
Realizing Ones Individual Potential Using a Reflective Approach to the Development of Alternative Characteristics in Students

Yuvoshev Sherzod Olmasovich

Namangan Engineering and Construction Institute, Independent researcher of the Department of Social Sciences

Abstract: In the article, applying the principles of a reflexive approach to the development of altruistic qualities in students allows to establish the active cooperation of students and the teacher, to realize the individual potential of the student in the process of moral formation.

Keywords: being noble, "living for others", the science of "Upbringing", altruistic qualities, the function of methodological support, the function of methodological support, the theory of pedagogical design.

Applying a reflexive approach to the development of altruistic qualities in students allows to establish active cooperation between students and the pedagogue, to realize the individual potential of the student in the process of moral formation.

The main principles of the reflexive approach include:

The principle of self-awareness

The principle of self-expression

The principle of self-control

The principle of self-awareness. It is through self-awareness that allows students to become independent, prepare for creative and creative activities;

The principle of self-expression. Develops the ability to justify his moral point of view within the framework of moral standards, to show initiative and self-expression in the manifestation of generosity and nobility. High humanity is created by creating a desire for self-development in students;

The principle of self-control. This principle is an in-depth analysis, justification and generalization of students' own behavior; the importance of forming moral qualities in connection with a certain situation, requires understanding of the need to have knowledge of what additional sciences and means of influence in the development of altruistic qualities; increases students' cognitive activity, encourages active and independent thinking.

Currently, interest in the axiological approach is associated with changes in the socio-cultural environment, the emergence of a new global moral crisis. Therefore, in the new millennium, the scientific community is actively trying to identify, regulate and systematize the values that should be mastered by humanity.

In connection with the subject of the dissertation, the axiological approach is important in terms of forming a value system for the development of altruistic qualities in students.

The research status of the axiological approach makes it possible to perform various tasks in the system-functional model of the development of altruistic qualities in students:

gnostic (identification of socially significant values to protect against egoistic vices and moral depravity);

guiding (choosing the necessary values to satisfy the needs for the formation of high moral qualities and its protection through will power);

informative (to be aware of the diversity of values related to the development of altruistic qualities in students); evaluator (making a correlation between moral and social values);

technological (clarification of the ways, methods and means of forming a system of moral and social values).

The main goal of the axiological approach: in the development of altruistic qualities, it creates the necessary conditions for the effective organization of the process of formation of universal, moral, cultural and enlightenment values in students.

As the main principles of the axiological approach, the following were defined:

- the principle of integrating social and moral factors that require the formation of a value system in the student. This principle requires harmonizing social and moral values and ensuring integrity between them in the development of altruistic qualities in students;
- the principle of social activity. This principle is important and necessary for the development of altruistic qualities in students, and the connection with the objective changes occurring in society, including social relations, requires the formation of social activity in students. These changes create a high moral environment and qualities of being able to give something to others.

Based on the above-mentioned points, it can be concluded that the reflexive and axiological approach determines the complete description of the studied process, provides effective planning, organization and diagnosis of the development of altruistic qualities in students.

From an organizational point of view, the need to use a personal-activity-oriented approach requires the following rules to be based on:

- the uniqueness of the development of altruistic qualities requires taking into account the individuality of students;
- emerges as the basis and practical direction of the content of developing altruistic qualities in students;
- a personal-activity-oriented approach allows for a complete analysis of the student's main qualities and unique characteristics. In this way, the personal-oriented approach is the basis for the development of methodological support for the process of developing altruistic qualities in students. This methodological approach requires the following principles:
 - the principle of cooperation. This principle forms the activity of teachers and students as equal partners. Therefore, the teacher appears as an experienced teacher who creates conditions for dialogue and exchange of ideas;
 - the principle of subjectivity. This principle requires that teachers independently acquire knowledge and experience in the development of altruistic qualities, and have a personal life position in the manifestation of moral qualities. In this process, the teacher should make the student understand his "I", think about the consequences of his actions, evaluate

himself as a distributor of high social relations;

- the principle of independence. This principle requires that the student independently acquires altruistic qualities based on a specific goal, analyzes and evaluates them, as well as acquires the skills to resist negative egoistic qualities. In the conditions of today's global moral crisis, it is required to demonstrate that one has independent morality and competence based on the development of high moral qualities through the science of "Education".

An approach focused on personal activity forms the basis of the content-process block.

