

## APPROACHES TO THE DEVELOPMENT OF STUDENT PERSONALITY IN THE PROCESS OF INDEPENDENT EDUCATION

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**Abstract.** *This article discusses approaches to the development of student personality in the process of independent education. According to the content of these approaches, the role of abilities in the process of acquiring knowledge is more focused. That is, the acquisition of any knowledge is determined by interest, ability, motivation, etc.*

**Keywords:** *higher education, students, independent education, future teacher, approaches.*

### Introduction

The briefest definition of the educational process can be given as follows: the educational process is considered a specific management process, in which educational objects are influenced in a targeted manner. In a certain sense, it can be noted that in the process of education, knowledge is organized and transmitted. For the successful implementation of this process, pedagogically special educational models are implemented.

### Materials and Discussion

The state of development of pedagogical methods of activating and forming the ability of future teachers to work on them for the first time corresponds to the end of the 19th and the beginning of the 20th century. [6, 7, 8, 9, 10].

As a result of trying to develop students intellectually by using special educational methods in the teaching process, the following educational methods were born [1]:

- Heuristic method (G. Armstrong);
- Experimental-heuristic method (A.Ya. Gerd);
- Laboratory-heuristic method (F.L. Winterhalter);
- Method of laboratory lessons (K.P. Yagodovsky);
- Natural and scientific education (A.P. Pinkevich), etc.

According to pedagogue I.E.Yarmakaev, a successful creative teacher should have a meaningful teaching style and perform the following psychological functions [2]:

1. Instrumental function. In this, skills and qualifications are formed in certain educational subjects;
2. Gnostic function. In this, knowledge is formed and the thinking of pupils and students is developed;
3. Communicative function. In this, certain social and psychological skills are developed. For example, communication skills are formed. Also, certain technologies are used for each function:

game exercises for instrumental function, didactic technologies for gnostic function, role-playing games for social psychological function.

A unique psychological interpretation of issues such as the professional development of future teachers and the formation of their skills to work on themselves is also reflected in the works of Dj Dewey, one of the foreign researchers. According to the author, a properly organized talim must be problematic. Unlike the traditional system, the teacher should introduce new, unused solutions to the subject [3]. Therefore, according to the definition, modern pedagogical psychology should be a supporter of introducing active learning methods instead of "traditional education". According to this approach, in education, the teacher now becomes an active teacher, and he becomes an innovator who helps to solve the problems of students.

N.D. Levitov said that the level of mental development and independent work ability of future teachers is evaluated by the following criteria [4]:

- With independence of thought;
- With the speed and consistency of mastering the educational material;
- With the speed of mental reasoning when solving non-standard tasks;
- Deep penetration into the essence of the phenomena being studied;
- With the lack of inclination of the mind to critical anti-arrogant judgments.

The author, unlike other researchers, tried to explain the success in independent work on himself with the characteristics of cognitive processes.

### Conclusion

In contrast to the above considerations, B.S.Bloom offers the rules of taxonomy as a unique way of mastering the knowledge of the field in students. According to B.S. Bloom, the student's ability is measured by the speed of learning the learning material [5]. The researcher studied the subject's ability to master the learning material under the conditions of an unlimited time unit. And finally, there was an opportunity to divide students into the following categories:

- Students with low ability. Examinees in this category are unable to cope with the tasks even when given sufficient time to acquire the skills and knowledge to master the study materials;
- Talented students. They have a high rate of assimilation of educational materials and they perform any educational task in a quick time;
- Normal students. Such students cover about 90% of the total number of students, and their ability to acquire knowledge and skills depends on the amount of study time spent on acquiring them.

According to the content of this approach, the role of abilities in the process of acquiring knowledge is more focused. That is, the acquisition of any knowledge is determined by interest, ability, motivation, etc.

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