

Personal Effectiveness As A Factor In School Student Personality Development: Analytical Review

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Abstract:

Relevance

Methods. Literary and research works on pedagogy and psychology on this topic were studied and analyzed. The level of mastering by students of the subject was determined by the methodology “Study of educational documents”, the activity of students in the educational process and the professional competence of teachers using the method of pedagogical observation.

Individual characteristics of students were diagnosed using the method “Your Style of Learning and Thinking, SOLAT” co-authored by Ellis Paul Torrance and C.R. Reynolds, T. Riegel, O.E. Ball. To differentiate and individualize the educational process, synthesized teaching methods were used, taking into account the specifics of receiving information by students and the style of thinking.

Results. This ensured a deep and complete understanding of the new teaching material by the students. Students learned the teaching materials as efficiently as possible, based on their abilities. Science teachers made sure that the learning process was focused on the student’s personality. This served as the basis for students’ demonstration of knowledge and creative activity in the classroom.

Conclusions. Improving the personal effectiveness of students requires the teacher to organize the educational process, taking into account the individuality of the students and linking theory with examples from real life and practical experience, as well as constant “feedback” in the classroom. This ensures that children fully understand and master the learning information.

Keywords: quality of education, teaching process, personal effectiveness, personal inefficiency, student development, individualized education, person-centered education, teacher professional competence.

INTRODUCTION

Currently, special attention is paid to identifying and developing the creative abilities and skills of schoolchildren. About 40% of the population of our country is under 18 years of age. The realization of their abilities and talents largely depends on the early identification and purposeful development of their qualities. In this sense, one of the strategically important tasks facing school teachers and pedagogues is to increase the personal effectiveness of students through the formation of new education.

The issue of improving the quality of education is reflected in a number of directives signed by the President of the Republic. These documents focus on the issues of replenishing educational institutions with modern teaching materials and literature, attracting qualified teachers and managers in the field [2], improving teaching methods and gradually introducing the principles of individualization into the educational process [1]. It is necessary to introduce modern educational programs and methods in the process of teaching and education in educational institutions, to create conditions for the full development of students and to increase the professional competence of teachers and specialists to perform these tasks. [3].

The basic purpose of introducing a rating system for evaluating the effectiveness of school activities is to assist educational institutions in bringing PISA, TIMSS and PIRLS to the level of international student assessment programs. Most importantly, the rating will also serve the process of preparation for the international assessment program of the Republic of Uzbekistan PISA in the international arena. This requires a deep study of the issue of increasing the personal effectiveness of schoolchildren and its widespread implementation in practice.

MATERIALS AND METHODS

A number of aspects of the problem of student personality development have been scientifically investigated. However, the introduction of a system of forms and methods, methods and means of increasing the personal effectiveness of students in schools remains a special pedagogical problem. To overcome this problem, it is necessary to direct the process of teaching and educating teachers of general education schools to increase their personal effectiveness, taking into account the physiological characteristics and individual characteristics of children.

Recent research in the field of pedagogical psychology has shown that if the teacher's thinking strategy and the leading representative system in the educational process do not match the student, their individual lateral profiles do not match, creating a psychological "barrier" between them. As a result, due to the emergence of this "barrier", the effectiveness of student activities can be significantly reduced or even eliminated. [5][6][8][7]

In general, the issue of personal effectiveness is a very controversial topic, as well as a very important one in human maturity. One of the main reasons for this is that the majority of scientific literature aimed at increasing the personal effectiveness of students does not take into account the ethnic characteristics, traditions and national values of our nation.

We believe that in order to understand personal effectiveness in student activities and explore ways to achieve it, we must first clarify the concept of "personal effectiveness".

Robert Pouzen, a well-known expert in the field of effective business organization, said, In the introductory part of the book "Rules of efficiency of professionals" ("On the peak of opportunities. The rules of efficiency of professionals"), he talks about the criteria of performance, focusing on the maximum use of minimum time. The play describes the following three main ideas aimed at increasing the effectiveness of the individual: 1) goals and priorities; 2) focus on the end result and 3) not waste the power of the mind. It is then suggested that the individual develop different ways of managing activities, based on key ideas. [25]

"Personal effectiveness" is one of the concepts that define human potential. However, the concepts of "personal effectiveness" and "human potential" have not yet been clearly defined. Although these

concepts are used in a close sense, they mainly refer to a person's character, his intellectual abilities, will, talent, professional training or level of knowledge, according to Z.P. Zamaraeva and N.V. Pankratov. [18]

The term "personal efficiency" is also used to mean "personal growth". If a person lives indifferently, relying on chance, and does not set clear goals for himself, then there is no room to talk about the personal effectiveness of his activities. If a person is active, clearly defines immediate and future goals and strives to achieve them, it is possible to talk about his personal effectiveness. At the same time, S. Didkovsky says, it would be wrong to consider a person's performance "effective" in situations where he has achieved more than he set out to do. [12] That is, when a person honestly evaluates the results he has achieved, if he has achieved less or more results than he set for himself - his personal effectiveness in his activities is assessed as "low".