The content-process block reflects the following complex pedagogical conditions:

1) in the pedagogical process aimed at the development of altruistic qualities and in practical life, to determine the manifestation of selfish vices contrary to altruism in real situations and to determine the system of social and personal values in students;

2) forming a reflexive point of view in students regarding high moral qualities in the context of global moral changes by analyzing situations and completing assignments;

The cognitive component in the development of altruistic qualities in the pedagogical process includes several interrelated elements: 1) mastery; 2) application; 3) generalization. It shows the interconnectedness of the listed processes, reveals their essence and content: acquisition of knowledge and values related to the development of altruistic qualities; to learn about egoistic and individualistic qualities, which are opposed to altruistic qualities. This component is also related to the application of the system of knowledge and values related to the development of altruistic qualities by students in the process of analyzing situations and performing tasks, and in the process of developing educational projects, this knowledge is used in general.

The activity component includes the following three elements: 1) assistance; 3) support; 3) giving advice. It reveals the connection of these processes, their essence, ways of implementation.

Helping students in mastering preventive methods of developing altruistic qualities, using seminars, discussions, games, etc.; supporting the activity of students as a subject of developing altruistic qualities, using teaching forms and methods such as seminars, discussions, essays; in the process of developing altruistic qualities, giving advice for independent self-expression is carried out in the process of developing author's educational projects, participating in group discussions, and performing life cases.

The activity component is a set of mechanisms of mutual action of the teacher and students (cooperation, support, consultation), organizational forms of methodical support in close connection with the functions of the pedagogue (informative, motivational-facilitative, consultative) and tasks related to the development of altruistic qualities in students (adaptation, reflection, self-expression).

The methodological component includes forms, methods and means of developing altruistic qualities in students. It is directly related to the cognitive and activity components and represents the methodological basis of their implementation. In connection with this aspect, it is possible to come to the following conclusion: the methodical component reflects a set of forms, methods and tools that allow to achieve the set goal.

The next block of the model reflects the result. This block performs an evaluative function and reflects the practical aspect of the research. Therefore, it reflects the levels, criteria and indicators of the development of altruistic qualities in students.

It is known that criteria are signs, characteristics, clarification or classification of something

that are the basis for developing an assessment. An indicator is a discussion of why something is going and developing, and a degree is how something changes, develops and becomes important.

In our opinion, the level of development of altruistic qualities in students and the effectiveness of this process should be evaluated based on the set goals and tasks. The effectiveness block reflects the following elements: criteria, indicators and levels for determining the development of altruistic qualities in students. Four evaluation criteria were considered in the study:

1) cognitive; 2) concerning activity; 3) personal; 4) axiological.

The following requirements were met when determining the evaluation criteria: the number of criteria should not be less than three, each criterion should have at least three indicators;

1) criteria are measured on the basis of indicators that can be concluded about the level of their low or high manifestation;

2) the criteria should be adopted on the basis of taking into account the main types of pedagogical activity as much as possible.

The following three measurement criteria were defined in the study: 1) cognitive; 2) concerning activity; 3) axiological.

Based on the specified criteria, indicators of the development of altruistic qualities in students were determined (see Table 2.9).

Table 2.9. Criteria for evaluating the level of development of altruistic qualities in students

Criteria	Indicators
Cognitive	➤ the completeness of knowledge about altruistic qualities, the foundations of moral criteria, the ways, methods and means of eliminating egoism and selfishness
About the activity	➤ possession of basic competence related to the manifestation of moral qualities;
Axiological	➤ formation of educational motivation aimed at developing altruistic qualities;

The following principles were used to determine the indicators of the development of altruistic qualities in students:

- maximum autonomy of indicators from each other;
- availability of the possibility to diagnose signs related to the evaluation system of the obtained results. This assessment includes:
 - a) having a single meaning of the diagnosed quality;
 - b) availability of a measuring instrument;
 - c) the ability to scale the measured sign;
- reliability;
- validity - the conformity of the determined indicator to the aspect that the experimenter wants to assess;
- comprehensiveness - the possibility to reveal the essence of the state of the experimental-test object by using the sum of indicators;
- neutrality - stability of impact on the researched process.

In the process of research, a graded approach was used to assess the development of altruistic qualities in students. This approach makes it possible to analyze the dynamics of the studied process when moving from one level to another according to each criterion.

Determining and justifying the level of development is carried out in the course of experimental work to determine the level of initial preparation of students in order to study and understand the general directions of the problem. In the process of preparation for the activity, students progress from a low level to an acceptable level.

The effectiveness of developing altruistic qualities in students is determined by the presence of certain quality changes.

The proposed program for diagnosing the level of development of altruistic qualities in students was tested at the foundation stage and used in the process of educational experiment-testing, which allows to determine the level of development.

The model developed within the framework of the study has a holistic description, its blocks are interconnected and serve to determine the final result; has a pragmatic orientation as a means of organizing actions aimed at developing altruistic qualities in students; represents an open system as a formative of moral qualities in students and prepares them for life.

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