SCIENTIST IN THE MODERN SCIENCE WORLD: NEW ASPECTS OF THE SCIENTIFIC SEARCH

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paragraph 2.2 –	D.E. Mirzabdullaeva;
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paragraph 2.4 –	Z.B. Kurbanova;
paragraph 2.5 –	B.G. Zhabbarov;
paragraph 2.6 –	M.A. Abdullayeva;
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paragraph 2.9 –	M.M. Kambarov
paragraph 2.10 –	D.A. Rakhimbayeva
paragraph 3.1 –	Qu.M. Irisboeva;
paragraph 3.2 –	G.R. Mansurova;
paragraph 3.3 –	N.S. Abdullaeva;
paragraph 3.4 –	N.Sh. Mullaboyeva;
paragraph 3.5 –	U.M. Askarova;
paragraph 3.6 –	X.A. Rakhmatova;

TABLE OF CONTENTS

INTRODUCTION: WAYS TO INCREASE THE EFFECTIVENESS OF EDUCATION IN AN INTEGRATED ENVIRONMENT

The fact that the development of society takes place in general features, along with the positive aspects of development, but also its negative consequences, poses new challenges to humanity. This is directly related to the processes of globalization and integration. The process of globalization depends on the economic, political, military, spiritual and religious potential of states. The process of globalization has also accelerated the process of integration of industries, and at the same time requires that industries operate harmoniously. The demand for intellectual wealth, high knowledge and potential in the XXI century implies the education of young people who have modern knowledge and skills, who are able to take responsibility for the future of the country, as a crucial factor in the path of sustainable development. The development of society and the rise of people's lifestyles cannot be imagined without the active integration of education, science and industry. Commenting on the term integration, it is derived from the Latin word "integration", which means the restoration of certain units. In practice, the term refers to the processes associated with the unification of two or more subjects around a single goal [1,193-203].

The integration process involves compositional and communicative components that affect different levels of expansion. Compositional parts are related to content and structure and require the identification of informal and normative boundaries of merging subjects. The communicative part, on the other hand, implies a change in the form of the relationship between the content and the subjects, their principles and mechanisms in the new context. The role of integration in the education system in modern society is growing, and the educational activities of general secondary education institutions are reflected in their creative and scientific abilities as a result of the personal development of university students. It should be noted that a traditional education strategy limited to the acquisition of the necessary knowledge and skills does not adequately respond to the development of the individual as a cultured and competent individual, reducing the individual's need for acceptance of universal and cultural values. One of the solutions to this problem is the problem of integration in the educational process, which is reflected in many studies and scientific sources.

The introduction of integrated approaches to the practical processes of the education system allows to know the historical development of integration in the conduct of applied research, to observe, analyze and select the most relevant approaches available in accordance with national pedagogy. In this regard, we agree with the opinion of the researcher A. Tajhanov that integration in education is a process of reforming the general structure of education, helping students to understand the information provided, to form their understanding and ideas about the interaction of all processes around the world. [2,1092]. The scientific status of the term integration was first given in the theory of integral calculus in the XVII century (Sh. Newton, G. Leibniz). Here, integration is seen, on the one hand, as an inverse process to differentiation, and, on the other hand, as a specific type of integration [3,170]. In education, the idea of integration was put forward by Ya.A. Kamensky, and this multifaceted concept was explained by Spencer in the XVIII century [4]. Theoretical foundations of integration as the most important concept in social pedagogy were laid by B.M. Kedrova, V.P. Kuzimina. We can see in the scientific researches of A.Lektorsky, V.N.Maksimova, A.P.Ogurtsova, A.I.Rakitova, V.S.Stepina, M.G.Chepikova, B.Ch.Yudina and other researchers [5,316].

Today, this scientific category is adapted to the context of pedagogical science. In the research of A.Ya. Danilyuka, N.I. Kondakov, Yu.S. Tyunnikov and others, integration is

described as "principle, process and result", "unification of all scattered parts" instead of "integrity, integrity, systematization, generality" [6,21]. Emphasizing the need to understand the integration of sciences as a form of their interaction, B.M. Kedrov believes that there are common research goals and objectives in different areas of knowledge, a single system of knowledge is needed to solve and implement problems [7,81- 85]. In the context of modernization of the education system, its integration is an innovative paradigm, which can form a creative, competitive personality in the context of inseparable interaction and cooperation between the types of education. as a trend and as an integrative common subject in the system of human relations and relations with the world.

Today, this scientific category is adapted to the context of pedagogical science. In the research of A.Ya. Danilyuka, N.I. Kondakov, Yu.S. Tyunnikov and others, integration is described as "principle, process and result", "unification of all scattered parts" instead of "integrity, integrity, systematization, generality" [8,440]. As a result of scientific research, we have found that integration processes have been described differently in many studies and have analyzed the features that support and differentiate each other (Appendix 1).

At the beginning of the XXI century, Uzbek pedagogy is actively developing. Given the current stage of modernization of education, special attention is paid to the development of innovative development trends, integration educational programs, the introduction of integrated technologies. The result is a system of integrated educational institutions such as preschool and general education, schools and higher education, schools and lyceums. All this, according to V.N. Maksimova, allows to consider integration as a "principle and factor in the development of modern education systems" [9]. As a result of the analysis, we fully agree with the following scientific grounds stated by them, given their importance for our scientific article: The research conducted by T. Lomakin considered two aspects of integration in the field of pedagogy: the integration of the content of education and the interaction of all educational systems [10,221]. In support of this description, we recognize in our article that integration processes in education are, first and foremost, the collaboration of all types of education systems toward a common goal, followed by the integration of educational content that serves specific purposes. The research of A. Ignatov, V.M. Maksimova, N.M. Belyankova and S.Yu. Polyankina states that in pedagogical educational processes it is effective to establish interdisciplinary relations, such as interdisciplinary relations, through the organization of integrated courses, departments and modules [11,76- 82] and this is also one of the most plausible descriptions in achieving the goal of our study. In our research, we want to provide a theoretical and practical basis for improving the quality of education and ensuring a high-performing learner ho determines the quality outcome. We emphasize that it is an effective way to achieve this goal by conducting the learning process in interdisciplinary, interdisciplinary, interdepartmental integrated methods to form a high-performing student, supporting the above description of integration. Joining the recognition of European scientists in the process of integration in education and its effectiveness as a factor that increases efficiency, we, together with our local scientists G.I. Muhamedov, U.N. Khodjamkulov, S.A.Toshtemirova, N.M.Koshanova, G.N.Sharipova and D.Karshiyeva emphasize the practical importance of integration processes in education, material and financial, technological, we have argued that there is a need to mobilize all resources in the field of information, methodological and human resources [12,280].

As a result of the analysis of integration research, we classify the integration that corresponds to our research object into several types:

- integration of educational content;

- integration of scientific and theoretical approaches, methods, practices and technologies in the implementation of new innovations in education;

- integration of theoretical and practical activities;
- integration of all types of education in the field of education into a single system of continuing education (preschool education, general secondary education, secondary special education, higher education, postgraduate education, special and additional education, etc.);
- integration of all participants interested in the educational process and learning outcomes in a single educational context (teachers, learners' parents, social order consumers, researchers, social, economic and cultural groups, special socio-cultural groups (disabled, migrants), etc.);
- integration of national education in accordance with a single global process.

After a thorough analysis of the classifications given for integration, we recognized that integration in education is manifested mainly as two concepts, namely, the integration of the education system and the integration of educational content. Emphasizing the inevitability of deep integration processes in modern education, I.E. Kashekova said: "The modern world is built on an integrative basis, which requires multifaceted knowledge, competence, the ability to correctly select and use the flow of information. From this point of view, we must conclude that education should be built on an integrated basis, to acquaint people with the world and help them to master it" [13].

The issue of integration of education, science and industry in Uzbekistan is not a new phenomenon. Although there is a theoretical basis for this in the education system, practical results are also sufficient. First of all, the National Training Program sets tasks to "ensure the effective integration of education, science and industry, the development of state requirements for the quantity and quality of trained personnel, as well as the formation of orders of non-governmental organizations, enterprises and organizations" [14]. As in any field, the "human factor", ie the knowledge of a history teacher, plays a crucial role in increasing the effectiveness of teaching history, as well as becoming a mature specialist in his field. Experience shows that in the work of the teacher is often based on specific historical facts, concepts, "space", "time", historical archival documents, drawings, diagrams, statistics, local lore materials, especially in the organization of local lore of the independence period. distance from the methodology not only negatively affects the effectiveness of the lesson, but also threatens to cause the student sitting in the classroom to lose interest in the subject being taught for a lifetime [15]. The national model of training states that "Continuing education is the basis of the system of training, a priority area that ensures the socio-economic development of the Republic of Uzbekistan, meeting the economic, social, scientific, technical and cultural needs of the individual, society and state." This definition reflects the integration of continuing education with science and industry. The economic needs of the individual, society and the state are met by production, and the scientific and technical needs are met by science. But at the same time, the presence of the following problems in increasing the efficiency of education and strengthening its impact on the national economy demonstrates the need to further improve the integration system in education, especially in the field of pedagogy:

• weak links between the education system and the labor market;
• insufficient connection between "education-science-production";
• the need to further strengthen the material and technical base of educational institutions;
• improving the quality of teaching staff on the basis of improving the scientific and pedagogical basis of training;
• increase the efficiency of the market of educational services with the need to create private entities, etc.

The integration of science is the basis for changing the content of education, and in the modern education system we must take into account that the development of the individual as a core value of the family, school, society and state is related to education. Integration is a complex scientific, pedagogical and social factor that determines the timely implementation of the development of our education system for this purpose. From the given definitions and descriptions, it is understood that the concepts of integration, continuity and coherence form interdependence and integrity. Substantiating the natural interdependence of these concepts from a scientific point of view will undoubtedly further accelerate the integration processes between them, serving for the effectiveness of all three. This means that the development of any industry or sector depends, first of all, on three factors: the interaction, rounding and integration of education, science and production processes. The mutual integration of this trio will lead not only the industries, but also the subjects of this system to turn to innovative processes. We would like to explain the growing importance and necessity of the integration of education, science and industry for the following reasons:

- the growing impact of globalization on education, science and industry;
- a sharp reduction in the timing of scientific development and implementation of results;
- increased competition in the field of scientific research;
- growing competition in the manufacturing sector;
- the growing dependence of human resources on the basis of efficiency in science and industry;
- immediate loss of relevance of scientific developments, research results;
- equal interest of all three entities in integration.

The importance of the education system in the integration of education, science and industry depends on the knowledge and skills of production staff, and this shows that the education system also needs to be constantly changed and improved. The end result of these changes will be reflected in the skills and knowledge of the staff.

It is known that production always needs an innovative and scientific approach, which also applies to different levels of production, the correctness of which no one doubts. Because production is no longer limited to its narrow field. Scientific methods and highly qualified personnel expand the possibilities of production. Science today cannot exist in isolation from production. The era of "pure" scientific experiments has passed, "for science" is a dead formula, and now it has been proved in practice that high results can be achieved only through science and production. At the heart of integration is the law of synergy (Greek "synergos" - "coordinated", "mutual partner"). Under the law of synergy, no entity can combine all the aspects that serve to ensure the effectiveness of its activities. Any subject always feels the need to cooperate with other subjects. The combination of these aspects in different subjects serves to increase efficiency. According to the classifications given in the literature, we can see that the types of integration are classified as follows:

1.In terms of development: horizontal, vertical, diagonal integration.

2.According to the level of integration: mutual cooperation, cooperation and full integration.

3.By areas of activity: production, research, education, marketing, investment and innovation integration.

4.According to the legal basis: share and joint integration [18,23].

Based on the above classifications, it is expedient to define the integration of education, science and industry as a vertical in the direction of development, interaction according to the degree of integration, production, scientific and educational integration in the direction of activity. In general, the above classification refers to the mutual

integration of more economic sectors and business entities. Given the general goals and laws of integration, it can be said that it also applies to the integration of education, science and industry. In modern theory, it is possible to observe different approaches to the integration of science and education. In one such perspective, the process is seen as an internal and inter-network integration. Internal network integration refers to the integration of science and education within one area of public administration. The meaning of intersectoral integration is much broader, ie it covers several areas of public administration and is interpreted as the convergence of education, science and industry [19]. Pedagogical potential, innovative environment, innovative education and school-laboratories are important for the effective integration of education, science and industry. These components reflect the role of scientific and pedagogical potential in training, the principles of development, modernity, innovation, modeling, the combination of theory and practice, as well as important aspects of the integration process.

