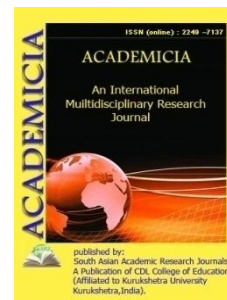ACADEMICIA

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CONCEPT AND MODEL OF THE TEACHER SELF-DEVELOPMENT PROCESS IN A VIRTUAL ENVIRONMENT

Shahlo Uktamovna Nurullaeva*

*Associate Professor,
Candidate of Pedagogical Sciences,
Karshi State University,
UZBEKISTAN

ABSTRACT

Globalization and flow rate of information in the modern world requires teachers to constantly work on themselves, constantly analyzed their activities and enriched their experience. The article discusses the importance of self-improvement in improving learning efficiency. From the point of view of scientific and technological progress, the concept and model of the organization of the process of self-study in a virtual environment is developed.

KEYWORDS: *Teacher, Pedagogical Activity, Self-Analysis, Self-Esteem, Self-Consciousness, Activity, Independence, Responsibility, Initiative, Desire For The Goal, Self-Government, Initiative, Self-Development, Contradiction, Virtual Didactic Environment.*

INTRODUCTION

The more significant the role of education and training in the formation and development of the individual, the more effective the work of a person over himself in the process of upbringing and learning. Thus, in pedagogical studies, self-study is studied not only as an important factor in improving the effectiveness of educational impacts of the external world and the subject of training, but also as a form of an individual educational process.

This form of education was also deeply analyzed in ancient Greek philosophy. In particular, the idea of "self-consciousness", which is leading in the reduced glances, is interpreted as the main way with which a person reaches truth and positive qualities. That is, according to the ancient thinkers, only after the self-consciousness determines that a person is capable of and what it cannot achieve, and determines the way to achieve truth in the future. The "SUPPORT

CONNECTION" method, which is a leader in a reduced teaching, as well as is known, plays an important role in self-awareness of a person and in self-determination of truth [1, p.225].

Purpose. Plato One of the first gave theoretical substantiation of the process of work on himself. In his opinion, the human soul is a holistic substance consisting of mental, volitional and emotional parts. And it is necessary to strengthen the mental part of the human soul, develop emotional processes based on the power of will. The mutual unity and the dependence of the same mental, volitional and emotional processes is the driving force of the work of work on themselves.

Aristotle believes that no blessing in the formation of the human soul can be given by nature (a person acquires it throughout his life), but nothing is purchased, except natural abilities. In this process, self-consciousness, self-determination of a person serves as a starting point for working on itself.

Views of J. J. Rousseau more contradictory than traditional pedagogical views. In his opinion, education based on the natural development of the individual should be based on contradictions. That is, the upbringing should not be in order to stand on the right way or learn the truth, but in limiting the natural needs and aspirations of the child and adapt them to the standards. "The first natural behavior is always true - this is an indisputable fact. The only and innate sense of a person is his love for himself, that is, to love himself, respect himself. There are many positive and useful aspects in this. "[2, p.94].

Quality such as activity, independence, responsibility, initiative, the desire for the goal, self-government, initiative are important factors of self-development.

Scientific novelty of the article. Theoretical views on self-improvement are interpreted as an important factor for satisfying the life needs of a person, psycho-emotional well-being and the maturity of the personality. The procedureAgological aspects of the problem reveal the forms of self-development and demonstrate their personal abilities in the educational process. And from a psychological point of view, the phenomenon of self-development is not fully studied. However, sources argue that the term "self-development" consists of three concepts that are interrelated, but differ from each other: self-development, identity development and personal development. Although these concepts are often used as synonyms, each of them has its own meaning. Self-development is interpreted as a tendency to creativity, creativity. Thus, in psychology, self-development is investigated in two directions: the first as internal processes, as a spontaneous process based on motivation, and the second as a development as a process of conscious and targeted self-transformation.

The process of self-development of the individual in a virtual educational environment proceeds in the form of a multistage hierarchy. In this case, the process proceeds to the next stage only when the needs of each stage are fully implemented, and in the end, a person reaches its capabilities and personal development. The psychologist K.Stizhs notes that "a man is kind in nature and acts in such a way as to show his abilities, it is only necessary to give him such an opportunity so that he can do it." As a psychologist, he develops concrete ways to overcome the problem, a specific methodology. According to his methodology, which he calls "a customer-oriented approach," there is an opportunity to overcome the problems that everyone faces. The task of a psychotherapist is facilitation, that is, to support and send the client on this path. It

focuses not on the problem, but on his personality and on his The possibilities of manifesting personal abilities. [2, p.130]). In order for the person's self-development process to have a positive effect, it is imperative to create favorable conditions for the implementation of the program of action, empathy, sincerity, the support of which he chooses.