S.A. Drujilov conducted a study on the effectiveness of the activity and the individual reserve of professional development, and identified the factors influencing the adaptation of the specialist to a new activity. In this case, the effectiveness of the activity was studied in relation to external environmental factors that adversely affect the specialist. Personal qualities, motivation, psychological adaptation / maladaptation, social relations system, cognitive functions, and operational blocks were studied as these factors. At the same time, the influence of personal factors on the overall effectiveness of the activity was significant, and it was found that the main qualities are conscientiousness, perseverance in communication and emotional stability. In the block of motivation, the motive of creative activity helps to increase personal efficiency, while the motive of achieving comfort can decrease. [15]

Inefficiencies (failures) encountered during human activity can be broadly divided into specific and problematic inefficiencies. In a particular type of failure, a person's performance is ineffective if the outcome is less than the goal he set for himself. This is explained by the fact that the reasons for inefficiency are known and obvious to the individual. This is because a person can always analyze their activities and make corrections to determine the reasons for not achieving the desired results.

With the second type of failure - inefficiency, a person, as a result of his activities, achieves more than the set goal. This activity is ineffective to some extent problematic or vague. In such situations, the fact that a person does not take into account his personal capabilities when setting goals, or that high results are achieved under the influence of other factors - will be important when planning the process of his next activity.

There are two possible reasons why a person may exceed a goal:

- it occurs as a result of a human's personal capabilities being higher than the goals he or she has set for himself or herself;
- the result is a logical continuation of a person's targeted activity, not as its product and result, but as a result of the impact of a random combination of unforeseen circumstances on the process of activity.

Within both types of failure in an individual's activity, problem inefficiency is relatively risky. This type of inefficiency can lead to a variety of unintended consequences, usually due to the fact that the person does not realize the ineffectiveness of their activities immediately / in a timely manner. [9]

I.I. Melnikov's article "Fundamentals of Personal Effectiveness" identifies several key skills that make up the concept of "personal effectiveness":

- 1) setting goals and setting priorities;
- 2) adherence to time management principles;
- 3) use effective ways of thinking;
- 4) initiative in communicating with people.

The author emphasizes that these skills can improve personal productivity levels / indicators by developing the essence of personal effectiveness of human activities. [23]

The issues of pedagogical observation of the process of formation of the position of young schoolchildren as a subject of educational activity are reflected in the scientific research of G.V. Samuseva. According to the author, the effectiveness of pedagogical support in the process of forming students from the position of the subject of educational activity should be considered as a reflection of his personal experience in this position. In this case, the social status of development at a certain age and its expression in individual methods of education will be important. [27]

“Pedagogical support of the formation of the student as a subject of the educational process” means a system of specific pedagogical activities aimed at the organization of voluntary and educational activities of students, their teaching and the development of value-semantic relations, as well as communicative-dialogical activity and subjectivity of teachers. Pedagogical support is reflected in the formation of the student’s position as a subject of education at different stages of learning, creating conditions for the manifestation of this position and helping children with disabilities to develop individual abilities.

T.B. Knyazeva studied the pedagogical conditions of personal development of secondary school students and developed a set of pedagogical conditions to increase the effectiveness of their personal development. The researcher realizes that in the personal development of students, their “... personal growth is an advanced direction of the development of a complex“ living ”system, bringing personality development to the level of quantitative and qualitative changes in the whole. The process of socialization of the individual creates a system of pedagogical conditions for the formation of a holistic personality of students, including his individualization, the application of their capabilities in practice and the maximum development of personal potential.[19]

Pedagogical conditions for the formation of the existential direction of the student's personality are studied by E.Yu. Borisenko. **Error! Reference source not found.** The scientist sees existentialism not only as a philosophical movement, but also as a cultural movement that embodies the deep emotional and spiritual dimension of modern man and describes the psychological situation he faces and the unique psychological challenges he faces. As a result of her research, she believes that it is necessary to establish a system and general direction of each specific activity in order to create organizational and pedagogical conditions that help to develop students’ existential orientation and identify problems related to their personal development. Therefore, first of all, it is necessary to conduct a general diagnostics, which will determine the direction of the teaching staff, the purpose of which is to identify existing knowledge and capabilities of teachers, to form a conscious desire for self-development in students and to begin optimizing the school.