In the process of integration, these areas should be in the sequence of education, science and industry and should be considered as a matter of course. The advancement of science from education, production from science or education shows that there is no natural relationship and integration process between these fields. This approach shows that science is based on the principle of "Science for Science", which is separate from development and life, and in education there is no harmony of theory and practice, and production is based on life experiences rather than scientific achievements. There is a certain development in this relationship of the industries, but we can not call it a modern, competitive production relations. In order to ensure integration, it is in line with scientific logic that production should be in education and science, and education, in turn, in the consumer relationship to science. This determines the level of the component of scientific and pedagogical potential in the integrated approach - the superiority of scientific potential in the field of science and education over the representatives of the production sector. We argued that the direct and targeted integration of education with science, industry and the economy in the context of society is a factor that increases the effectiveness of education and is the most effective cooperation in boosting the country's economy. Integration between types of education is reflected in the creation of innovative models aimed at improving the quality of teaching subjects by attaching professors and teachers of higher education institutions to secondary schools, academic lyceums and colleges. By applying the theoretical knowledge acquired in practical processes, the student believes that human technical, human-society, science-nature relations are a comprehensive process, and important competencies are formed between his inner world and society. The competencies acquired by the learner as a result of the integration between the types of education help to be prepared for different areas of the profession, overcoming the problems that he / she may face in his / her post-training activities. In recent years, one of the urgent tasks is to introduce innovations in the field of education and to apply the tested methods and tools in a creative way to ensure the integration between the types of education in many countries, their composition, principles and mechanisms.

In order to achieve these goals, in recent years in many countries around the world, the introduction of a cluster approach in education has become one of the most important conditions for increasing the speed and efficiency of the integration of education, science and industry. In clustering education, it is important to take into account, first of all, the wideranging relationships between the elements integrated into one whole [20]. The development of integrated education is associated with the correct, pedagogical basis of the form and content of education, which requires an in-depth analysis of educational, pedagogical, developmental goals. Interdisciplinary integration can take place in a pedagogical community where there is a healthy environment, mutual

respect and creative collaboration. We predict the success of the educational process on the basis of an integrated approach as follows:

- in the learning process in an integrated approach, the learner imagines the nature as a whole;

- the student's opportunities increase and he learns nature according to his abilities.

In this way, he thinks logically and makes independent observations on existing events, causes and their solutions, as a result of which his communication, comparison, comparison, generalization and inference skills, non-standard level of thinking develop. - In such educational processes the level of creativity, professional competence of the teacher increases. Thus, the organization of lessons in an integrated form guarantees not only the quality of the lesson, but also the comprehensive development of students' worldview. In conducting integrated learning processes, it is advisable to provide the student with interdisciplinary, interdisciplinary connections, otherwise the student may experience misunderstandings during the integration, become abstract, and give incorrect conclusions at the end of the process.

The study predicted that the integration of the educational process on the basis of a cluster approach in the development and implementation of interdisciplinary competence requirements will give good results, and the practical experience of the next chapter proved to improve teachers 'knowledge, identify and develop students' abilities. Today, especially in Tashkent region, a number of scientific, methodological, organizational and practical work on the cluster reform of the education system is being carried out,scientific research is being conducted. As a result, a number of positive results have been achieved in the formation of a harmoniously developed generation in education and improving the quality of education, based on the requirements of a market economy. In particular, our study provides a set of experiments that integrate "kindergarten-school university". -laboratory "innovative experimental platforms, in which groups of methodological and practical assistance in identifying and developing children's talents. The integration process in the education system we provide allows each subject to achieve the following goals:

- further enhance their position in the development and implementation of new innovative approaches to education, using the opportunities of all interested partners;

- to be able to effectively use the available resources of partners to achieve their specific goals, based on common goals.

In this way, each of the subjects unites around a separate and common goal, and is interested not only in increasing their efficiency, but also in achieving high efficiency of other subjects. In short, in a market economy, the economic and social significance of the development of science and education and the strengthening of the effectiveness of education, which has a positive impact on it, is reflected in the following:

• the acquisition of knowledge by a person involved in the production process, the formation of human capital, its development is carried out by the educational complex;

• the level of education of members of society is an important factor in determining the socio-economic development of the state and the well-being of the population;

• the development of the economy of society occurs as a result of the strong influence of human knowledge, which has become a key factor in increasing the efficiency of production;

• transformation of information into leading knowledge in various systems of education and expanding its importance

• the growing importance of the national education system in the division of labor in the country, etc.

Here are the following activities of integration at different levels and directions, which are a priority factor of educational effectiveness:

- integration of the country's science with world science;
- integration of education, science and industry;
- integration at the state, regional and institutional levels;
- interaction of educational institutions in various fields;
- integration of all types of education in the field of education into a single system of continuing education (preschool education, general secondary education, secondary special education, higher education, postgraduate education, special and additional education, etc.);
- membership at different stages of education (from the point of view of general education, primary education, secondary education, high school);
- integration of knowledge in various fields (science, culture, art, economics, etc.);
- integration of professional knowledge with scientific research (theoretical and practical study of professional knowledge based on the theory of competition);
- interdisciplinary integrated education (integration of disciplines in general education curricula);
- integration of interdisciplinary and intra-topic knowledge (continuity and coherence of topics based on a particular discipline);
- integration of teaching methods, technologies, forms of organization;
- integration of different participants in the educational process in a single educational space (teachers, students' parents, special socio-cultural groups (people with disabilities, migrants), etc.);
- integration of education and culture of all participants of education (leader, employee, teacher, learner, parent, applicant for social order), etc.

The process of integrating the education system was carried out on a cluster basis, and a number of scientific, methodological, organizational and practical work was carried out to reform it. As a result of these efforts, positive results have been achieved in forming a harmoniously developed generation and improving the quality of education in line with the requirements of a market economy.

There fore, we believe that improving the quality of education in the process of integration is reflected in:

1. Ensuring the integrity of knowledge, working methods, skills, abilities and qualities of future professionals, as well as vocational guidance, the combined acquisition of pedagogical and technical knowledge by students in preparation for professional activity is effective in providing society with a mature, competitive specialist.

2. All the competencies of the teacher in the management of the quality of education in an integrated environment, the integration of the selected methods and tools to achieve the desired result in the planning, design, technology of the learning process to improve and achieve high results.

3. The deepening and improvement of knowledge, skills and abilities of students on the basis of interdisciplinary, interdisciplinary individualized and differentiated education is a guarantee of its future success.

4. The educational form and methods, together with the conditions that effectively organize it and the methods and technologies used, help to ensure quality education in an integrated environment.

5. In the process of integration, the student's talent is developed and a quality graduate is ensured through individual work to develop students' thinking, creativity, motivation, focus on independent learning, self-development, control, interaction of components of personcentered education such as assessment.

CHAPTER 1. MODERN EDUCATION SYSTEM

§1.1. THE IMPORTANCE OF GAME TECHNOLOGIES IN THE TRAINING OF FUTURE VOCATIONAL TEACHERS ON THE BASIS OF COMPETENT APPROACH

In today's market economy, on the basis of high level of knowledge and professional skills of future teachers of higher education, they can analyze pedagogical activities and production processes, promote new non-standard ideas, rational, modern methods and tools, professional and scientific information. methods that can be applied in practice. Therefore, in the process of training highly qualified specialists in the field of vocational education, it is important to design the content of vocational education on the basis of a competency-based approach, focusing on defining competency-based approaches to designing content that combines fundamental and vocational areas.

The formation of professional competence of future professionals is manifested through the expression of its specific features associated with mental, subject-practical and motivational factors in professional-pedagogical situations.

Although the concept of professional competence of teachers has long been in the spotlight of educators, psychologists, methodologists, but mainly appeared in the late 80s and early 90s of the twentieth century. The concept of "professional competence of the teacher" is the first point of view in encyclopedias and reference books. Is a generally accepted interpretation of concepts such as "competence", "competent" and "competence". The analysis of the different approaches to defining the content and essence of the mentioned concepts has made it possible to determine that the competence includes a number of qualities such as awareness, knowledge, ability, experience, full rights. Although the terms "competence" and "competence" are lexically traditional enough for practice, they gained semantic-pedagogical orientation only in the 1970s.

Professional competence demonstrates the integrity of the teacher's interconnected and interdependent theoretical and practical training, which is based on a flexible mastery of educational process technologies, psychological and pedagogical information base of the individual in combination with experience, as well as readiness and ability to perform specialized educational activities.

The structure of professional competence includes gypsum interconnected informational, functional and technological components. The information component includes general pedagogical, psychological knowledge, etc., which belongs to the disciplines studied. The activity component includes the skills and competencies required to perform the tasks of pedagogical activity. The technological component provides for unis-efficient methods of organization based on the modeling of the educational process.

The professional competence of teachers is manifested in all aspects of pedagogical work, that is, in professional activities, daily relationships, personal development, as a complex result of labor, and requires the formation of all its components. It should be noted that the most important task of a teacher of higher education is to create psychological and pedagogical conditions for the gradual development of students' ability to manage the mechanisms of stabilization, replenishment and transfer of professional competencies. The stages of their implementation are as follows: teacher management of student activities; joint management of professional competence mechanisms by teacher and student; self-management of the professional self-development of the future specialist.

The formation of professional competence of future teachers of vocational education should be formed as a motivating factor in improving the interest and ability to

learn, pedagogical culture. As an important factor in solving the problem, future teachers of vocational education are required to improve their pedagogical skills, deepen their professional knowledge and improve their skills.

Currently, in the formation of professional competence, great attention is paid to professionally oriented learning technology (business and role-playing games, etc.).

In higher education institutions, career-oriented teaching technologies are considered to be technologies that help: the formation in students of personal qualities that are important for their future professional activities; acquisition of fundamental, interdisciplinary and specialized knowledge that will help to successfully perform functional tasks in the chosen professional direction after graduation.

The implementation of career-oriented teaching technologies in the educational process of the higher education institution provides for: achieving the set goals in the training of future professionals, active involvement of students in the process of conscious mastering the content of vocational education; providing the necessary social and cognitive motivation, the formation of a system of professional values; personal development of students as future teachers.

The main purpose of designing and developing professionally oriented teaching technologies is to create a special learning environment by the teacher of the higher education institution, which allows to activate the pedagogical interaction of the subjects of the educational process within the subject with the successful achievement of educational goals. One of the professionally oriented learning technologies that is actively applied to the learning process today is game technology.

The concept of "game" is one of the broadest and most ambiguous. The most important of the psychological and pedagogical definitions of the game is the recording of its peculiarities as a separate type of activity.

The game is characterized as a social tool by its origin, with the help of which a person acquires the world around him, social relations. According to LV Lavrinenko, the game is a universal form of activity, within which the main progressive changes take place. It develops a person's personal consciousness through repetition and mastery of social experiences [8].

Play is a type of activity aimed at imitating a person's real actions. Play activities lead to the development of new qualities of the individual as a person. It is the rules of playful behavior that are well remembered, the game teaches and educates the learner. Play activities affect the development of attention, memory, thinking, all cognitive processes [11].

D.B. Elkonin, considering different approaches to the description of the game, noted that in the game, in addition to the conditions of direct utilitarian activity, social relations between people are re-created [11].

D.N.Uznadze pointed out that the content of the game can be: the game itself; learning activities (exercises, problem solving); communication (discussion, discussion of questions); labor movements (preparation of models) and others [12].

As O.S. Gazman points out, "the game always takes place in two dimensions of time - the present and the future. The game, on the one hand, provides a momentary joy, serves to meet the current needs of the child, and on the other hand is always focused on the future, because it simulates certain life situations, or the qualities, qualities, skills needed to perform social, professional, creative functions , skills and abilities are strengthened "[5].

Learning games are a process of "integration" into other activities, independent and autonomous as a method of stimulating interest in learning, active learning technology (eg, business games), a form of reproduction of the subject and the social content of professional activity, a system of relationships specific to this type of practice.

modeling (business, role-playing games) can occur as a type of play organized by adults to perform educational tasks [1; 2; 9].

Children's games have long been considered the most common form of play. However, today the game has a significant place in the educational process, which is organized in educational institutions, that is, in the preparation of the adult population, including students studying in higher education institutions, for future professional activities, has a high enough status in the retraining of teachers working in educational institutions, in solving problems in society in an innovative way [6; 13; 15].

The importance of games is obvious today, when innovative technologies are widely used in the educational process. Games stimulate students' interest in learning activities, which in turn enhances his cognitive process, creative qualities, positive emotions, the desire to work together. Through the use of educational games, future vocational education teachers are satisfied not only with play activities, but also with the development of their intellectual potential, working together, finding collective solutions to problems that are both cognitive and professionally oriented and making joint decisions [7; 14].

Learning games represent the imitation of real (emotionally oriented, practice-oriented) situations that create the ability of participants to act together in specific situations, the development of communicative skills and abilities. Learning games enrich real knowledge to a higher degree than theoretical knowledge, which develops and improves the practical skills and abilities of future professionals. While they are more attractive than traditional forms of education in higher education, educational games stimulate students' research activities and stimulate their desire to supplement their knowledge in both the chosen professional field and related fields of activity.

