

DIDACTIC OPPORTUNITIES FOR STUDENTS' PERSONAL AND PROFESSIONAL SELF-DEVELOPMENT

Dadajanova Dilbar Abdurashidovna
Independent Researcher at Uzbek National
Pedagogical University named after Nizami

Abstract

This article examines the didactic possibilities of personal and professional self-development of students and their assimilation of knowledge.

Keywords: Intellectual, personal and professional skills, constructivist approach. critical thinking, creativity.

Introduction

Today, studying at a higher educational institution is a process of continuous development of a student both as a person and as a qualified specialist. For this purpose, favorable conditions are being created in the educational field of a higher educational institution for the development of each young person, the emergence and manifestation of his intellectual and creative abilities. At the same time, it is necessary to train not only highly intellectually capable and highly qualified specialists in a higher educational institution, but also cultured personnel who are able to independently, responsibly and adequately perceive the world around them. In this regard, the most important goal of teaching foreign languages in a higher educational institution is not to develop the linguistic and communicative competence of students, but to teach them to practically master a foreign language with the prospect of developing their abilities, personal, professional skills. This is due, in particular, to strong competition in the labor market, since often not all graduates of a higher educational institution can find work in their specialty. Knowledge of a foreign language can become one of the opportunities for increasing competitiveness and thus achieving professional success in the chosen field of activity. Therefore, in our opinion, in higher education, self-development in life and motivation to master a foreign language should be interconnected. The content of foreign language teaching is related to professional development, and subsequently, on the basis of the development of professional motivation, self-development competence is improved.

The Law of the Republic of Uzbekistan "On Education", the National Program for Personnel Training, and the Resolution of the President of the Republic of Uzbekistan dated May 19, 2021 No. PQ 5117 "On measures to bring the popularization of foreign language learning in the Republic of Uzbekistan to a qualitatively new level" are reflected in the requirements set forth in them, which require the training of personnel competitive in the global labor market by improving the content of subjects taught in higher educational institutions based on international experience.

Thus, the self-development competence of students of a higher educational institution becomes the most important part of their professional development. Teaching a foreign language can be considered as a significant contribution to the development of personal and professional qualities of a future specialist in the training of his [1; p. 46]. Therefore, professional training at all stages of education in a higher educational institution, which logically envisages a specially organized process on a scientific basis, should be aimed not only at educating the professional personality of young people, but also at developing their ability to develop their own destiny in life. In the context of learning a foreign language, this process is aimed at developing universal human and cultural values, as well as at opening and realizing the possibilities of their personal and professional self-development. In this context, considering the didactic potential of a foreign language in improving the self-development of students of a higher educational institution in life, practical skills in mastering and using a foreign language also contribute to the development of the necessary knowledge. Professional skills related to intercultural communication at different levels of communication (for example, with foreign specialists in the field of teacher education) [5; p. 178].

It is worth noting here that foreign researchers J. Mead, I. Goffman, Yu. Habermas, J. Turner also consider the problem of personal self-development in terms of improving identity, but, in their opinion, it is secondary to the social. Thus, J. Mead connects the social context of identity with a conscious process that ultimately leads to the possibility of choosing social conditions for the individual's self-development [5; p. 354]. This process is repeated by I. Goffman, who distinguishes between real self-determination (which is carried out on the basis of concrete components) and virtual (which occurs on the basis of assumed events) [4; p. 56]. This is about the phenomenon of identity, which, according to Yu. Habermas, is the result of achieving a balance between personal and social self-development, which, as a rule, is realized in communication [6; p. 87]. At the same time, according to J. Turner, "the development of the personal vector of an individual's identity occurs against the background of his experiences, which leads to the development of the self not in status, but primarily in social roles" [1; p. 187].

Thus, based on the above considerations, by personal self-development we understand the inner feeling of a person towards his own personality, which is based on a clear individuality, reflects the presence of its high quality, which significantly increases his personal value. From this point of view, achieving personal self-development to a certain extent increases the level in the system of various social relations that are carried out in professional self-development, the main aspects of which we will consider below.