The methodological work of the school includes four main components: 1) didactic; 2) private methodology; 3) training; 4) psychological. The essence of these components is to ensure the general direction, purposefulness and interconnectedness of the school teaching staff. The exchange of best pedagogical practices can be organized on a school basis by organizing similar training courses and methodological seminars in a systematic and rigorous manner on the timing and topic. Such an approach to teacher training allows to identify a single general requirements for the organization of the educational process in the school.

Research by R.I. Egorova is devoted to the problem of pedagogical support of the process of choosing a profession by students. The dissertation reveals the organization of personality-oriented education at school - social and professional self-awareness and self-determination of students, pedagogical support of the propaedeutics of self-awareness, taking into account the indicators of professional suitability and preparedness, the human right to individuality.**Error! Reference source not found.**

The pedagogical conditions for the formation of educational motivation in adolescents through developmental and correctional activities are determined experimentally by V.V. Kovalev. [20] The researcher proposed the following pedagogical conditions that ensure the formation and development of educational motivation in students who have difficulty in mastering learning materials through developmental-correctional work:

- To encourage the emotional, intellectual and social activity of students experiencing various difficult situations in educational activities, in order to make targeted changes in the motivational sphere of the student's personality in the educational process;
- Implementation of the child's educational activities based on the principles of psychological and pedagogical support. This involves studying the state of development of the child's personality and, if necessary, rationalizing it with the help of educational exercises, lectures and consultations based on the principles of modeling and play. A positive decision by modeling conflicts and conflicts of interest arising in the process of adaptation at school;
- to build a system in the form of person-centered situations aimed at activating the motivational and semantic functions of the student.

In her study of student personality development N.G. Dilova argues that, given that the pedagogy of collaborative learning is based on improving the pedagogical process and its orientation towards the student's personality, this technology can serve to create a creative environment aimed at forming a creative personality. Collaborative learning includes the exchange of ideas, conversations, analysis, discussion, negotiation, practical tasks, problem solving as the main processes of training.[14] The researcher concludes that "the essence of educational technology should be the development of the individual, not to create theoretical conditions for the substantiation of the theory of education, but to help him self-education". [14]

Rustamova M.M. **Error! Reference source not found.**believes that in order for the educational process to have a positive impact on the personal effectiveness of students, the learning tasks used in its organization must meet the following minimum didactic requirements:

Knowledge is achieved by searching and finding the main evidence, memorizing them, describing, recognizing, reviving, naming, researching, knowing its structure, etc.

Comprehension is achieved as a result of retelling, understanding the essence, explaining, describing, and describing in other ways as well as in other words.

Application - involves the application of the knowledge gained in other contexts (use, solution, experimentation, application, observation, forecasting, problem solving).

Analysis - to identify the main relationships between concepts and understand their essence - to divide the field material (knowledge, event, machine, information) into components (components) and understand the function of each of them. Be able to analyze in the direction from simple to complex and from complex to simple (identify relationships between parts, connect, combine; divide, categorize, group, find common patterns, categorize).

Synthesis is the organization of a new thing (knowledge, object, machine) from several of its parts (parts) using their properties (creation, assembly, combination, creation of new ideas, proposing new hypotheses), testing them and creating new ones based on the results obtained. develop as a competitor to existing ones.

Evaluation is the process of determining the result achieved, making a decision, or finding a solution (carrying out the evaluation process, resolving, identifying relationships in the cause and effect chain, categorizing, and identifying them).

In our research, we used the "Your Assimilation and Thinking Style" method, co-authored by Ellis Paul Torrance and C.R. Reynolds, T. Riegel, O.E. Ball, to identify individual characteristics of students. Based on our initial results in organizing the learning process, taking into account the style

of learning and thinking of students using this method, we made the following assumption: *The organization of the learning process taking into account the style of learning and thinking of students is an important factor in the transfer of information "in the language they understand", individualization of the lesson and individualization of the student as much as possible.*

RESULTS

A person's personal effectiveness is determined by the ratio between the goals that he sets and the results that he or she achieves along the way. If the results achieved in the course of a person's life or in a certain part of this process are commensurate with the goal, then the person's activity is considered effective.