In the process of the game, which is organized in higher education institutions, the teacher must be able to listen to each student, so that he himself can become an interested listener, taking into account the views of all participants in the game. The teacher must respect the qualities of each participant in the game teams. This is a prerequisite for successful communication in the game.

Thus, play is a rare means of implementing teaching in educational institutions without pressure. Game technology is tailored to the natural needs and desires of students, so learning through game technology is also convenient for the learner. Depending on the games, all cognitive processes (concentration, memory, thinking) in learners are activated, creative and professional skills are developed. Educational games help to record fatigue, overcome psychological barriers. Their use always leads to good results, increases interest in the subject, focuses on the main thing, that is, to develop the ability to cooperate in a natural communication environment during the game.

The place and role of games in the learning process depends on the extent to which the teacher understands the functions of pedagogical games. The following most important functions of games can be highlighted [3; 4]:

1) socio-cultural (knowledge that affects the formation of the individual, the acquisition of norms and values of society, acquaintance with the culture, spiritual values, interactions of different countries);

2) communicative (interaction of children and adults with each other);

3) game therapy (helps to overcome the difficulties that arise in communication with people, to overcome any difficulties encountered by the person);

4) correction (students with adaptation, deviations in behavior are helped; or all participants of the game are in the same conditions);

5) interethnic communication (acquisition of the same socio-cultural values for all (tolerance, adequate understanding of the features of the culture of foreign countries));

6) fun (creating a comfortable environment that leads to self-confidence, self-expression);

7) self-awareness function (this is the most important function because play is one of the leading areas of personality realization) and therapeutic function (game is used to overcome any difficulties a person faces).

In any case, the main distinguishing feature of games is the clearly defined goal and the corresponding pedagogical result.

Properly structured play allows [5]: nurtures memory, shapes speech ability; teaches teamwork in group assignments; teaches organization of activities, finding solutions to game problems, evaluating work productivity and work quality; stimulates the mental labor of students.

Each game type will have its own technology. But nevertheless, any educational game is characterized by the following set of operations and actions that are typical for each game used in professional pedagogy: the learning space of the model is to create a real situation in which all the essential signs of reality are manifested; the definition of roles, their interactions in the learning space recreates different aspects of the conflict situation that are modeled; to create a positive emotional mood, which contributes to the emergence of interest, motivation for future activities; organization of active role-playing activities of students; implementation of reflection of their activities by students; the repeated actions of students in the context of modeled changing real situations.

Incorporating games and play technologies into the learning process by combining them with other technologies makes the teaching process more effective for students.

Game-based learning is superior to other teaching methods in that it allows you to live for a while in situations that are close to real-life conditions. It should be noted that game technologies never completely replace the traditional learning technologies that have been tested with many years of teaching experience, but rather complement them.

§1.2. THE NEED TO IMPROVE SOCIAL COMPETENCES IN FUTURE TEACHERS

In ensuring the effectiveness of the ongoing reforms in the general secondary education system of the country, it is important to classify the general requirements for the competence of future teachers, to introduce criteria for assessing their social activism skills, integrated into international assessment programs. Indeed, in order for the Republic of Uzbekistan to become one of the top 30 countries in the world by PIRLS (Progress in International Reading Literacy Study) by 2030, the content of the continuing education system will be qualitatively updated, as well as professional training, especially in higher education. It is important to develop the professional motivation and competence of graduates of educational institutions.

Research on training and retraining of teachers of the general secondary education system in the Republic Sh.Kurbanov, N.A.Muslimov, Sh.K.Mardonov, M.Abdullaeva, T.Hasanov, M.Kuronov, M.Vahobov, N.M.Egamberdieva, X.I.Ibragimov, M.H.Usmonboeva, S.Matchonov, J.E.Usarov, K.D.Riskulova, A.Sh.Muxsieva, M.Abdujabbarova, U.N.Khujamkulov, O'.Toshmatov, Z .Ismailova et al.

Scientists from the Commonwealth of Independent States (CIS) A. Kopytin, V.Anisimov, A.Aitbaeva, J.Shaygozova, M.Sultanova, E.Medvedeva, I.Levchenko, L. Komissarova, T.Dobrovolskaya, A.Kuznetsova, O.Korzhenko, E.Zargaryan studied the organizational conditions of socio-cultural development of future professionals.

Foreign scholars M.Albert, V.Greene, M.Mescon, T.Kellagan, T.Scott Murray, F.Headouri, W.John Morgan, Tony Bush, Lawrence A.Sherr, Deborah J.Theeter, C.Taylor The organizational and methodological bases of effective quality control of education in the education system are studied in depth, both theoretically and practically.

In the theoretical coverage of the topic, based on its goals and objectives, the analysis of scientific and methodological literature on the topic, the study and generalization of foreign and domestic pedagogical experience, the systematization of data were used.

Today, a number of tasks are set in the qualification requirements for future teachers, their spiritual and educational activities. In particular, the ability to plan spiritual and educational work, to master the methods of its organization, to instill in students the idea of national independence; knowledge of methods and technologies for the development of immunity in students against ideological and information attacks; Carrying out explanatory work on the role and impact of information and communication technologies in the processes of globalization; conducting individual conversations on issues of spiritual and moral education in mahallas; in conducting national customs and ceremonies, it is said that one should have the ability to reveal high human qualities such as universal values, kindness, tolerance, patriotism, devotion, and this is the social competence of the teacher.

Particular attention to the problem of developing social competencies in future teachers as a pedagogical problem will improve the competent approach in the educational process in higher education. This requires clarifying the essence of social competence through the concepts of "competence" and "competence".

The term "basic competencies" first appeared in 1992 in the Council of Europe's 'Secondary Education in Europe' project, which ushered in a global trend towards modernizing the content of the learning process. As a result, the following 5 important competencies of modern graduates were identified at the 1996 Symposium "Basic Competences for Europe" organized by the Council of Europe in Bern [1].

These are:

political and social competencies (taking responsibility, participating in decision-making, resolving conflicts without violence);

competencies to live in a multi-ethnic society (accepting differences without passion, respecting others, interacting with other cultures);

be able to communicate orally and in writing in one or more languages;

competencies to live in an informed society (knowledge of new technologies, their application, information disseminated through the media, critical attitude to advertising);

the ability to self-teach independently in the context of vocational training for lifelong learning.

Modern vocational education focuses on the formation of a new value system in future professionals. At its center, according to G.P. Shedrovitsky, is "an individual based on free communication, able to change lifestyles and forms of communication through communication, and have the principle of social responsibility" [2].

In dictionaries, the term "competent" comes in several senses. In particular, a problem that arises in the activities of an organization, an individual, which has a certain competence, that is, the situation: competentia (lat.) Able to perform functions related to the law; represents a qualified official who can answer a set of specific questions. In the dictionary "Pedagogical dictionary" published by E.A. Seytkhalilov, B.H. Rakhimov, I.U. Madjidov, the term "competent" is replaced by the word "knowledge, awareness", and the word "competence" someone who knows the answers well or a circle of people who have the right to do something[3].

Today, the concept of "competence" has become a central concept that combines the results of modernization of educational content, the intellectual and qualitative components of education. A competent approach to education does not negate the need for the necessary knowledge base, but implies the integral effectiveness of competence.

In this regard, the scientific views of pedagogical scientists of Uzbekistan on the issues of competence education, competence are of great interest. M. Vahobov, Doctor of Pedagogical Sciences, believes that "in our opinion", competence means the ability to independently apply the knowledge and skills acquired by students in personal, professional and social activities [4].

When it comes to the ratio of "competence" and "knowledge", scientists N.A. Muslimov, M.H. Usmonbaeva, D.M. Sayfurov and A.B. Turaev, who studied the basics of pedagogical competence and creativity, and that competence is manifested in the use of theoretical knowledge in activities, in the demonstration of a high level of professionalism, skill, and talent [5].

Scientific and methodological research aimed at improving the professional activity and competencies of teachers is being carried out in our country. In particular, the pedagogical scientist of the Republic of Uzbekistan M.B. Bekmurodov said that competence is defined as the ability of a specialist to mobilize their knowledge, skills and generalized methods of action. Basic competencies ensure the universality of the educator-specialist and therefore cannot be deeply specialized. The specialist demonstrates his competencies only in his activity, in a certain situation. Undiscovered competencies, on the other hand, will be available as a potential opportunity.

Researchers I.A. Zimnyaya noted the differences in the content of the categories of "competence". That is, competence is a set of procedural and valuable knowledge about a particular science, and competence is a category of cases that characterizes the "application of knowledge - the activation of competence", ie the ability of an individual to function in a particular professional situation[6]. I.A. Zimnyaya emphasizes that such competencies are derived from the characteristics of the social sphere and the interdependence of people as a person, a subject of activity [7].

In the book "General and professional pedagogy" by V.D. Simonenko, a special place is given to social competencies, defined as "the combination of intercultural and intersectoral knowledge, skills and abilities of a specialist in production activities in different professional communities" [8].

According to the researcher N. Muslimov, competence is characterized by the fact that the student acquires the knowledge, skills and abilities necessary for the implementation of professional activities of personal and social significance and is able to apply them in professional activities. At this point, the essence of the concept of "competence" is fully revealed, which is manifested in two ways: competence as a set of personal qualities of students and the basic requirements of the professional field [9].

An analysis of the above definitions suggests that, in addition to skills and abilities (activity components), social competence includes cognitive components (comprehension, expression, analysis, etc.), as well as personality traits.

An analysis of the conceptual perspectives of the competency-based approach to education suggests that in social pedagogy [10] "considers the ability to interact with other people, strengthen family, family relationships and raise children to be` conscious` and realize their socio-pedagogical potential" [11] .

In this regard, we note the opinion of N.Yu. Rajinov that the main indicator of social competence is assertiveness, ie self-confidence (insecurity). In the psychological literature, the concept of "competence" is interpreted in connection with the characteristics of behavior, the dominant form of personal activity, the current level of knowledge about life activities. At the same time, the psychological understanding of the nature of competence is mainly focused on a defined personal quality - a merit.

According to S.N. Krasnokutskaya, social competence is an integral part of socialization, which allows a person to cope with changes in social roles, to cooperate with others, to communicate, to adapt easily, to be ready for change, to self-determination, to take social responsibility for the consequences of their actions. implies the ability to obtain.

The idea of creativity, creativity and its development, which is the basis of art pedagogy, belongs to the American scientist-psychologist E. Torrens. He believed that creativity is limitless, it includes all human senses: sight, smell, hearing, taste buds, feelings and psychic qualities. E. Torrens [12] defines four aspects of creativity: creative environment, creative personality, creative product and creative process. For this reason, we believe that when organizing the process of developing social competencies of the BUNC, along with the principles of activity of the subjects of the educational process, dialogicity, connection of education with the innovative experience of primary school teachers, vitagenic experience, competence, it is necessary to use the artpedagogic principle.

The principles of development of social competencies in future teachers can be defined as follows:

First, social competence is a complex social pedagogical phenomenon that is formed in a set of social, psychological and pedagogical sciences. At the same time, the social competencies of the future teacher are the basis of his successful activity. Because it provides adequate choice of social behaviors and the effectiveness of individual social roles. Given the social nature of pedagogical activity, social competence is the basis of a teacher's professional competence.

Second, the purpose of forming a teacher's social competencies is to develop his or her human position on the world around us: the Motherland, people, animate and inanimate nature, material and spiritual values. At the heart of the development of social competence are socio-political, spiritual enlightenment, economic, aesthetic values and self-development.

Third, for the effective development of social competence in teachers, it is necessary to study the socio-cultural environment of students, family, community relations.

Fourth, in the development of social competence, the transformation of this process into an open socio-pedagogical system, the high level of professionalism of teachers and the socio-spiritual environment in higher education play an important role.

Fifth, to describe the life values of students in the development of social competence in future educators, openness, gentleness, tolerance, mutual affection, civic qualities, moral qualities, life goals, national idea, career choice motives, self-education, level of social adaptation and socialization, social mobility and factors such as activity need to be considered.

To date, the training of personnel on the basis of the state educational standard of the bachelor's degree direction approved as the "qualification requirements of the direction" consists of social competencies directly aimed at educational and spiritual-educational activities and its organization.

This: organization and management of social, spiritual and educational work in society;

preparation, control of the work plan for the work performed and evaluation of the results of the work carried out;

consideration of interrelation and commonality of components (purpose, result, content, forms, methods and means) of the educational process;

rational use of basic and auxiliary forms of organization of the educational and educational process;

effective organization and leisure activities of students;

be able to intelligently choose various methods of teaching and upbringing, modern pedagogical technologies;

have the ability to ensure that methods and technologies correspond to national education on the basis of a creative approach.