The quality of self-organization, which contributes to professional development, self-development, self-improvement and self-education, becomes one of the most demanded qualities of future professionals and specialists. Thus, special attention is paid here to the criterion of understanding the importance of a young person's professional life design during his professional development, and therefore to making responsible decisions when choosing a specialty. All this means that the student must solve the problems of professional self-development within the framework of understanding his socio-professional role in the process of development. The gradual mastery of this role helps to strengthen the confidence of young

people in their choice in their professional activities, which contributes to the development of a positive attitude towards their profession, which creates the necessary conditions for the development of professional motivation. In the context of teaching a foreign language (in particular, German), didactic opportunities for students' personal and professional self-development mean the opportunities for students to develop aspects such as independent learning, critical thinking, independent information search, intercultural communication, and professional preparation through language learning.

Person-centered learning. Teaching German requires an individual approach. Students determine their own language learning styles, can assess their own level of development, and shape their own educational path.

Constructivist approach. The student constructs knowledge not passively, but actively. In the process of learning a language, he: independently searches for information, analyzes it, and applies his knowledge in real-life situations.

Personal self-development opportunities

Opportunity	Description
Critical thinking	Analyzing texts is shaped by a deep understanding of the basics of grammar.
Creativity	It develops through written work, presentations, and role-playing games.
Self-assessment	Through portfolios and reflection assignments, students learn to analyze themselves.
Information culture	Working with online dictionaries, grammar platforms, and educational programs.

Professional self-development opportunities

Language skills are professional capital. Knowledge of German makes you a competitive candidate for the European job market, increasing your chances of studying or working in countries such as Germany, Austria, and Switzerland.

Language learning integrated with specialization. When language and profession (Fachsprache) are combined, students can use the language in a professional context (medicine, engineering, economics, tourism, etc.).

Project-based learning (Projektarbeit). Students work in groups, looking for solutions to real problems. This teaches them: professional competencies, teamwork skills, communication and problem-solving.

In our opinion, the ability of students to develop themselves in life and the process of their mastery of a foreign language are closely interconnected, to one degree or another, influencing each other. From this point of view, the optimization of students' personal and professional self-development, as well as the development of their readiness for self-development, can be considered as the effective use of the opportunities of subjects in a foreign language. It should be noted that the didactic potential of a foreign language in the development of the ability to develop themselves in life among students of a higher educational institution contributes to the development of their cognitive functions, developing their intellectual potential in the field of

analysis and synthesis, that is, when studying linguistic phenomena, students learn to analyze them analytically and synthetically combine individual parts into a whole. The didactic potential of a foreign language can make a significant contribution to improving the self-development of students of a higher educational institution, which is based on the ability to communicate as the most important form of communication between people.

References

1. Jalolov J.J. Chet til oqitish metodikasi.-T.: Oqituvchi, 2012. – 432 b.24 .
 - 2 Muslimov N.A. Bo'ajak kasb ta'limi o'qituvchilarini kasbiy shakllantirish. Monografiya. – T.: Fan, 2004
 3. Lyaxovskiy M.V. O nekotoryx bazisnix kategoriyax metodiki obucheniya inostrannim yazikam // Inostrannie yaziki v shkole. – 1973. – № 1. – S.27-34.
 4. Pedagogika. Pedagogika nazariyasi va tarixi 1 qism. Pedagogika nazariyasi. (5140000 – O'qituvchilar tayorlash va pedagogika fani ta'lim sohasi bakalavriyat yonalishi uchun darslik) T-2010., 399b . - 47b ., -80b.
 5. Inoyatov U. , N.A.Muslimov va boshqalar "Pedagogika" T-2016 : 57b b.
 6. Roshina E.V. Funkcii inostrannogo yazika kak uchebnogo predmeta v sisteme obucheniya v universitete // Inostrannie yaziki na nespesialnix fakultetax: Mejevuz.sb. – L.: Izd-vo LGU, 1978– S. 3-6.
 7. Galskova N.D. Sovremennaya metodika obucheniya inostrannim yazikam: Posobie dlya uchitelya. – M.: ARKTI, 2000. – 165 s.
- Jalolov J.J. Chet til oqitish metodikasi.-T.: Oqituvchi, 2012. – 432 b.24 .