The result achieved by a person can be lower or higher than the set goal. Therefore, it is necessary to study its nature, nature and causes in order to correct personal inefficiency.

Certain paradigms - natural and artificial - technical paradigms are used to correct the inefficiency of individual activity.

The natural paradigm is inherent in man "by nature" and consists of an unconscious desire to overcome the experience of personal inefficiency by lowering one's aspirations, lack of confidence in one's abilities, underestimating some of one's abilities and preventing them from applying in practice.

The artificial-technical paradigm is the opposite of the natural paradigm. This paradigm requires a person to take conscious and voluntary actions aimed at actively working with their abilities. Using this paradigm as one of the strategies for developing personal effectiveness can distinguish *three areas of personal effectiveness development*:

- 1) skills at the level of goals;
- 2) the levels of skills formed and the goals to be achieved through the results obtained;
- 3) skill levels and goals and outcomes.

Skill development strategies at the level of accepted goals are based on the knowledge that any ability is nothing more than a socially normalized way of targeting a person's activities.

DISCUSSION

A student's personal effectiveness is an activity in which he or she uses his or her intellectual, spiritual, moral, and physical abilities in class, extracurricular, and extracurricular activities in accordance with ethical standards. Various aspects of the issue of increasing personal effectiveness in the activities of secondary school students have been studied by scientists in the field of pedagogy and psychology.

Based on the analysis of scientific research and the results of our personal experience, the issue of personal effectiveness in their activities is inextricably linked with the issue of human well-being and determines its potential. This concept mainly refers to indicators such as a person's character, his or her intellectual abilities, will, talent, professional level, or level of knowledge. At the same time, it is important for a person to be able to set short-term and long-term goals and priorities, to organize their activities in a timely manner, to use different types of thinking and to be socially active.

The main task of organizing the educational process in general education schools is to improve the quality of teaching and social activity of students, the formation and development of positive qualities in accordance with social norms and compensatory qualities that contribute to effective socialization. From this point of view, *we can recognize that the personal effectiveness of a secondary school student can be determined by the ratio of the ability to acquire knowledge in academic subjects to the level of knowledge acquisition.*

The personal effectiveness of a school student is determined by the correlation between the purpose and the result of his educational activity. If a person has achieved more or less than the educational,

pedagogical and developmental goals set in the course of educational activity - his activity is considered ineffective or unsuccessful. In order to correct the problematic inefficiency in the student's activity through pedagogical correction, the factors that caused such inefficiency are first identified by studying and analyzing the nature of this problematic inefficiency. Due to the nature of these factors in the pedagogical correction of personal inefficiency in the activities of students, it is expedient to apply natural and artificial-technical paradigms.

Individualization of the educational process at school and the application of the knowledge gained in practice, early identification and targeted development of talent, the formation of such qualities as initiative, creativity, teacher qualifications and the correct use of innovative technologies are important factors in increasing the personal effectiveness of students.

CONCLUSION

The concept of "increasing the personal effectiveness of the student" can be explained as follows : *It is understood that the development of the student's personality based on individual, characteristic and neuro-pedagogical characteristics, the maximum activation of the process of learning by correcting existing deviations and behavioral defects that negatively affect his successful socialization. At the same time, individual or group activities aimed at the targeted increase of knowledge and social activity of students, the formation and development of positive qualities in accordance with social norms are organized systematically through the creation of differentiated pedagogical conditions of the educational process.*

In secondary schools, three strategies for student achievement can be seen:

- 1) the degree to which the student's abilities are appropriate and consistent with the stated learning objectives;
- 2) the degree of coherence of learning outcomes with the formation of the student's abilities;
- 3) the degree to which the learner's abilities, learning objectives, and outcomes are consistent.

The strategy of developing students' abilities related to the existing cognitive process up to the set goal level is based on the understanding that any ability is nothing more than a socially normalized way of targeting an individual's activity.

These conditions reflect the main tasks of pedagogical diagnostics and correction, which are organized and implemented, in particular, in general education schools:

- Development of the program of pedagogical diagnostics and correction of gifted children - creation of pedagogical-psychological mechanism of identification and upbringing of gifted children;
- Development of content for the development of gifted children (curriculum, targeted program);
- bring opportunities and potential sushchestvuyushchix pedagogical subjects in the middle school in sootvetstvie with trebovaniyami this process;
- nurturing the talents of gifted children in accordance with their interests in secondary schools.

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