals and objectives. Self-control serves as a condition and means of self-awareness, which consists in resolving the conflict between "want" and "possible".

Self-awareness makes it possible to maximize relationships in educational settings, including the attitude to the task and with other participants in educational activities.

S.A.Belicheva also distinguished the indicators of self-development of the individual, which are the basis of the personal characteristics of the future social teacher. These include: the presence of positively oriented life plans, professional intentions, attitude to educational activities, useful knowledge, skills, development of interests, adequacy of attitude to pedagogical influences, the appearance of communalism, criticality, the ability to correctly assess others; self-criticism, self-analysis, ability to empathize, volitional qualities, culture of external behavior, abstinence from alcohol, smoking, shocks. The main goal of today's reforms in the educational system is to train competitive specialist personnel. This in turn leads to the promotion of a number of requirements for prospective cadres. In particular, there is a growing emphasis on training skilled educators who love their profession, are competent, able to speak fluently.

In this regard, it is now important to identify conceptual approaches to the professional development of students studying at the University and justify the need for their professional self-development. This suggests that conceptual approaches to professional self-development need to be analyzed.

1. Psychodynamic theory. Z.Having the theoretical basis of Freud's ideas, this theory is aimed at solving the issues of professional choice and determining the satisfaction of an individual in the profession, based on the recognition of the decisive influence on the further fate of a person's early childhood experience. According to this theory, a person's professional choice and subsequent professional behavior are explained by a number of factors: 1) the composition of the needs formed in early childhood; 2) the experience of sex in early childhood; 3) sublimation as a process of protection against diseases due to socially beneficial displacement of the energy of the main driving force of a person and

the collapse of basic needs; 4) masculinity complex (Z.Freud, K.Horney), "maternal envy" (K.Xorni), nonlinear complexes (a.Adler) manifestation.

2. Playful theory. American psychotherapist E. This theory, developed by Bern, also explains the process of choosing a profession and professional behavior with a game that takes shape in early childhood. Playful theory relatively few people achieve complete autonomy in life. In its most important aspects (marriage, raising children, choosing a profession and profession, on the path to divorce and even death), the human game, that is, the progressive development program, is guided by a specific life plan. At the same time early childhood (up to 6 years) is under the influence of parents and promotes the determination of human behavior.

3. Theory of professional development D. Super. According to this theory, individual professional preferences and types of careers can be seen as attempts by a person to achieve self-concept, which is expressed by the thoughts he wants to say about himself. His thoughts about the profession determine the concept of professional self. So, for example, if the subject considers himself an active, outgoing, business person and a bright person, and if he has the same opinion about lawyers, he can become a lawyer.

4. American explorer D.Holland's theory of career choice. This theory advances the position of which type of professional choice is determined by what type is formed in the individual: realistic, exploratory, artistic, social, entrepreneurial or conversational. Each type is a product of a typical interaction between different cultural and personal factors, including parents, social class, physical environment, heredity. It seeks to surround itself with certain people, objects, aimed at solving certain problems, that is, creating an environment suitable for its type. Thus, a person "learns" to prefer certain types of activities that can become a powerful hobby, lead to the formation of certain abilities and determine the internal choice of a profession.

5. E.Ginzberg's theory of compromise with reality. Eli Ginsberg pays special attention in his theory to the fact that choosing a profession is a developing process, that everything happens not instantly, but for a long time. This process involves a series of "intermediate decisions", the sum of which leads to a final decision. Each intermediate decision is important because it further limits freedom of choice and the possibility of achieving new goals. E.Ginsberg recognized that the choice of profession does not end with the choice of the first profession and that people can change the type of profession throughout their career, as well as noting the presence of a group of people who change the profession according to the personality characteristics or on their own. They pay attention to a lot of pleasure and, as a result, try not to engage in interaction.

It is determined that the leading professionally important qualities are associated with the parameters of activity, the main ones are the basis for the formation of all systems of professionally important qualities. Therefore, all other qualities of the subject, which are necessary to ensure activity and its main actions around them, are combined and structured. In pedagogical science, professional development is considered as a process of professionalization and is studied in connection with the ontogenetic development of the individual, his personal qualities, the place and role of abilities and interests, the formation of the subject of Labor, the problem of professional development. In particular, it includes life and self-determination, the identification of the requirements of the profession for the individual, the formation of professional consciousness and self-awareness within the framework of various schools and directions, etc.

Based on the above, we can conclude that the process of self-development is a process of purposeful activity of a person in terms of constant self-transformation, conscious management of his development, the choice of goals, paths and means of self-improvement. That is, in order to have a place in all spheres of life in the formation and development of an individual, his internal actions are decisive. Since the individual is a social being, the process of self-development cannot be carried out without introducing the subject into the process of active activity, which will be of great importance in its development.

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