When organizing spiritual and educational work:

plan spiritual and educational work, master the methodology of its organization, introduce the national idea into the consciousness of students;

know the methods and technologies of forming students' immunity to ideological and information attacks;

to carry out explanatory work on the impact of information and communication technologies on the processes taking place in the context of globalization;

conducting an individual conversation on spiritual and moral education in mahallas;

the use of national customs and rituals in order to clarify the content of universal values, kindness, tolerance, patriotism, devotion.

Competencies that are considered necessary for competitive, modern educated and highly spiritual professionals today include social, communicative, socio-informational, cognitive and special competencies. At the same time, the leading role of social competencies is recognized.

The social and personal development of the pupil was one of features in ensuring the quality of education. According to the analysis of results, a person has a desire to constantly change for the better, the ability to strive for high results in life, responsibility in the person, flexibility to the existing system, the ability to manage their position wisely and protect themselves from external influences, the pupil's self-awareness is important in ensuring quality [14].

Social competence is a newly emerging generalized socially interconnected qualities of an individual that are necessary for successful performance of social roles,

effective activity in society and in the conditions of this society. Accordingly, the social competencies of the future teacher are social pedagogical and social psychological knowledge, skills, abilities, methods of activity, necessary, effective qualities necessary for professional pedagogical activity. The competency approach shows the need to introduce it as a methodological component in defining the content of pedagogical education programs.

The activities of future teachers are essentially social, and therefore social competencies remain at the top during her career. Therefore, it can be said that social competence is formed on the basis of professional pedagogical competence and forms a priority component of the model of personal qualities of the student, which includes individual personal characteristics.

§1.3. APPLICATION OF DIGITIZATION TECHNOLOGY IN THE TEACHING OF INFORMATION TECHNOLOGY

Due to new conditions, «on education "and" personnel on the National Program "training" of the Republic of Uzbekistan law of the Republic of Uzbekistan for 2017-2021.

Strategy of action for further development of the Republic", Training of pedagogical personnel " of the president of the Republic of Uzbekistan, retraining of employees of public education and their qualification on measures for further improvement of the increasing system In accordance with the decision, the continuity and consistency of the educational stages ensuring, creating a modern methodology of education, the state on the basis of a competency approach to educational standards improving, developing a new generation of educational and methodical complexes exit and introduction into practice and re-training of pedagogical staff further improve the system of training and their qualification improvement is dictated.

"Teaching the science of Informatics and Information Technology information and information of the working training program of the" methodology " module training of teachers of technology it is structured on the basis of the program, it is Informatics and information the content and essence of the methodology of teaching technology reveals.

The following are the mandatory requirements for all stage graduates of compulsory secondary education in Computer Science Education: the concepts they should know: information, information and knowledge about. Information processes. Quality indicators of information. Units of measurement of the amount of information: bits, bytes, kilobytes, megabytes, gigabytes, terabytes, petabytes. Information imaging, storage, processing and transfer. About information technology. Information technology types. Internal and external factors of Information Technology. Information transmission methods and tools. Information technology role in an informed society. About information systems.

An informed society. Information Culture. Society fundamentals of informatization. Of the informed society material and technological foundations. Information resources of the community, educational information resources. Internet, Information Security, moral and moral norms in the use of information.

Professional the role and importance of information in activities (on the example of various professional fields).

Multimedia technologies. Office software package and its contents.

Document preparation. Text editors. Presentation and its creation.

Data warehouse. Spreadsheet editors. Graphic objects and the ways of describing them on the computer. Systematic programs, practical 32 programs. Technologies for solving issues in computer. Algorithmization basics. Basics of programming. Web design.

Information processes that need to be explained. Information collection, processing, storage and transmission. Information imaging. Information coding. Informative model. Means of information processing. Information educational information resources in technology. The Internet. Multimedia technologies. Document creation. Email.

Manifestation of theoretical knowledge. Learned information description and description of processes, their application in practice to give examples; to draw up an algorithm, in one of the programming language get to write an application. Create a Data Sheet. Count numbers know how to transfer from one system to another.

Information independently. From different sources (text, dictionary, scientific-popular publications, literature, TV, radio, computer data base, using Internet resources) use of information in scientific and practical content.

Can apply in practice. Correct the computer to the power source connects and disconnect. Information and the processes that are carried out with it: information use of information in collection, processing, transmission, being able to use computer devices, in the graphic editor form, prepare photos, solve issues related to the information processes studied and perform test assignments. Launch management software,

Ability to create documents using a text editor, computer image of information, coding issues know the solution. Transfer of numbers from one counting system to another practice to get done. To fulfill issues in the spreadsheet.

Preparation of presentation slides. Drawing up an algorithm, from the programming language the knowledge and skills that you have acquired to draw up a program for the issue in one application in everyday life and technique.

Over the centuries, man's activity plants in nature, animals, with the mastering of ready-made products such as solar energy have become connected. But over time, a person is only ready not only does it learn to take products, it also helps to influence nature also studied. People began to work on the ground, different. Began to breed, trained to catch animals, factories and factories, build hydroelectric power stations, railways and space routes they started. As a result of this, Once Upon a time with forests and seas updates have appeared on the ground where we have a covered Mother Earth. His name academic V.I.Vernadsky called the ionosphere.

Types of Human matter together with the creation of the Noosphere and he took advantage of the properties. But at different stages of this process each category of matter was not mastered in one. Initial when the emphasis on mastering the substance is more focused, further to assimilate energy and, finally, information preference was given to assimilation.

In science, that is, the study of nature, the collection of knowledge about it and it is known that there are such periods in the study that they are known as matter it is associated with the development of one type. Therefore, the ionosphere

it will be possible to distinguish three organizers. These are: technasfera application, landing. The emergence of the Techno sphere with the study of matter, the ergo sphere if the appearance is associated with the study of energy, then the info sphere and the emergence is associated with the study of information.

Study of Techno sphere and ergo sphere Chemistry, Physics, Mathematics and it is done through other sciences.

Experience and knowledge of mankind in the assimilation of nature the collection is accompanied by the mastering of information. That's exactly it the process led to the appearance of the info sphere. All in all since the emergence of the info sphere is associated with the study of information.

Information is derived from the Latin word information, an explanation, description of something or information about something or it means.

The world in which man lives are various material and intangible objects, also from the interaction and interaction between them, that is it consists of processes. Sensing members, various instruments and evidence of the outside world, which is recorded with the help of data.

It is called. Information is necessary and useful in solving specific tasks if it is found - it turns into information. So to the information he or she unused for reasons or reused in technical means characters being processed, stored, transmitted or recorded it can be viewed as observations. If anything from this information the possibility of use to reduce the abstract on the if it is born, the data becomes information. So that it is useful in practice found, that is, increased the user's knowledge data: you can call it information.

For example, write down phone numbers on paper in a certain order, when you show it to someone, it's information that does not give it any information will accept as.

But this is before each phone number the name of a particular enterprise or organization, if its type of activity is written, the previous information becomes information.

As a result of the solution of certain tasks, new data are learned, that is, systematized factual or tested messages will appear. These are laws, theories and attitudes other are generalized as community. Later this knowledge it is necessary to solve other tasks or clarify the preposition are part of the data.[1]

A person has a birthday in his life (if it is permissible to interpret, then even a mother from the first day of its appearance in winter) constantly data likes a work with. He perceives them through members of his intuition.

From the environment when we say information in our daily lives, perceive and accept through intuition our members (from nature or society) we understand any information we receive. Watching nature insist, communicating with people, reading books and newspapers, television we receive information when we review animations. Mathematician-scientist further informed understands wider. He concludes by thinking about the range of information it also includes the knowledge that is formed as a result of subtraction. Other area employees also interpret the information in their own way. So different the information in the fields is understood differently.

It is known that as society develops, economy, science, technology, various issues such as technology, culture, art, medicine etc. Available information about the company, use of information reserves more and more impact on the organizational and economic life shows. So it turns out that information is a multifaceted process it is happening.

Extensive development of computing techniques and communication tools in size and speed, which information cannot even come to a previously imagined collection, storage, processing and transmission, that is, automated created the possibility of processing. Information technology due to the activity of Man, the sphere of his daily communication is the world experience, knowledge and spirituality developed by civilization it is really in vain on account of the attraction of values. This way in turn, it requires the society to be highly informed will.

About the informed society, scientists think differently.

For example, Japanese scientists believe that in an informed society computerization process from a reliable source of information to people use, production and processing of information in social fields enabling high levels of performance automation provides. The driving force in the development of society is material the product should not be diverted to Information production.

In an informed society, not only production, but the whole the system of lifestyle values also changes. All actions industry focused on the production and consumption of tokens intelligence in an information society, knowledge in relation to its society it is produced and consumed in such a way that the state of mind is labor leads to an increase in its share. Ability from human to creative requires the need for knowledge will increase.

The material and technological basis of an informed society computer equipment and computer networks, information technology, it forms a variety of systems based on telecommunications communications.

Information society – most members of society information, production, storage of knowledge, especially those that are in its highest form, it is a society that is busy with processing and implementation.

Computer and telecommunications in the transition to an informed society new information processing industry on the basis of Information Technology occurs.

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[1] Zufarjonovna J. G. using web-quest technology in english lessons as foreign language //international journal of social science & interdisciplinary research issn: 2277-3630 impact factor: 7.429. – 2022. – т. 11. – с. 161-164.

Information processing, storage and transmission humanity each stage of development develops in different ways went and had different looks. Human experience and knowledge language and speech as an intermediary function in acquisition, exchange of information done.

Their oral hygiene meeting should be kept in memory and passing from generation to generation, the natural possibilities of man this is due to. As the stages of development develop, the information collection, processing and transmission of human beings are changing gone.

Reception, processing and transmission of information

carried out in stages.

I-stage. The emergence, preservation of writing and from generation to generation the passage is. Human first processing with the appearance of writing received power from technology.

Stage II. (XVI) book printing in the middle of the century connection with the creation, that is, led to the development of culture.

Book publishing along with the development of science, knowledge of the field led to intensive rivaling. In the process of labor, at the stations, new thinking of the knowledge gained by working on machines the source and scientific directions were applied.

Stage III. (XIX) end of the century. The emergence of electricity together with the phone, Telegraph, radio in large quantities the opportunity to transmit and receive information was created.

Stage IV. Characterized by the presence of information revolution.

The beginning of this stage dates back to the 40-ies of the XX century, namely universal It coincided with the period of the creation of EXMS. Information in the 70's Micro technology and personal with the core of its technology computers were created. Development of computing techniques in his evolution, the direction of the microprocessor appeared.

V-stage. (XX) the end of the century. Facilitate control systems information technology for the purpose was processed. Information on the basis of meaningful processing, there are such algorithms and models, they give us the opportunity to study the management system.

The emergence of computers is a huge achievement of mankind information is collected in memory, processing them quickly have access to, but what is the purpose of information processing does not know that it is.

At the end of the XX century, various models were developed (mathematical, logical and b.) and technical control algorithms (automated and automatic production) and social systems. Any manufacturer on the basis of output to the goal that can't be achieved without management directed movements lie. By the end of the twentieth century, logical information production has increased. Intelligent capabilities of the manager it has led to an increase in the effect of management.[2]

The main content of the fifth stage is as follows, namely not only a sharp rise in the effect in management activities, but also the increase in the labor force in it was also taken into account. And so on a new type of Technology – Information Technology Information and where the product comes from is this information.

Model so is derived from the Latin word "modulus", which means measure, norm means meaning. Model says an object or objects the image or sample of the system is understood. For example, the model of the Earth that Globe, the sky and the stars in it that

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[2] J. G. benefits of using web-quest technology in English lessons as foreign language // international journal of social science & interdisciplinary research issn: 2277-3630 impact factor: 7.429. – 2022. – Vol. 11. – P. 158-160.

planetary screen of the model and as a model of each person takes a photo in the passport you can.

The process of creating a Model is called modeling.

When modeling say an object using their models research to construct models of existing subjects and phenomena and learning is understood.

A wide range of modern sciences from modeling style to the present using. Some of it eases the research process and in cases to the only means of studying complex objects turns. Distant objects, very small the importance of modeling in the study of volumetric objects it is incomparable. From the modeling technique to physics, astronomy, biology, in Economic Sciences, only a certain property of the object and it is also used in determining their relationship.

Depending on the tools for selecting models, divide them into three groups possible: abstract, physical and biological.

Formula by imaginary representation of something or object and the model used in the study using drawings abstract model is considered. Although the abstract calls the model a mathematical model.

Therefore, the abstract model is mathematical and mathematical-logical it is divided into models.

Subjects in the direction of" Informatics and information technologies" higher education in the areas of excellence, structure and functioning current rates and fundamental changes are taking place it is caused by the peculiarities of the process. Such in society the root of change is the formation of Information, their storage, transmission and it is worth going to new ways and means of their use.