The self-development of future teachers is a movement to the manifestation of their personal capabilities as a specialist, compliance with the requirements of the pedagogical process, a regular increase in professional competence, continuous development of spiritual and moral qualities, as well as the manifestation of personal initiative, independence, responsibility and volitional qualities. Based on the analysis of psychological and pedagogical sources, it can be noted that external factors regulating the process of working future teachers on themselves include a pedagogical environment, pedagogical communication, productive use of time, team management style, etc.

Results and practical applications. As providing the dynamics of the process of self-development of primary school teachers, a number of contradictions can be given:

1. Contradictions between personal capabilities, the need to change the content of its activities and self-development.

2. Contradictions between the pedagogical goal and motivation. The motivation approach to achieving the goal entails the need to work as a teacher over themselves.

3. Contradictions between the dynamics of pedagogical requirements and tasks and the internal capabilities of their implementation.

4. The difference between the perfect manner of the teacher chosen for its activities and its personal results.

The process of self-development of future teachers is carried out in four stages, which are interrelated and complement each other:

The first stage is the stage of self-analysis and self-consciousness. At this stage, the internal movement occurs on the basis of the model "I and the other person". That is, the future teacher analyzes its activities on the part, as a person, besides, without relying on any interests in its activities, it is critical, that is, the main thing, in Bunda - to clearly determine the scope of its capabilities, knowledge, experience, which they occupy.

The second stage is the stage of self-recognition. This stage is carried out on the basis of the model "I am I". At this stage, the teacher based on the comparison of its capabilities and the volume of knowledge and the experience that he must possess, determines the tasks that it should do, based on the requirements of society, prepares himself to independently work, creates motivation.

The third stage is a stage of self-development. At the implementation stage on the basis of the model "I and I", the educator begins to carry out a sequence of actions that are carried out in order to increase the level of the educator, the owner of the experience of self-improvement. This is the main stage, and it is at this stage that a future teacher or educator will carry out independent activities, show volitional qualities , to take the initiative. As a result, he realizes himself in the style of "I", that is, it switched to a new, higher level of development.

The fourth stage is the stage of self-esteem. This stage is the last stage of the pedagogical process of independent work, this stage is implemented in the model "I and my ideal". That is, the future teacher or the educator compares the result of the work of the work on himself with the indicators of the teacher in his ideal and evaluates its activities. The objectivity of self-assessment serves to ensure the effectiveness of the work process. That is, such an assessment ensures the duration, continuity of the work of the student or the teacher independently.

At each stage of independent work, the future teacher will win and win, will receive or reject the information will develop, will make a generalization, will compare new information with its own experience. As a result, it rises to a certain new level in pedagogical activities.

Pedagogical preparation of future teachers in modern conditions requires the effective use of information and communication technologies. The virtual learning environment helps each student and the teacher to overcome the problems of time and space arising in the process of independent work. That is, in a virtual educational environment, each teacher will be able to remotely implement the work process independently, without breaking away from the workflow, learn, observe and, in turn, to popularize your experience.

As a result of the study of modern information and communication technologies, as well as the philosophical and methodological foundations of an open information educational environment, we tried to develop a model for teaching students to work on themselves in a virtual educational environment. In this model of the Materials of the Global Information Network and ICT capabilities (mobile applications, multimedia applications, etc.) found its expression the idea of sending pedagogical preparation for improving its quality.

The purpose of the model is to improve the quality of pedagogical training on the basis of learning future teachers work on themselves in a virtual educational environment.

During the implementation of the model, the following tasks are performed:

- development of methodological and methodological and technological support of the use of virtual educational opportunities in the preparation of students to the pedagogical process;

- definition of paths, methods, pedagogical conditions and factors to increase pedagogical preparation of future teachers in a virtual educational environment;

- development of the main problems and directions for the implementation of the virtual learning process;

- examine the needs and possibilities of future teachers in the use of virtual education in the process of pedagogical preparation;

- improve students' skills in the efficient use of the global information network;

- determine the effectiveness of using the virtual educational network in the process of pedagogical education.

In the process of implementing pedagogical education in a virtual environment, the following principles are applied:

Transparency and openness; Integration; Information; Registry; Communication; Membership and continuity.

The influence of the sociocultural environment is obvious, since it is assumed that the process of organizing pedagogical training of future teachers based on their work will be carried out in a global information network. In the process of work on himself, the student is being influenced by the sociocultural environment and, in turn, begins to influence the development of society as a creative and active person.

