

THE CONTENT OF THE CONCEPTS OF “SELF-DEVELOPMENT” AND “PROFESSIONAL SELF-DEVELOPMENT”

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ABSTRACT

Self-development is a lifelong process of personal growth, learning, and improvement. It involves a conscious effort to enhance one's abilities, knowledge, skills, and overall well-being. This concept recognizes the importance of individuals taking responsibility for their own personal and emotional growth. Professional self-development is a specific focus on enhancing skills and competencies related to one's career or chosen profession. It goes beyond the acquisition of technical expertise and includes the development of qualities that contribute to success in the workplace.

Keywords: self-development, learning, education, professional development, pedagogy.

The self-development of a person as a person is not only an object of research, but also an assessment of the rapid development of the society that is being carried out today and the quality of training on the basis of the institution that reproduces it-education. It is not for nothing that” education and self-development ” in essence has one basis. In particular, it consists in understanding the essence of a person and creating his image as a person by “feeding” his soul. The idea of personal self-development is the focus of a number of disciplines, such as philosophy, pedagogy, psychology, sociology and other disciplines of the “human profile”. The self-development of an individual occurs in several ways, the greatest interest is the self-development of an individual as a subject of professional activity. In psychology, professional development is considered as a process of professionalization and is studied in connection with the ontogenetic development of a person, his personal qualities, the place and role of abilities and interests, the formation of the subject of Labor, the problem of life path and self-determination, the identification of requirements for a person by the profession, the formation of professional [1].

Thus, Mashin considers professional development as one of the Central processes of emerging human development, and it is "aimed not at changing the subject of activity itself, but at mastering a set number of professional actions."

Comparing the process of personal and professional development, Mitina notes the "process of breaking stereotypes of traditional forms of professionalization" and defines the relationship between professional and personal development. It is based on the principle of self-development and determines the ability of a person to "turn his life into the subject of practical transformation, which leads to creative self-realization."

It embodies aspects such as self-determination, self-expression and self-realization: adaptation, formation and stagnation. Also, the self-projection of an individual gives the opportunity to isolate the three stages of its reconstruction, taking into account its professional development as a continuous process, and it determines the three stages of professionalization.

Tshetka also associates professional development with personal development, considering them in the system of professional formation.

According to the author, professional formation is a dynamic multi-stage process that requires a significant period of life and is not limited only to professional training. The transition to each next stage is put on the previous one and is accompanied by the emergence of a number of conflicts and regulatory crises in the problem [2].

Markova considers professional development to be the emergence of new professional qualities in the human psyche: mastering new professionally important qualities or changing the predetermined ratio of professionally important qualities [3].

That is, according to Markova, professional development is both the formation of professionalism and its subsequent change, which can be both progressive and regressive.

Describing the types of professional competence, Markova reveals individual competence and emphasizes their material characteristics, such as the holistic professional self-development of a person. Including:

- professional self-awareness, self-acceptance as a professional;
- constant self-awareness;
- self-development in professional abilities;
- self-design, construction of its own professional growth strategy, construction and implementation of professional life, etc.

Thus, if we summarize all the features of the professional self-development process, we first introduce motivational and voluntary components, self-attitude, a specific orientation of the individual and self-esteem.

In the system of an acmeological approach to the professional self-development of an individual, the concept of Zeer is unique, which allows us to reflect on the nature of the professional's "life path". This in turn includes the main stages from the beginning to the top.

This life path consists of five stages of professionalization:

1. Optasia (lot. from optatio-desire, choice)-individual-choice of profession, taking into account personal and situational characteristics.
2. Professional training is the acquisition of professional knowledge, skills and qualifications.
3. Professional adaptation is the introduction to the profession, the acquisition of a social role, professional self-identification, the formation of qualities and experience.
4. Professionalization-the formation of positions, the combination of personal and professional qualities, the performance of tasks.
5. Professional skill is the realization of a person in professional activities.

Similar to Zeer's scientific research is the Volyanyuk study. According to him, the author considers the following set of characteristics as indicators of professional self-development of a specialist: "Specialist", "Professional", "professional Genesis" (formation, development of personality), "professional psychological formation" .

In general, based on the analysis of various concepts of professional self-development, two approaches to determining its essence can be distinguished.

The first is associated with the development and self-development of the individual, and the second-with the "adaptation" of the individual to a specific system of professional activity, or, in other words, with the "study", "appropriation" of this system of activity.

Key components of self-development include:

Self-Awareness: Understanding one's strengths, weaknesses, values, and beliefs is foundational to self-development. This introspective process allows individuals to identify areas for improvement and personal growth.

Continuous Learning: Embracing a mindset of continuous learning involves seeking new knowledge, acquiring new skills, and staying open to different perspectives. This could be through formal education, self-study, or experiential learning.

Goal Setting: Setting clear and achievable goals is crucial for self-development. Goals provide a sense of direction, motivation, and purpose. They can be short-term or long-term, and achieving them contributes to a sense of accomplishment.