We are in an information age. Constantly increasing information processing volume and more productive use within its own activities the number of members of the society faced with the need, the profession increasingly it is growing.

The Real conditions in the current period are as follows:

To the needs of an informed century of the educational system of the Republic adaptability is not possible. To this issue "training of Personnel special attention is also paid to the" national program".

The second implementation of the national program of Personnel Training high quality of the educational process at the stage (2001-2005 years) information technologies including literature and advanced pedagogy providing continuous education, carrying out informatization of the system the upgrade task was set. At present, the training of Personnel is National the third stage of the implementation of the program is taking place.

Informatics and information technology as a subject of study Informatics is inextricably linked with science and its study. Therefore the first method of teaching Informatics and Information Technology the queue is based on the methodology of Computer Science. Own in its conclusions, it relies on the general principles of education and upbringing.

As you know, these principles are developed by pedagogy and didactics will be released. In addition, Informatics and information technologies the teaching methodology is taught by the science of Physiology and psychology it also uses the legislation directly.

Informatics from the general objectives of education and training and the uniqueness of information technology as a science, its role and role in the system of Modern Sciences, the current society objectives of the study based on their importance in their lives it can be set as follows: formation of computer literacy in students; information processing, transmission and use in students the basis of knowledge about the processes of use is self-sufficient and ensure that they are consciously assimilated; to expose the modern-scientific view of the world to students the importance of Information Processes

in the formation of the society reveals the role of information and communication technologies in the development of action of going; conscious and rational use of computers in life formation of skills;

Pedagogical subject of Informatics and information technologies functions the basic functions of a person in general education the contribution in the solution is determined by the narrative of its elegance.

§1.4. THE MOST IMPORTANT DIRECTIONS OF THE ORGANIZATION OF EDUCATION BASED ON STRATEGIC THINKING AND CREATIVE MANAGEMENT IN HIGHER EDUCATION

In today's conditions of fierce competition and economic globalisation, issues such as the quality of training of personnel in the higher education system, their potential and increasing competitiveness are becoming acute problems. On top of this, without limiting the opinions that the level of training of personnel in the higher education system of our country has been recognized in the international arena, we should not stop and raise our work in this direction to a new level in order to further increase its quality. These issues are of great importance as a result of the situation in the labor market in relation to the personnel with higher education, measures to be taken to restore the innovative economy as a result of international globalisation processes.

In the process of managing the educational system, "creating the digital industry of the future" - requires the launch of digital transformation of the country by increasing the level of human capital development, rapid digital transformation in education. At the same time, research-based approach should be actively used in the educational process, with which it is possible to develop students ' skills in scientific research and to formulate their creative abilities and creative thinking[1].

Development of management system in higher education system, wide use of corporate governance techniques, modernization of material and technical base, effective use of information and communication technologies opportunities in educational process, introduction of distance education, integration of educational institutions at regional and international level, development of international cooperation in the field of Education, the increasing number of sources of funding as well as the introduction of international standards requirements for the management of the quality of education are promising areas for the development of the system.

Today, experts in the field of human factor management have embarked on the study of the areas of production management, the interaction of human with computer, the design of new concepts, methods of teaching, production of consumer goods, security systems and others.

Currently, the world education system and the development of theoretical bases and methodological tools for creative thinking and the search for new technical thinking have emerged in the production. This shows that the development of the scientific foundations of technical creativity, the development of ways to implement the creative process, the teaching of the foundations of creativity, the creation of favorable conditions for creativity in scientific, design and design and technological organizations, enterprises and universities have become an urgent need.

Acceleration of scientific and technical progress by a wide range of methods by increasing the number of workers and Scientific Assistant Personnel-does not meet today's goals. It is necessary to have the means to activate creative thinking in order to accelerate the process of mastering new knowledge by creating highly effective technologies on the basis of inventions. A distinctive feature of these tools is the connection between the logic of scientific discovery (invention) and the fact that cases accompanied by the passage of official logic and the ascent to a higher level of knowledge are not always compatible.

The study of the evristic techniques and methods of creative thinking faollashtiri approaches success, as well as the development of the creative abilities of the individual. Mastering the methods of Creative Management, the theory of creativity, new technical solutions izlash and methods will help to understand the social significance of creativity,

its social necessity, to reveal their creative potential more fully. Therefore, it is interesting to consider the issues of formation of collective consciousness of the team, the organization of joint events.

Modern trends in the development of management give rise to new requirements for the manager. Previously, it was customary for managers to strive for concrete execution, a good leader was considered a person who knew how to carry out the orders or instructions of higher authorities, standards, and was in accordance with the accepted types of conduct. Currently, the head of an educational institution should have such abilities as self-confidence, the implementation of strategic plans.

Self-confidence is a good virtue, but it can manifest itself in different ways. Differentiation: independence in execution; independence in purposeful development; independence limited by a certain concentration of proactive self-sufficiency, business behavior; independence of experience; independence of search.

Today, the concept of a creative manager or manager of a research and strategic type is born in the society.

What is its distinctive feature? Each manager will demonstrate shaxsiyat characteristics in his work. But there is always something in common, which is determined by the nature of the activity and the conditions for its implementation.

The modern condition of management is the need to create new ideas, conduct research and make strategic decisions.

This need is realized in various forms: the organization of management, the methodology for the development of management decisions, the restructuring of the institution, the formation of capital, etc. But one of the consequences of understanding this need is the emergence of managers who can be called these creative managers. Their feature is to focus on an innovative approach in the evaluation of external and internal situations, the development of strategic management decisions in conditions of uncertainty and competition.

Creative training concentration is often wary of problems with such a complex formula. However, the concepts" creative activity"," creative abilities"," creative education " are widely used today and have a very clear and very important practical meaning. In many countries, particularly in the UK, some business schools offer special training for managers on the Creative Management Program [2].

It is known for a long time that education creates the opportunity for a specialist to succeed in his future professional activity. In the process of education, the necessary knowledge and skills, a professional attitude, a set of readiness for certain types of activity and its role structure are formed. Education determines the level of development of certain abilities and even corrects and shapes the individuality or individual characteristics of a specialist.

Education can be different in its types, content, forms, duration, goals, methods. We do not make a classification of education as general or degrading here, but we must admit that this is a very useful issue in understanding the modern trends of education development. A different task is set before us - to reveal the educational content of this type, which is the most relevant and promising today of the modern manager and determines the potential of modern research.

These types of education are systematic, creative, promising, continuous, fundamental and practical, focused on the quality of activity. Each of these requires a special search. It unites all other species, unites them to the very important, positive characteristics of the professional formation and development of the manager.

Creative education is an education aimed at developing a person's creative abilities, strengthening the attitude to innovation in his professional consciousness, including analyzing the problems and options of activity.

This education encourages self-reflection, reality, individuality and self-knowledge, a change in thinking and an increase in knowledge.

Creative education is a kind of normative (executive) education, based on reproduction, mainly pragmatic, "knowledge of experience". Creative education is aimed at tasking the development of the art of Management, which is born and manifested in certain conditions of education.

Creative education from the point of view of designing development problems and their solution options. Unexpected changes in the economic situation in the processes of technological progress and time compounding, which complicate the socio-psychological structure of the lifestyle, and ensuring the success of a modern person in the terrible storms of life, radical changes in the way of urbanization, information explosion, competitive struggle with technical means of various purposes, should be the main thing in the activities of

The modern leader must become a researcher, initiative, inspiring, increasingly creative person. In Japan, for example, it is not surprising that the leader is considered not a boss, but a teacher, a teacher, and the people to whom he leads are perceived by him as followers, and not subordinates. It has a deep meaning and reveals the development trends of modern management. Only a creative person can be guided, but in the process of modern education it is necessary to become such a creative person, only to be ready for a certain activity. It is not necessary to create conditions for the formation of creative management, since the concept of creative management is a complex and multifaceted system (1.1-see picture).

The leader must be trained as a creator who is able to see, recognize, understand and solve "modern problems". But on what basis should be taught? Do we direct the learning process to the position of the manager as always today? What can be done and modified to the extent that it meets the requirements of effective, creative and perspective management in modern education? Here are a number of questions that characterize the problem of the creative education of the manager [1].

In advance of such a problem, we would like to note that this is not only a problem of higher education, but also a content and cross-functional nature that is common to all types of Education. In the second, complementary and qualification education system, the formation of professional consciousness, even if it is not at least significant, large, is carried out not from the "blank sheet", but on the basis of some established conservative attitude, negative habits and "violation" of pragmatic skills. It should be remembered that creative management is always more difficult, relying on the collective creativity of the group. Wherever Creative Management takes place-in the university or in production, in the process of self-education or in practice, creative education begins.

The practice of forming strategic thinking shows that success in many respects depends on the methodology. The methodology can be different. It is deliberately chosen and built according to the experience of the leader, his positions, the set of knowledge, the possibilities of using the appropriate techniques and methods and the conditions for obtaining the necessary information [3].

1.Methodology is a set of laws, principles and initial ideas, methods, tools and methods of strategic thinking. In the methodology of thinking, the components of strategic thinking find their practical expression as follows:

- formation of working hypotheses (purpose and initial idea);
- choosing the appropriate approach:
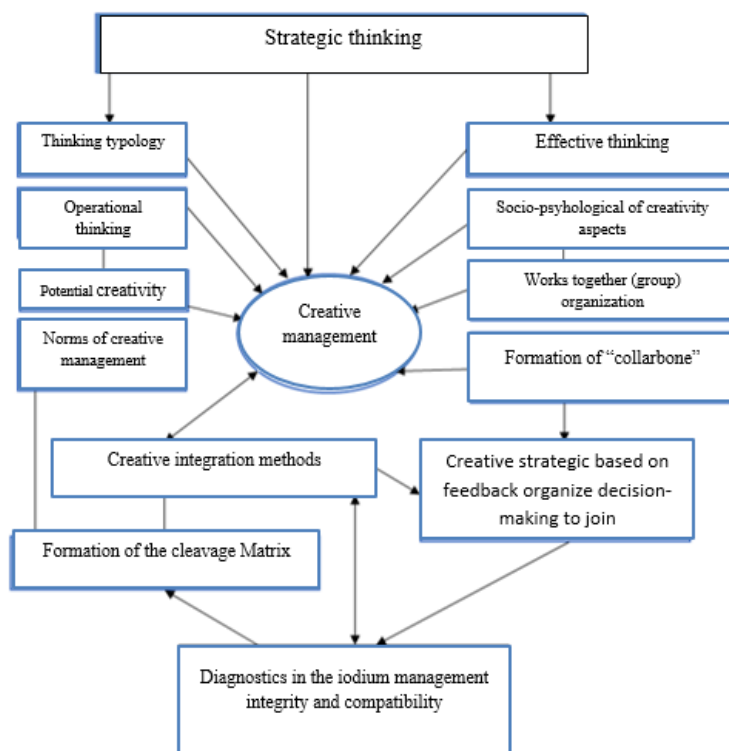
Fig. 1.1. The concept of Creative Management

- take into account the printsips that concretize the approach (logical expressions and methods of constructing concepts);

- selection of the necessary and most effective means and methods;

- selection and use (faktology).

In any case, there is a clear or hidden initial idea, this rule accordingly reflects the leader's attitude to practice and reality. By this criterion, it is possible to distinguish a methodology that follows from the materialistic foundations of all phenomena of reality.

The ability of a manager and a manager is manifested in his bright personality and a broad outlook and strategic thinking, which is not peculiar to others. Executive and managerial skills are evident in his work.

Our skills that affect a person are carried out with the power of self-confidence, in everyday life we always try to influence the behavior of people around us in every possible way.

Artistic methods of management are universal, that is, from public speaking to the level of individual relations are suitable for use in different situations. The success of any verbal connection always depends on what is interrelated.

Approaches to the formation of logical thinking are also different. Their diversity can be ordered by considering the classification by the criteria of the correlation between the essence of events. Each of the approaches involves establishing certain relationships

with parts, elements between events or their essence. This is exactly what allows you to understand the phenomenon and formulate a scientific idea about it.

But every logical thinking process can manage a certain class of subordinates, a real concession to finding and identifying these subordinates. By this criterion, the following can be distinguished:

- mechanical approach, which is defined in socio-economic systems and recognizes working relations with official documents, this is mainly functional relations;

- an organic approach that takes into account the natural causal relationship of processes that make the most of the full use of the potential of employees and the company;

- dialectical approach based on contacts created as a result of the development of scientific and technical progress.

Approaches can be divided into holistic, systemic, situational, concomitant criteria. They differ in the completeness of the consideration of factors and relations, as well as in the evaluation of integrity functionality and scientific value. Each idea, strategy, concept can be built on a certain logical basis.

