

## Pedagogical Conditions for the Development of Individual-Personal Characteristics of Students of a Higher Educational Institution

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**Abstract:** This article deals with pedagogical conditions for the development of individual-personal characteristics of students in higher establishments. Besides this, author provides prominent scientist's notions who contributed in the sphere of pedagogy. In addition, some experts give specific features of psychological and pedagogical conditions of individual and personal development of students at the university.

**Keywords:** individual-personal approach, individual, personality, individuality, subjectivity, individual and personal education, individual and personal development.

At the moment, a new education system is being formed in Uzbekistan, focused on entering the world educational space. This process is accompanied by significant changes in the pedagogical theory and practice of the educational process. There is a change in the educational paradigm; different content, different approaches, different attitudes, a different pedagogical mentality are proposed.

During the transition period, the role of the individual increases, the processes of humanization of society become more active. The most important component of pedagogical the process becomes an individual-personal interaction of a teacher, a teacher and students (schoolchildren, students), which is based on individual-personal education.

The inability of modern man, and especially of young people, to adapt to constantly changing living conditions is one of the most disturbing problems of today's socio-cultural reality.

Modern living conditions determine a high level of integration of the individual in the main spheres of life of society, which requires the maximum development of the totality of human forces and abilities: physical, emotional, mental, intellectual.

Psychologists, sociologists, and educators talk about the crisis of creativity, the crisis of individuality, and the crisis of personal development that has developed in modern society. People (and most worryingly, young people) cannot and do not want to look for new, original solutions to emerging problems (professional, educational, personal, etc.); they do not want to express themselves, to show their unique individuality. They are afraid to seem ridiculous, uncomfortable in the usual social environment, preferring, as a result, conformity and the usual, standard (template) performance of their duties.

All of the above determines the necessity and timeliness of an individual-personal approach in pedagogy, the essence of which is the formation of the need and ability to maximize self-actualization and self-realization of the individual. And adolescence, which falls during the period of study in secondary specialized and higher educational institutions, provides the most favorable

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opportunities for this. According to the data of sociological, socio-psychological and socio-pedagogical studies, the prestige of higher education among modern youth and their parents is growing every year.

Becoming a student, a young person finds himself in completely different social conditions, a new social situation of development is created for him. And in addition to teaching, students are involved in interesting, bright, rich in emotions and events meaningful communication with peers, with comrades, with undergraduates, teachers, friends from other universities.

In modern humanities, the separation of the concepts of “individual”, “personality”, “individuality” has traditionally been established. The most widely studied is the concept of “personality”.

The essence of individuality is connected with a holistic view of a person taken in the unity of all his properties and features. (Individuality is the unity of the manifold, of many things in one.) It is legitimate to distinguish three meanings of the concept of “individuality”: 1) individuality - integrity, 2) individuality - dissimilarity, 3) individuality - uniqueness [1].

The concept of “subjectivity”, associated with the ability of a person to transform his own life, unites the unity of individual and personal properties of a person. The main criteria of subjectivity are the ability of a person to manage his activities, change the surrounding reality. The subject is a carrier of activity, i.e. a self-asserting individuality [2].

The leading role in the process of human self-development and its subjective properties belongs to the individual's own activity [3], which can have a twofold character: external activity is adaptive and is alienated, passive; internal activity is initiative, contributes to the development of a person as a subject.

Humanistically oriented psychology and the new humanistic paradigm of education recognizes the following fundamental principles:

a) in essence, each person is a unique, inimitable phenomenon, which realizes itself in its entirety in

b) the key characteristic of individuality is a person's desire for self-development and self-realization [4].

Individual and personal education, therefore, is an education that is focused on the student as the main value of the educational process. It uses the existing experience of the subject and creates conditions for the formation and manifestation of his personal qualities, promotes the development of thinking, the formation of a creative, active, initiative personality; satisfies the cognitive and spiritual needs of students; stimulates the development of their intelligence, social and communicative abilities, skills of self-education and self-development [5].

It seems possible to distinguish two large groups of pedagogical conditions that ensure the full organization of extracurricular work at the university, which should result in the maximum realization of the possibilities of individual and personal characteristics of each student:

1) psychological and pedagogical conditions;

2) organizational and pedagogical conditions. At the same time, it is the first group of conditions that plays the leading, determining role.

1. Psychological and pedagogical conditions of individual and personal development of students at the university are as follows:

- taking into account the psychological type of growing up of each student (according to I.S. Cohn);
- taking into account the individual and personal characteristics of each student, timely development of publicly available diagnostic tools for their identification;
- taking into account new trends in the motivational-need and value spheres of modern students;
- ensuring the realization of the leading psychological needs of youth - self-determination and self-realization (self-actualization);
- overcoming the negative consequences of stressful factors characteristic of the student environment;
- taking into account the specific psychological features of the adaptation period of students' stay at the university (I-II courses).

2. Organizational and pedagogical conditions of individual and personal development of students at the university are as follows:

- the allocation of educational work in an independent direction of the educational activity of the university; its purposeful scientific and methodological and regulatory and technological support;
- organization of psychological and pedagogical support services at the university;
- organization of special consulting points at the university for students of the I-II courses;
- individualization and differentiation of the educational process at the university (purposeful use of methods and techniques of targeted pedagogical influence);
- maximum realization of the developing potential of extracurricular work through the use of various forms of its organization;
- involvement of students in different types of individual and collective creative activity.

Extracurricular activities of students should be based on the whole complex of their individual and personal characteristics, the most important of which include the following: temperament (sanguine, choleric, phlegmatic, melancholic); character (the most pronounced character traits, character accentuations); abilities (general and special); personality orientation; value orientations; orientation interests; inclinations; personal qualities (self-esteem, level of claims, self-confidence, conformity, leadership, creativity, etc.); stable mental states (anxiety, frustration, aggressiveness, rigidity); psychological well-being /distress (independence, activity, mood).

Different features of individual and personal development of students have a specific impact on the implementation of their creative activities. For example, a high level of self-confidence makes it easier for a person to carry out creative activity; self-doubt slows it down, creating psychological barriers.

The ability of a person to exercise introspection, self-reflection, can be considered as one of the most important components of his psychological literacy and psychological culture, as well as an important condition for the creative development of personality.

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