Resilience: The ability to bounce back from challenges and setbacks is an integral part of self-development. Resilience involves developing coping mechanisms, maintaining a positive outlook, and learning from adversity.

Emotional Intelligence: Understanding and managing one's own emotions, as well as being aware of and empathetic towards others, is a key aspect of self-development. Emotional intelligence fosters effective communication and interpersonal relationships.

Well-Being: Physical, mental, and emotional well-being are central to self-development. Taking care of one's health, managing stress, and cultivating positive habits contribute to an overall sense of well-being.

Key aspects of professional self-development include:

Skill Enhancement: Continuous improvement of job-specific skills and the acquisition of new skills relevant to one's profession are essential for professional self-development. This may involve staying updated on industry trends and technological advancements.

Networking: Building and maintaining professional networks is crucial for career growth. Networking provides opportunities for learning from others, mentorship, and access to career-enhancing opportunities.

Leadership Development: Aspiring to leadership roles involves developing leadership skills such as decision-making, strategic thinking, and effective communication. Leadership development is essential for career progression.

Adaptability: In today's rapidly changing work environment, adaptability is a valuable skill. Being open to change, learning from new experiences, and embracing innovation contribute to professional self-development.

Career Planning: Developing a clear understanding of career goals and creating a strategic plan to achieve them is part of professional self-development. This may involve setting milestones, pursuing additional education, or seeking advancement opportunities.

Ethical and Professional Conduct: Upholding ethical standards and professional conduct is critical for building a positive reputation in the workplace. Professional self-development includes a commitment to integrity and ethical decision-making.

However, combining different approaches to professional self-development involves the interaction of individual characteristics of the individual and socio-cultural environment, the "step-by-step" of the process, personal development and the interdependence of professional formation.

Thus, by professional self-development, we mean a multi-component process of personal and professional importance, which contributes to the formation of an individual style of professional activity, helps to understand advanced experiences and their own independent activities, and is also a means of self-knowledge and self-improvement.

Based on various approaches to the classification of the stages of professional self-development of the teacher, we distinguish:

- the stage of adaptation from the teacher to the profession (the specialist goes through the period of primary assimilation of professional norms, mentality, necessary techniques, technologies);
- the stage of self-realization of the future teacher in the profession (understanding the possibilities of fulfilling professional norms, starting self-development through the profession, understanding the individual possibilities of carrying out professional activities, strengthening positive and negative qualities, strengthening the individual style, maximum awareness of opportunities in professional activities);
- the stage of compliance of the future teacher with his profession or the stage of skill (mastering high standards, methodological recommendations, developments, high repetition of technologies created earlier);
- the stage of creativity (enrichment of work experience by a specialist due to his personal creative contribution, author's findings, improvements; promotion to a higher level in professional activity and transformation of the professional environment on the basis of high professional culture, the creation of new elements of professional culture, the transition not only to the surrounding socio-pedagogical environment).

Krotov believes that in general, the self-development of the future teacher as a specialist with a higher education goes in a number of directions: professional orientation is strengthened and the necessary abilities develop; mental processes, States, experience are improved, "professionalized"; for the success of professional activity, a sense of duty, responsibility increases, the individuality of the student is more visible; based on the rapid transfer of social and professional experience and the formation of the necessary qualities, the claims of the student's personality in the future professional sphere, the general maturity and stability of the student's personality are growing; in the formation of the qualities and experience necessary for him as a future specialist, the proportion of the student's self-development is increasing;

From the position that professional self-development is characteristic of all types of professional activity, professional self-development of the future teacher is of particular interest. Based on the research of scientists, it is possible to determine whether professional self-development of future teachers is carried out in at least three stages.

The first stage is mooring. It consists in the formation of students' professional intentions, a system of knowledge about the self-development of the individual and his professional-pedagogical orientation. This goal can be achieved by students participating in traditional courses in pedagogy and psychology, practical training in self-knowledge of individual characteristics.

The second stage is executive (direct professional training). Its purpose is to acquire a new way of action by students. This can be achieved by organizing special practical classes within the

framework of pedagogy and psychology courses, conducting various special courses and special seminars on the development of the student's personality and professional self-development.

The third stage is control and Correction. This ensures that students develop and practically consolidate new methods of action. Some researchers call this stage professionalization, that is, entry into the profession, its development and professional self-determination. This goal is achieved by students in the process of fulfilling educational and practical situations by themselves, as well as during the transition period of socio-pedagogical practice.

Thus, it can be said that the professional self-development of future teachers is a process of external professional training and integralization of internal movement, the personal formation of an individual (when professionalism becomes a value for an individual). Consequently, the main stages of professional self-development include professional training, professional activity and professional improvement.

Both self-development and professional self-development are interconnected, as personal growth often positively influences professional success, and vice versa. A holistic approach to development considers the integration of personal and professional aspects, recognizing that individuals bring their whole selves into their careers and personal lives.

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