Modern society lives in an information space, in which the volume of information received and needed exceeds human capabilities. The exit from such a situation can only be seen when using a certain system of knowledge formation. And here comes to the aid of the knowledge of logic, that the process of mastering the world by man is transformed from unconscious into consciousness, tiradi

The basis of strategic thinking is logic, therefore, a manager who intuitively thinks and acts without any application of logic and its basic laws will be deprived of the opportunity to succeed in the work experience. There must always be an element of consistency in management decision making. In this regard, in order to facilitate our understanding of the strategic thinking system, it is worthwhile to consider its basic concepts and laws in different ways.

Logic as an integral part of philosophy develops in its development. Thinking also changes in accordance with the development of education and the intensification of market relations, from the beginning of the twentieth century, logic has finally become the basis of European thinking and can be divided into its two directions (formal and symbolic logic).

The theory of thought, its foundation was conceived in the V century BC until Socrates. He called mayevtika a science that deals with logical thinking, the creation of ideas, the analysis of situations and the methods of organizing discussions. Famous ancient Greek philosophers Plato and Aristotle were the scouts and followers of Socrates.

<div align="center">Socratic method</div>

The great thinkers of Ancient Greece, who made an incomparable contribution to world civilization, among them the name of Socrates (469-399.)- teacher and citizen, not the creator of the famous Athenian School of philosophy and rhetoric. The basis of Socratic teaching, which in fact did not write anything, is known only from the works of many of its students: Plato, Antisthenes, Euclid, later - Aristotle.

Plato respected his master so much that in all his philosophical conversations he brought him out as a protagonist. Socrates formulated extremely complex tasks of cognition: know yourself and learn the art of living. He gave definitions to such moral concepts as courage, justice. Socrates called his research in the field of thought management "Maytika" by comparing the complexity and responsibility with the art of the idea. He justified the critical attitude towards dogmatic statements called "Socratic irony". As we learn about the problems of communication with people, Socrates has proved that communication develops in direct contact and is always the art of truth izlash, reasoning and proof.

Socrates has repeatedly demonstrated his skills in conducting disputes and disputes. His method of conducting the dialogue was based on his ability to build a chain of logical conclusions in this way, so that his opponent would have to agree with any evidence at any stage of the dialogue, that is, in each part of the logical construction of Socrates would be answered yes. In these disputes, Socrates, convincing his opponent, could prove the correctness of his opinion, both on his own and on the opposite side, but he always stressed that any skill, if it is not based on justice and kindness, is not wisdom, is cunning. In modern rhetoric, in the art of persuasion, the method of conducting this dialogue is called the Socratic method and is widely known.

Modern physiology has found an interesting confirmation that the methods of Socrates and his schoolchildren are rational. It turns out that the opponent, who is ready for discussion and is very cautious, even aggressive, agrees with Socrates absolutely clear thoughts at the beginning of the conversation, calms down, the excitement subsides , the heartbeat is normalized, the Will is weakened, like the ability to argue at a clear glance with the truth. As a result, Socrates ' skillfully structured logical concession prevailed [1].

The art of Management recommends another method of dialogue, more precisely, a way to convince your opponent of the correctness and rationality of the names of your proposals. This technique can be conditionally called a three-stage method, since the dialogue model often consists of three parts, in the first part of the dialogue (the first round) you briefly describe the essence of the problem or agree on the situation. For example ,with the evidence of your leader, so his positive reactions come out (Socratic method!).

In the second stage, you can focus on solving the problem, thinking, including admiration for yourself and a few other situations. And in the third stage, when the opponent himself understands that the mentioned option is the best, you need to agree with him.

When this method is used by the leader, printsipial is also effective in different situations. For example, he must achieve the realization of important, but not popular events in the team.

You can meet with the leaders of the structural divisions, prepare the appropriate order and force the team to take the necessary measures, but you can not avoid hidden feelings of opposition and direct criticism. But you can go the other way: invite two or three leading experts who listen to the opinion of the team and teach them to prepare a solution to the problem that has arisen in a certain way, experienced and respected specialists (which are especially stressed). It is necessary to agree with the expert's assessment of the importance of the problem and the initial options for its solution. Having re-assembled, you listened to the suggestions of specialists, and basically approved, and entered into the main correction on your own in a reasonable way. In this case, the second stage is very difficult from an industrial point of view, but it is always easier to convince two or three people than the whole team.

And finally, the third stage is a meeting, in which a specialist who leads the group will report on the work done, and after discussion and criticism (to the address, of course the speaker!), The leader will add to his opinion.

Without sufficient grounds for your position and rationality of the proposed option, attempts to achieve what you want without first adapting the opponent to the comfortable tone of the conversation will rarely give a positive result. The sphere of dialogue communication is very wide - from the usual conversations of two people, from the father and son, the leader and the subordinate, to scientific discussions and diplomatic polemics. Often, a solo conversation between the heads of state "can successfully solve the most difficult problems than long-term diplomatic negotiations [6].

Stirlits method (transfer of thoughts)

Deeper creative management requires strategic decisions, which are often subject to structural changes, issues of restructuring the usual direction of education, and are accompanied by negative reactions of supporters of constantly defined, approved forms of work and methods. Resistance to management innovations can be expected not only from ordinary employees, but also from high-level managers who sometimes envy the creative ideas that belong to them. Even experienced professionals who know management methods and business polemics do not always succeed in defending their ideas, convincing their opponents that they are right, and sometimes they have to look for non-standards.

It is not easy to implement a technique that allows you to force and "push" your idea, your plan to a senior leader or team. Temporary solutions are commonly referred to as the" Stirlits method "or" the method of conveying an idea."

The purpose of this method is to remind you of your own idea among other variants of the game of chance and forget about it. If your leader is smart, he will immediately appreciate the logic of your thoughts, and then, thinking, will suggest this idea, will significantly determine and concretize it kengaytiradi. A person is more inclined to believe in strangers than in ideas born in his own head.

This method is intuitively known and used wonderfully by many intelligent employees: after repeated and subtle gestures, sighing and guessing doubts, the desired final phrase is pronounced: "Well, let's say, as my intelligent employee says."

2. Theory of activity. His representatives considered the basis of the development of society as the study of practical activities, transfer of experience, actions, operations. At the beginning of the 70-ies of the last century, the theory of thinking and the theory of activity United, which proved to be indispensable. According to the new concept, interaction, thinking and activity in general form a system of thought-activity. The core of the theory of thought and the first method used by the economy is formal logic.

The official logic is to study the idea in terms of its structure, shape. Aristotle is its founder (IV century BC). He discovered a specific form of the conclusion (sillogism) and formulated the Basic Laws of logic.

Aristotle's students called this new science "organon" - a tool for knowledge. The term" logic "("word"," reason"," legality") appeared later; I. After Kant, this traditional logic began to be called official

The simplest category of official logic is this concept. It covers the idea of the obyekt, as a rule, the concept is determined by adding the difference of species with a common character.

Judgment is an opinion that is confirmed or denied that it is a form of conclusion about anything.

Conclusion-this is a reflection of a certain thinking style, taking advantage of knowledge. After some initial knowledge, it is distinguished.

The most popular form of the conclusion is sillogism. According to him, if any property belongs to a particular class of objects, then this property belongs to any particular object belonging to this class. This is called an axiom of sillogism. Formal logic is characterized by a wide range of methods and methods of perception. The most important of them are Analysis and synthesis, induction and deduction, comparison, similarity, hypothesis, proof, some legalities of thinking. Let's look at them in more detail

Analysis is a method of cognition, which consists in dividing the whole into its components.

Synthesis is a method of combining individual parts into a single whole. The simplest is that the method of analysis is considered the most satisfying. This is an empirical method, the wrong analysis can turn the net into a mavhum case. To some extent, the shortcomings of the analysis in the formation of concepts are removed with

the help of synthesis. However, neither analysis nor synthesis reveals the internal contradictions of the object, and therefore does not reflect the Self-Movement, the development of the analyzed object. Therefore, this study cannot show the way to find out which metaphysical method begins. Induction and deduction also have similar disadvantages.

Induction is a method of cognition, based on the conclusion from concrete (private)to general.

Deduction is a method based on the conclusion from the general to the private (in particular).

The weakness of the induction is that it can not be used to form a solid basis for generality, since only part of the generality is considered. The weakness of the detachment is that it is not able to form a solid basis of the general basis.

Comparison plays an important role in formal logic - a method that determines the similarity or difference between events and processes. It is widely used in systematization and classification of concepts, since it allows us to associate something unknown with a certain, to express a new one through existing concepts and categories. However, the role of comparison in cognition can not be overestimated. As a rule, it is superficial and only reflects the initial steps of the study. At the same time, the comparison prepares the necessary conditions for drawing similarities.

Analogy is a method of cognition, based on the transfer of one or more properties from a given phenomenon to an unknown property. Analogy is a special case of induction, which plays an important role in the promotion of assumptions, the acquisition of new knowledge, the birth of new ideas and the formation of hypotheses. Analogy significantly facilitates the understanding of complex processes that are the basis of scientific modeling. Often the similarity determines the direction of further research and allows to correctly formulate the problem.

The problem is a clearly developed question or a set of questions that arise in the process of cognition. The problem is emptiness, difficulty in achieving the goal.

Statement of the problem is possible before the beginning of the study, during the study and after its completion. If the problems are structured before the beginning of the study, then such problems are clearly, if not, then they are called hidden. The methods of solving the problem can be known in advance or can be found in the process of work. Determining a fundamentally new solution to the problem is facilitated by problems in the form of antinomy.

Antinomy-dependence-resistance, in which the thesis and the antithesis are equally strong, relying equally on the same bases. The formation of the problem in the form of an antinomy allows to reflect the dependent development of both the real obyekt and the knowledge about it. However, from the point of view of official logic, antinomy does not find a solution, since it denies its basic laws. The limitation of official logic is also indicated by the statement of the court of Appeal, contrary to practical experience.

Statement of the problem in the form of a paradox (antinomy, Aporia) the same sofism contributes to the birth of hypotheses.

Hypothesis is a method of cognition that consists in proposing a scientifically based assumption about possible causes or relationship of events and processes. The hypothesis arises when new facts appear that contradict the old theory.

Approaches by this criterion are divided mainly into approaches based on formal logical and informal logic. In the second case, a great role is given for the work of intuition, ambiguous essences, ambiguous concepts, emotional ideas and hypothetical conclusions. There are places where at least the initial idea should be based on informal logic. With the accumulation of knowledge, many rules will have an official and logical Form [4].

As practice shows, the dialectical approach is the most effective, within it a materialistic attitude to reality and practice, a systematic bias of the generation of new ideas, and various Logical Foundations are well implemented [10].

The practical formula of the dialectic approach is manifested by the choice of the principles and methods of its implementation, as well as the combination of approaches that other should not deny it.

In the management system, the principles of a dialectical approach stand as the basis of strategic thinking. Printsips are a means of concretization of the approach. They create new ideas, strive for truth and have practical significance. The system of principles of dialectical approach includes;

1. Psychology, the principle of obyektivlik, which is highly manifested in the creation of a hypothesis, the evaluation of new ideas and results.

2. The principle of action and development. All new ideas and concepts they should be considered in terms of performance and change, quality, increased vitality, survival and adaptation to new conditions.

3. The principle of non-compliance is the most important principle of the dialectical approach. As the leading force of any change, it implies the search for new ideas on the basis of the resistance struggle. This includes an appropriate assessment of the alternative ravish, the positivity of counter-actions, new contacts and dependencies

4. It is a print of a scientific character that requires an explanation of events and a preliminary vision. A real scientific character is manifested in the ability to foresee and on this basis use the results of the creation of new ideas. A successful prediction is the highest level of strategic thinking effectiveness.

5. The practical importance of strategic thinking is the printsipi. This is the reality of any activity and is one of the most important principles of a dialectical approach.

6. Interaction printsipi. The dialectic approach is based on taking into account the variety of contacts, their consistency and multi-variability.

7. The principle of integrity (appearance). The system exists only within the framework of a certain integrity, it is necessary to see it, to discover it, to find the boundaries of any phenomenon.

8. Relativity printsip. It consists in understanding the stages, stages of constructing logical expressions and concepts, and izlash, comparative evaluation of the results, determining the conditions of their use and taking into account. The relativity print makes it possible to formulate the selection and evaluation criteria.

9. Genetic and historical accuracy printsip. Each phenomenon should be considered from the point of view of the origin of a new concept, the stages of existence, the chain of changes and historical trends [5].

So all the prints are connected to each other. Therefore, it is necessary not only to know them, but also to be able to use them together. interaction. In strategic thinking, it is necessary to regularly use the principles of the dialectical approach in the construction of new conceptions.

§1.5. DEVELOPMENT OF PEDAGOGICAL DEONTOLOGY AND COMPETENCE IN UZBEKISTAN

Throughout the teaching process, the teacher has a systematic educational impact on students by incorporating the universal and national moral education objectives of the subject he or she teaches.

