THE ROLE OF SELF-EDUCATION AND SELF-DEVELOPMENT SKILLS IN THE DISTANCE LEARNING PROCESS

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Annotation: Self-management is another skill that is important in checking a student's work independently for errors, at a pre-teacher level of control. Self-testing can be seen as synonymous with self-testing. Introspection and self-management are very important, especially when there is no direct contact with the teacher.

Keywords: A person with critical abilities, overcoming stereotypes, critical appraisal, associative method, learning trajectory, self-management, distance learning opportunities, distance learning gaps, distance learning perspectives.

The purpose of distance learning is to develop the personality of the student who feels the need for self-education and is capable of self-knowledge and inner vision. The following skills are required for a distance learning student:

- free thinking and movement;
- Critical assessment of lesson content;
- overcoming obstacles and stereotypes;
- Critical assessment of their capabilities;
- Independent choice of the trajectory of the learning process.

In this context, the student:

- individual;
- a participant capable of cooperation and interaction;
- a person with critical abilities;
- The person responsible for the educational process.

In the process of distance learning, self-education skills such as self-knowledge, introspection, self-management, and self-organization are of particular importance.

It also involves assessing your self-awareness, memorizing, focusing, and understanding opportunities to improve. In order to memorize any learning material, the student must hear or listen to the information in any form. For example, in the methodology of teaching Eastern languages, for easy and quick memorization of hieroglyphs, it is recommended to make hieroglyphic characters on one side and cards with descriptions of their reading possibilities and translation on the other.

But for some, a repeat recipe of hieroglyphs is more appropriate, and someone chooses an associative way of memorizing them for themselves. If a student is able to independently assess his / her perceptual methods, his / her memory, attention, thinking features, then he / she will understand what actions should be taken to speed up the learning process.

The best results are achieved by the person who uses his / her self-knowledge ability by studying the learning material during distance learning. Analyzing one's own behavior, identifying common mistakes, reviewing behaviors, and optimizing to make the learning process effective - all of these characterize the skills of self-analysis.

There are cases where a student makes the same mistakes when completing control tasks. The task of the student in this case is to understand and eliminate the causes of these errors, it is impossible to misunderstand the subject, to ignore it.

For concentration, some psychologists recommend using notes with keywords or phrases that remind you of what to look for. With this skill of self-analysis, students not only begin to complete assignments correctly, but also develop attention. This skill is also useful for any form of education, including distance learning.

Self-management is another skill that is important in checking a student's work independently for errors at an earlier stage than the teacher's control. Self-testing can be seen as synonymous with self-analysis. Self-assessment, self-assessment, and self-management are especially important when not in direct contact with the teacher.

When a student needs to create a reading schedule using their self-organizing skills in an independent activity process - it is used to determine the amount of material being studied in a given period. In English, there is an appropriate term "time management" which literally means time management. The ability to organize your life to avoid wasting time shapes unique traits in a person, such as conscientiousness, discipline, and purposefulness. And in teaching, "time management or efficient time allocation" allows the learner to more easily achieve the intended goal [1, p.102-103].

Thus, self-education as a process of personality formation has its limits with self-development, i.e., independent learning is not possible without self-education. Consequently, both processes form an integral whole, i.e. they are a process of self-development, they are components.

This interpretation of self-education is directly related to the definition of education as a complex that includes education, upbringing, and development. Based on this, self-education can be interpreted as a complex of self-education and self-improvement with new knowledge that leads to self-development.

But beyond the ability to self-educate, distance learning requires motivation. In many ways, the sustainability and effectiveness of MT requires motivation and desire, as in any other form of education. According to the classification of a well-known expert on the problems of motivation to study, the doctor of psychological sciences, honorary doctor of the Volgograd State Pedagogical University M.V. Matyukhina, motives are divided into two types: those located in the educational activity itself (internal) and external educational activities (external). [2, p. 15-16].

The first type of motives is responsible for the student's desire to learn new things, the nature of events, the laws of the surrounding world, and to apply knowledge further in practice, i.e., the student studies to become an expert in his or her field. The second group in the presented classification includes social, narrow-minded, and negative motives.

Such motives are presumed because the student has a desire to engage in educational activities or a sense of duty and responsibility; or the desire to obtain good grades or study papers for fear of parents and teachers in order to avoid conflicts with them; or to become an expert, but in order to improve your status, your material well-being.

In fact, it doesn't matter what motive a person controls - internal or external. After all, the external motive can easily become internal if the student is interested in learning in the learning process, and conversely, when the student realizes that his specialization meets the demand, the internal motive does not exclude the external. It should be noted that a lack of self-discipline can lead to a person not achieving the desired results in reading. And this, in turn, can lead to a complete loss of interest in the learning process. In other words, a lack of self-discipline ability can hinder learning.

Since the share of independent work in distance learning is much higher than in full-time or part-time education, it can be argued that such motivation cannot be obtained without appropriate motivations.

Distance learning assigns a central role to the learner with his or her knowledge, skills, and desire for new knowledge. It provides an opportunity to learn based on their abilities and capabilities, giving each student the opportunity to open up and understand themselves.

Perhaps the task of education for the future is to build the learning process from the perspective of the learner, not the learner who teaches or uses the learning outcomes. The prospects of education largely depend on the ability of students to express their views on the educational process [3, p.111-112].

In fact, the hardest thing is to motivate, manage, and evaluate yourself. This is why psychological self-education is especially important. Memory, attention, emotional intelligence - all of these are necessary for the independent upbringing of a variety of unique qualities.

Self-education is a necessary condition of self-education - outside of any educational institution and without the help of a teacher, the knowledge required by a person, co. 'Acquisition of skills and abilities. This is the difference between self-education and education, that is, non-standard education.

A person's attitude towards himself and his life depends on understanding this difference. In education, the first priority is the teacher, who in a certain way teaches something to other people or to a lonely person. In self-education, the main focus is on the student himself, that is, on what he is learning. The student in this case is both a student and a teacher at the same time and bears all the responsibility for the learning process. And it allows a person to decide for themselves what and how to learn.

The motivating factor is not the teacher's instruction, but the inner desire, motivation, which are the most powerful engines of self-development. This type of knowledge is the most effective. Self-acquired knowledge is of great personal importance. Self-discipline requires the subject to see the meaning of life in teaching; conscious goal setting; ability to think independently, self-organize and self-manage, and so on.

Of particular importance is the organization of classes based on the theory of the gradual formation of mental movements, which allows to organize a rational independent search for solutions to learning and cognitive problems.

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