Let us dwell on the implementation strategy of this model, emphasizing that the training of students independently in virtual education is carried out only in an environment where motivation to an effective pedagogical process in the process of process can be used, openness of information, optimal techniques. The model is performed in the following directions:

The first direction-theoretical methodological, in this direction a person acts as an object, and as a subject of a virtual educational process. That is, from a philosophical point of view, a person comes out on the field as the creator of a virtual environment, a member of what is happening processes, as well as an active user. In turn, the main purpose of virtual education is to teach the correct, efficient and proper use of the Materials of the Globat network.

The second direction is the methodical direction, the main purpose of which is to teach future teachers and educators to the methods of analysis, systematization, efficient use of the global network materials, as well as to constantly be aware of innovation in this area. It is also important to rely on axiological, systemic, informative, personal-acting approaches of students in the process of independent work.

The highest stage of the work process of the future teacher is the presentation of its activities. In the process, there is a manifestation of consciousness, motivation, volitional qualities, sense of satisfaction with their activities. High moral qualities are reflected in the "teacher-student" relationship. Also, on the basis of these cooperation relations, a single goal is formed, and during the achievement of the goal, the process of self-development of the student is achieved, while the teacher's skills develop properly organize the cooperation process, to learn self-analysis.

The initial stage in the virtual self-education of future teachers is the stage of self-consciousness. This stage is the next stage of self-development and self-education, after determining its capabilities and level of knowledge, experience. At this stage, the student will gain experience in using the capabilities of a virtual didactic environment, will independently work, enrich the database. As a result, it enters the final - personal presentation (presentation). This stage is the highest stage of independent work, the student begins to popularize and make a presentation of the achieved results.

Based on our study, we tried to describe the work process of the future teacher on themselves in a virtual didactic environment, a goal and a program of activity in the table below:

Step 1: Self-Audit					
Criteria activities	**Purpose of activities**	**Motivation activities**	**Functions of thinking**	**Program of action**	**The result of activity**
Activity, motivation, analysis	Determine individual capabilities, determine the	The desire to be more active, better than	Motivation and informatization	Complete development of educational material.	It defines a circle of knowledge and capabilities and determines what you

	action program.	yesterday, is based on studying actions		2. Mastering the basics of ICT. 3. Ability to use Internet materials	need to learn again.
Step 2: Self-Development and Self-Education Stage					
Activity, reflexiveness	Educational activities are a manifestation of their capabilities, an increase in self-confidence, confidence in the effect of labor.	The confidence is that I am better, more active and better aware than yesterday (because I mastered the actions well),	Realization and control.	Be able to use Internet materials for this purpose. 2. Send the skills of working in Word programs, Excel, Power Point.	It will start working independently using Internet materials and ICT capabilities. It will discover new opportunities based on the analysis of the result achieved.
Step 3: Spend a personal presentation.					
Reflexivity, creativity and creativity.	Popularization of accumulated experience.	Satisfaction from the results achieved and the emergence of motivation to the next activity.	Sales and creativity.	1. Possibility to post information about your personal experience on the Internet. 2. For power. 3.Instate 4. Items to work in strain programs.	Prepares a presentation (article, methodological instruction, management), popularizes its experience, places them on the Internet about their achievements.

The educational value of the preparation of future teachers to work on themselves in a virtual pedagogical environment is very high, which is expressed as follows:

First, the effective use of elements of individual-oriented educational technologies in the process of virtual education will contribute to improving self-confidence of future teachers as personalities and teachers;

Secondly, the content and quality of materials chosen for the purpose of independent work, give the moral and moral context of virtual education.

Thirdly, openness, transparency, insight and efficiency in the virtual learning environment will help organize the activities of future teachers in the same context.

The organization of the process of work of future teachers in a virtual educational environment provides a person with the opportunity to take advantage of the technical and socio-cultural

achievements of the Company, its potential. The effectiveness of work on the virtual I helps to achieve the following results:

First, virtual communication gives the future teacher the opportunity to quickly access information, check and evaluate your knowledge in a short period of time.

Secondly, communication serves as an increase in the communicative competence of the person, based on the possibility of creating a project of the communicative process. As a result, future teachers stand up and learn to produce ways out of problem pedagogical situations.

Thirdly, the use of virtual educational opportunities in the process of pedagogical training will serve to form media performance from future youth.

CONCLUSIONS AND SUGGESTIONS

Of the four, parallel implementation of the process of virtual educational printing with future teachers with pedagogical training, pedagogical training and work independently will ensure the overgrowth of the model developed during our study.

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