The role of teachers in instilling in the youth of our country such qualities as patriotism, humanism, diligence, which define the spiritual and moral image, is invaluable. Therefore, first of all, it is necessary to create a wide range of opportunities for teachers to fully master our universal and national values, and to set an example to society through their activities.

Many professionals working in various fields of society are faithfully fulfilling their duties and responsibilities to the Motherland, the people and society. In particular, in a period of concern for the peoples of the world in 2020, extensive work is being done to strengthen the civic position of pedagogical professionals in the development of pedagogical deontology and competence in today's pedagogical activity, the commitment of each profession to its profession, its commitment to the Fatherland and the people . was carried out. The relevant articles of the Law on Education, adopted on September 23, 2020, on the professional duties of teachers and their role in the education system .

Pedagogical deontalogy and competence in Uzbekistan , the thinkers of the East, who have a worthy place in the history of science and culture, have also made a unique contribution to the development of science with their ideological views.

These great thinkers, in their works on various sciences, developed the scientific and philosophical foundations of spiritual and cultural values. In their works, they expressed the power and nationalism of the experience gained by our ancestors in the field of education over the centuries. In the late 19th and early 20th centuries, well-known representatives of the Jadid movement in Turkestan, such as Mahmudkhoja Behbudi, Abdurauf Fitrat, Munavvarqori Abdurashidkhonov, Sadriddin Aini, Abdulla Avloni, Hamza Khakimzoda, Abdulla Qodiri, Abdulhamid Cholpon, and Elbek. They initiated the development of social consciousness in Turkestan, promoting the idea of enlightenment and the need to reform education. Scholars and poets who continued their enlightenment views: Qori Niyazi, Siddiq Rajabov, Shorasul Zunnun, Gafur Gulom, Oybek, Hamid Olimjon, Maqsud Shaykhzoda, Zulfiya His views on education are reflected. Our modern pedagogical scientists Malla Ochilov, O.Rozikov, K.Zaripov, H.Ibragimov, BQKhodjayev, BRAdizov, Sh.Sh.Olimov. Dilnoz Rozieva, Oynisa Musurmonova, Begzod Khodjaev and others shared their views on the teaching profession, pedagogical culture, pedagogical skills, its difficulties, as well as the qualities that need to be reflected in the personality of a teacher.

"A person who does not understand the essence of the pedagogical process, who does not have a deep respect for the child, will not have an idea that will ensure the effectiveness of education and human development [3]," said O. Musurmanova in her pedagogical comments.

From the development of human society, it is known that the virtues of kindness, honesty, courage, humility, honesty, patriotism, and diligence have always been respected. Human activity is based on the ethical requirements of those who work in a particular field. Teaching is one of the most prestigious professions in the country. Our people always respect the work of teachers. Because many teachers are deeply aware of

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[3]O.Musurmonova. General pedagogy. Tashkent. "Uzkitob Trade Publishing House", 2020, P. 61.

their duties and responsibilities and are actively involved in educating young people who are the future of our people. Norms of teacher etiquette should become the personal opinion, moral character and beliefs of each teacher. Ethical beliefs and qualities are reflected in a teacher's teaching, in his or her teaching, in his or her interactions with students, parents, and others, and in his or her personal influence on daily life. The basic qualities of teacher etiquette correspond to the concepts of universal and national moral character. Ethical qualities such as humanity, patriotism, national pride, duty, dignity, responsibility, conscience, honesty, integrity, purity, demanding are analyzed in pedagogical ethics. Professor M. Ochilov also comments on the duty of a teacher: "A teacher considers his duty in the field of education of the younger generation not as an obligation imposed by force, but as a meaning of his life, a call of faith and conscience. A sense of civic duty requires that the entire nation and the state of Uzbekistan care about the great future [4]."

Aspects such as the duties, responsibilities and professional ethics of teachers are reflected in our national curriculum and in our Law on Education. "The status of teachers is recognized by society and the state. Teachers will be provided with social support, organizational and legal conditions will be created for them to carry out their professional activities, enhance their social status and prestige, as well as guarantees for the exercise of their rights and legitimate interests "(Chapter 5, Article 45). The law also provides for the following rights of teachers:

- to protect one's honor, dignity and business reputation;
- development of author's programs within the curriculum;
- free choice and use of modern pedagogical forms of teaching, educational tools and methods;
- free use of information resource centers for training and methodological guidance;
- It is also suggested that educators may have other rights under the law.

The Action Strategy for the Further Development of the Republic of Uzbekistan states: "Further development of the system of continuing education, capacity building of quality educational services, continuation of the policy of training highly qualified specialists in line with modern needs of the labor market" [5], development of education and science. Alisher Navoi, a great scholar of his time, also wrote in his [6]didactic work "Mahbub ul-qulub": The ignorant fanatic criticized the ignorant teachers and said that the best teacher should be "an angelic person, that is, one who is pure-hearted, pure-hearted, honest, polite, and reflects the manners of good people."

In the 1960s and 1970s, a number of reforms were introduced in education, and the "competency approach" emerged as a new area of research. Competence is a Latin word meaning "compete" - I enter, I am worthy, I deserve, or knowledge, experience in a field. This means that a person has a holistic knowledge and experience in a particular field.

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[4]Ochilov M. The teacher is the architect of the heart. - T .: "Teacher", 2001. 38 p.

[5]Decree of the President of the Republic of Uzbekistan dated February 7, 2017 No PF-4947 "On the Strategy of actions for further development of the Republic of Uzbekistan". - https://lex.uz/docs / 3107036

[6]A.Navoiy. "Mahbub ul-qulub" Fifteen volumes. - Tashkent. Fiction Publishing House, 1966 13 vol. P. 192-193

"Competence - knowledge, professionalism, qualification, experience, integration into leadership activities." "Competence is a range of issues that a person knows or is well aware of," [7]said Russian psychologist BDEL'konin.

"Competence is the scope of one's duties and rights," [8]said SIOzhegov. In general, the terms "competence" and "competence" are not analyzed in the same way by pedagogical scientists. Competency-oriented education The general meaning of the term "competence" was proposed by the American linguist M. Chomsky (1956) proposed by the University of Massachusetts. At the Council of Europe Symposium in Bern (1996), it was noted that "competence" is included in the list of concepts such as ability.

Alex Moore co-founded the concept of multifaceted ability, which is consistent with the concept of competence: "Multifaceted ability is the ability of different people to learn different things in different ways or by the same person in different ways [9]. "

Today, the words "competence" and "competence" are widely used in the teaching process. The meaning and essence of these terms are interpreted differently by educators, psychologists, methodologists.

CIS scientists Yu.K.Babansky, MNSkatkin, NVKuzmina, VASlastyonin in their research promote the training of future teachers, "effective teacher" technology and general didactic approaches to its content . Uzbek pedagogical scientists NSSaidahmedov, Sh.S.Sharipov, in particular, O.Musurmanova explain: "Humanization of education in educational institutions and the use of modern pedagogical and information technologies in the educational process, the competence of teachers in continuing education and the didactic requirements for it."

Today, the concept of "competence", according to O. Musurmonova, means a set of laws, requirements, rules, duties, duties and responsibilities, as well as personal deontological norms necessary for a professional.

"Competence" is related to personal practice and is the ability to demonstrate the norms of competence in practice based on creativity from the requirements of society [10].

The main tasks of the teacher and the requirements for his personality, to ensure the success of reforms in the education system of the Republic, as well as the moral image and professional skills of teachers, educators, production masters working in educational institutions depends on.

Thus, foreign thinkers have stated in their works that there are a number of important qualities of a teacher. These include:

- The teacher is well-rounded, distinguished from other professions by his high qualities and feelings,

- Individual work with those who are lagging behind in mastering the periods, the magic of attracting the attention of students,

- work independently and improve their skills. Such as pedagogical ability and manners.

It is worth noting that many commentators on the teaching profession, analyzed by Eastern and Western thinkers, can raise education to a higher level by improving the idea of the ancestors.

In order to ensure the effectiveness of pedagogical processes, teachers need to plan, design, model pedagogical processes in a clearly defined direction, coordinate the

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[7] Elkonin B.D.Ponyatie kompetentnosti pozitsiyarazvivayushchego obucheniya. - Moscow. 2002.

[8]Ojegov S.I. Dictionary of Russian language. - Moscow: "Russkiy yazyk", 1999. 248 p.

[9]AlexMo r e. Tea ching learning. Pedagogy. Curriculum and culture. 2014, p. 146.

[10] Musurmonova O. Pedagogical technologies - education efficiency omili . - T .: " Youth publishing house ", 2020, 44 p.

activities of students and ensure their activity, methods, techniques and principles of managing the pedagogical process on a case-by-case basis. It is necessary to know the technologies and on the basis of them to organize innovative activities aimed at the approaches of the subjects of the pedagogical process to the activities as a complex pedagogical system. At the same time, the main focus is on teachers, the organizers of the educational process. One of the unique features of the pedagogical profession is that teachers are required to constantly replenish their knowledge, skills and abilities. A modern pedagogue should be an entrepreneurial educator, a positive active participant in spiritual and ideological work, a profound knowledge of the subject he teaches, a person who artistically teaches science to the younger generation. Improving the skills of teachers and retraining them in the current period of rapid development of science - first of all, their thorough mastery of modern information technologies, the development of scientific and methodological skills in this area, the acquisition of scientific and technical information and educational literature. It is necessary to study and create favorable conditions for the continuous improvement of professional skills, abilities and knowledge of the teacher, a process that is fully implemented in professional development courses.

In the formation of basic concepts, interests, needs and abilities, personal qualities of students, the teacher actively explores the complex aspects of the organization of the pedagogical process on a scientific basis, and thus strives to achieve the desired goal and improve skills. as a result, they must apply the skills they have learned to improve the pedagogical process, and develop a variety of measures to help increase pedagogical effectiveness . Taking into account the following problems in the organization of pedagogical processes on a scientific basis and finding their positive solutions serves as one of the main indicators of effectiveness in teaching:

- Factors influencing the activity of pedagogical processes, the inconsistency between the pace of introduction of innovations and the complexity of their interests, needs and initial concepts, opportunities and concepts that need to be mastered and the need to take them into account;

- Contradictions between the level of formation of personal qualities and professional abilities of teachers and the modern requirements for educational institutions;

- Incompatibility between the emerging initiatives in the education system and the introduction of existing and emerging innovations and scientific methodological teachings:

- Lack of approaches and technologies for the formation of the integrative nature of the educational institution.

The effectiveness of the organization of pedagogical processes is the effectiveness of the educational process, organized on the basis of management laws, methods and techniques, as well as management activities based on innovative technologies. The effectiveness of pedagogical processes is the effectiveness of the educational process, which is the basis of this process, because the innovations and innovations and the innovation process have a specific purpose, namely, the development of knowledge, skills and abilities of participants in the educational process. will be aimed at improving.

The effectiveness of pedagogical processes is determined by the development of knowledge, skills and abilities of participants in the educational process, the growth of the level of mastery indicators. In short, pedagogical culture and competence are the concepts that play a key role in the activities of the teacher and serve to determine the moral qualities of the teacher in the educational process.

§1.6. THE ROLE AND IMPORTANCE OF INTERNATIONAL EXPERIENCE IN ENSURING THE QUALITY OF EDUCATION IN HIGHER EDUCATIONAL INSTITUTIONS

The quality of education, on the training of quality personnel, is a topical issue in most higher education institutions around the world. This is especially true in the late twentieth and early twenty-first centuries. The denationalization of most foreign universities, the proliferation of private universities, the value of education as a commodity in the economic system, and the availability of its clients (stakeholders and customer requirements) are creating competition among universities and forcing them to work tirelessly to improve the quality of their staff.

Both now and in the future, each university will work on the principle of finding its own customers. Higher education institutions that train competitive, high-quality staff are growing economically and scientifically, and their rankings are growing. This begs the question, what is quality in higher education and what are its concepts? Quality in higher education is a multifaceted, multi-level and dynamic concept that depends on the semantic unity of the education model, the mission and objectives of the institution, and specific standards [1].

Although the lexical meaning of competition is "rival" and leaves some unpleasant mood, in a market economy it is useful in all respects. Competition always leads to quality. Quality and competition are interrelated and often used concepts together. This concept is defined by Uzbek scientists A.A. Karimov and L.V. Peregudov: "Quality is a multifaceted concept in higher education.

It should cover all functions and activities in the field of education - educational and academic programs, research and scholarships, full staffing, students, buildings, facilities and equipment, all work for the benefit of society and the academic environment."

Russian scholars, on the other hand, have given many controversial points in the definition of quality, including its short and succinct definition, ie, the degree of conformity inherent to the description of quality requirements [2].

It has two sides:
1) the quality of the results of the educational process;
2) description of quality assurance systems.

This includes the content of education, the process of preparing applicants, teaching staff, information and methodological support, educational technology, scientific activity.

However, the concept of quality may be perceived differently by groups interested in higher education and by different competent organizations.

In sources of international importance, there are opinions about its three components:

1. Subjects of education. It consists of the following components:

- organizers of education. They include the rector, dean's office, academic department, departments;

- Persons providing educational services.

These include professors, methodologists, consultants, laboratory assistants, curricula, and textbooks;

- users of educational services. They include students and listeners.

2. Normative documents of education. These include educational concepts and paradigms, teaching technologies, textbooks, and methods of imparting and controlling quality knowledge.

3. Learning environment. This includes the social, cultural, psychological environment [3].

The level of preparation in each of the components included in the above components will ultimately ensure the quality of higher education.

The activities of higher education institutions of the Republic of Uzbekistan have the above components, but it is necessary to raise it to the level of quality. At the same time, the study of foreign experience will be the basis for improvement in this area. The science and education system in our country is being further enriched on the basis of world experience, and thus, in the process of globalization, higher education in our country is finding its place in the world education system. Hence, the "quality" category in education serves as a leading component.

Sectors of the economy and any type and stage of education are based on the criteria of quality in its existence and functioning in a market economy. Quality assurance in higher education will ultimately lead to the training of mature personnel. In this regard, the world experience is being studied in our country, which in turn indicates that higher education in Uzbekistan, as an integral part of global higher education, is finding its place in the process of globalization. In our view, such processes need to be further studied by the scientific community, hence the need to fully understand and interpret the essence of quality. In this case, a critical analysis of world experience is appropriate.

The issue of quality and quality assessment in higher education emerged as the most pressing issue in the world at the end of the twentieth century. At a conference organized by UNESCO in 1998, the World Declaration was adopted, and its Article 11 was entitled "Quality Assessment" and defined quality as a multidimensional concept in higher education. According to him, educational and academic programs, scientific research, teaching staff, students, educational buildings, material and technical base, equipment, training of quality personnel for society, the academic environment are among the programs that determine the quality. It also provides information on quality assessment organizations [4].

The analysis of foreign scientific sources shows that no clear and definitive conclusion has been reached on the coverage of the concept of quality in world higher education and its universal interpretation. However, there are several interpretations of it.

Western scholars have differed on this point. Diana Green's views on the interpretation of the concept of quality in higher education are unique. He thinks about the traditional meaning of quality. According to him, the delivery of products, service and success at the level of demand set by customers, the acquisition of image is a quality. For comparison, the image of Oxford and Cambridge universities among students and researchers in higher education, such as Mercedes or Rolls Royce, is a clear example. Both universities have long been ranked high in world rankings such as the Times Higher Education-QS World University Rankings and the Higher Education Research Institute of Jiao Tong University in Mainland China. occupies [1]. In our opinion, it is a modern requirement that the university has a unique image at the local and international levels and provides services in accordance with the requirements of stakeholders.

D. Green's view that products or services conformance to specifications or standards is also common. In higher education, a student's high level of mastery and sufficient qualifications are assessed by standards. For example, in British higher education institutions, compliance with the "Academic Standard" is also considered qualitative. D. Green also comments on the quality of fitness for purpose. Green explains this idea by asking a few questions: if the goal of higher education is to provide mature people to the community, then are they able to do it, are the curricula reflecting enough

knowledge and skills, the vision and mission of the university?) is being executed? such as.

Hence, it is believed that education standards are the basis for defining quality through these views, but there are also conflicting views on the definition and interpretation of the purpose of higher education. There is also a debate over whether the purpose of higher education should be determined by students, teachers, academics, management or the government. Of course, the goals of these interest groups in higher education are different from each other and they are compatible. It also shows that higher education is multi-purpose.

Also, quality criteria in higher education are not only determined by the needs and desires of the student, but in higher education, if management is interested in the quality of the educational process, students, parents and customers may be more interested in the quality of learning outcomes. In our opinion, higher education should have the categories of 'service provider', 'customer' and 'customer' . The sum of these categories is traditionally referred to as 'interest groups'.

It is known that in the conditions of Uzbekistan, education is inseparable from upbringing. The student (pupil, pupil, student) in the educational institution should not only receive knowledge, but also develop his spiritual outlook and grow his upbringing. Therefore, it is correct to consider the customer of the universities in our country (regardless of whether the university is local or international) as the society itself. It should be noted that the experience of introducing such positions as Vice-Rector for Youth Affairs, Deputy Dean for Youth Affairs in the universities of our country is known only in a few countries around the world, and this can be considered a unique experience. In our education system, spiritual affairs and work with young people are an integral part of education, while in other countries, spiritual affairs is the responsibility of the student affairs office, and the activities of these departments are not part of the educational process. limited to giving. Due to this, the spiritual work of Uzbek universities is one of the main indicators of quality.

From the above, it is clear that the concept of quality in higher education is complex and multifaceted. So who defines quality in higher education? a legitimate question arises. Quality definition and evaluation in foreign higher education has also always been in debate. For example, there is the interpretation of K. Campbell and K. Roznia: "Quality is not evaluated and measured, but where and when quality is recognized by scientists", and this leads to various arguments [5]. British authors N. Jackson and H. Lund approach the issues of quality assessment and definition in higher education based on a conceptual framework (Table 1.1) [6].

Conceptual system for assessing and determining the quality of education in higher education (Jackson and Lund)

Input and Resource (Input)	Process	Output Target (Output)
Student: her initial level of knowledge, abilities, specialization and qualifications; Pedagogical staff: scientific potential, qualifications, level of expertise, competence, readiness for evolving education; physical resources: accommodation, facilities, machinery and equipment,	Introduction to the curriculum and teaching conditions, Curriculum design and evaluation teaching and learning: strategies and methods, effectiveness, innovative approaches; guidance and support to students: academic and individual teaching system, text of lectures and other	The student should become a competitive staff, have a high rating, meet educational standards, be ready for the next stage of continuing education; Pedagogical staff: their effectiveness and creativity in teaching, research, organizational management, supervision.

library and information technology facilities. financial resources: student and teaching staff costs; external resources: use of non-academic specialists, use of machinery and equipment not under the jurisdiction of the higher education institution;	types of lectures and information, supervision of projects; student activity registration system: assessment of student mastering and preparation of reports; management and administrative organizational and management system structural and effective organizational and managerial skills, knowledge of strategies; analytical work and correction of deficiencies based on requests and suggestions from students or staff	

This system consists of the main essence and functions of higher education, which are divided into successive columns, such as "Input and Resource (Input)", "Process", "Outcome and Goal (Output)". The "Revenue and Resource" column, which defines quality, takes into account all the types of resources needed to set up the learning process. Particular attention is paid to the quality of resources and compliance with the standard in the effective conduct of the "process" and the achievement of "results". In general, the elements of "Revenue and Resource", "Process", and "Outcome and Objective" are the basis of educational research and are widely covered in most literature. Norwegian authors Cheng and Tam also believe that the quality of higher education should be defined on the basis of these elements [3].

Based on world experience, the quality of higher education:
- Applicants have sufficient knowledge and skills;
- Competence of teachers and high motivation to teach;
- adequate information resources;
- Practice of international relations;
- Development of self-assessment mechanisms;
- strengthening postgraduate education and research;
- Interrelation of undergraduate programs with practice;
- Several factors, such as the strengthening of the relationship between the practice and the university, are actively influencing.

Uzbekistan has a legal framework for monitoring and evaluating the quality of the educational process and training. Higher education institutions in Uzbekistan meet the requirements set in the Bologna process of improving the quality of education, but need to be improved in some areas. In the process of ensuring the quality of higher education of employers and students in Uzbekistan, the practice of assessment at the level of international standards is not established, there is insufficient regulatory framework for its implementation. In the field of external evaluation, the legal and regulatory framework of the system of socio-professional examination of higher education institutions is not perfect.

The analysis shows that the main focus in ensuring the quality of education in Uzbekistan is not to improve the quality of education, but to report. Passivity in the implementation of the internal system of quality assurance in education is associated with poor information supply and lack of qualified personnel. External mechanisms for

ensuring the quality of education are aimed at monitoring compliance with the established requirements of the organization of the educational process, rather than the strategy of improving the quality of education.

Currently, the system of improving the quality of education in Uzbekistan needs to be improved, implementing the European experience in ensuring the quality of education, and it is advisable to:

- It is necessary to ensure the broad and active participation of students, employers, public organizations interested in improving the skills of graduates in the process of improving the quality of education through the introduction of a system of regulation and incentives;

- The final results of students' studies, including specialization

it is necessary to pay attention to employment;

- Focusing on the internal mechanism of improving the quality of education will allow to strengthen the internal incentives of teachers working in the higher education system to improve the quality of education;

- The results of the certification and accreditation of higher education institutions should be widely published in the media, on the Internet;

- Ensuring international comparative comparison of the quality of education should be carried out at the level of higher education institutions and government agencies responsible for ensuring the quality of education.

Based on the above, we consider it appropriate to introduce the following in the education system of Uzbekistan:

- In-depth study of the European education system and the introduction of a new mechanism for student assessment;

- Establishing a wide range of teaching methods used in the educational process of the European education system in general secondary education, secondary special, vocational education and higher education;

- Paying attention to remote, part-time types of retraining and advanced training;

- Realization of our national model of education on the basis of foreign experience, taking into account our national values, traditions, spirituality, based on foreign experience;

- Creating conditions for Uzbek universities to reach the level of other advanced universities in the field of scientific and academic potential in the international arena, assigning serious tasks to the leadership of each university to study foreign experience;

- On the basis of joint activities, projects and activities aimed at learning from each other, it is necessary to ensure the participation of all higher education institutions of the country in grant projects of TEMPUS, ERASMUS +, DAAD, KOIKA, international organizations.

§1.7. IMPORTANT DIRECTIONS FOR DEVELOPING CREATIVITY AND DESIGN SKILLS FOR FUTURE PROFESSIONALS IN AN INNOVATIVE EDUCATIONAL ENVIRONMENT

Today the development of our time new from the new it is laying the groundwork for further improvement of the spheres. The person in the decisions and orders of the president is his fullness specifically mentioned is: we have never adopted public policy concerning young people without deviation, we continue with perseverance. Not only will we continue, perhaps most of these policies require today's times as a priority task let's raise to the higher level you are doing. Independent of our youth thinking, having high spiritual potential, the world on the scale, people who do not come to their peers empty in any field our state and society to be happy we will mobilize the power and opportunities there. Creating for young people the opportunities that are given today are no doubt worthy of admiration mold is valued every person as an individual.

At present, theories, conceptions, studies concerning the individual it has always been seen as an urgent problem. In the 70-ies of the XX century structural orientation to the problem of the person in the end systematic exchanged with the tendency to apply concomitant. On this occasion the A.N. Leontev's ideas deserve special attention. In his opinion, the person is it is a special kind of phenomenon that occurs as a result of the life of a person in society psychological derivative. A person, in his community, in his fullness, is a the theories of a number of scholars, their reflections on the individual, on them taking into account the influencer omillarni,"I consept" of different points of view are reflected in psychological conceptions composed. Because it is this who nurtures the individual, which becomes the ground for his creativitysociety is.

Education system from the early days of independence development recognized as the priority direction of Public Policy it was established. Education today is among the crucial issues that solve our lives-radically changing the content of education, raising it to the level of modern education the main place is occupied. Because the renewal of society, our lives development and prospects, the effect of ongoing reforms destiny, independence of the Republic and the social corresponding to the market economy-formation of economic policy-all this to the modern requirements the problem of training highly qualified specialists who will be responsible closely related.

Youth intelligence and competence is not only to the knowledge that he has acquired,perhaps due to the high logical thinking, the same today stable memory in youth, independent thinking, receiving educational material a high level of doing, a reflection of reality life and of course, formation of logical thinking from actual tasks before education it's dated. In the XXI century, not only to give knowledge to students, but also in them acquisition of skills and skills, as well as their further creativity in the future formation of ability is required.

Increase the effectiveness of education, students ' education ensure that young people are at the center and receive independent knowledge for well-prepared educational institutions and in their field modern pedagogy in addition to the independent acquisition of knowledge who knows technologies and interactive methods, training from them and rules of use in the organization of educational activities need future professionals who know.

One of the principles of higher education today is innovation future specialists for the creation and reform of the educational environment and training of highly qualified, creative specialists harmonization of activities of higher education institutions, creative application of pedagogical innovations to the educational process on the basis of an approach is considered. But advanced pedagogical technologies and innovations have-

itself does not penetrate into the education system. This upcoming specialist activity and the process that depends on his creative approach. Future specialist without changing its activities, its responsibility and activity without increasing, one step forward in training cannot be shaken.

While analyzing the concept of "innovation activity»: G.A.Mkritichyan's opinion on this is noteworthy: - quot; pedagogic experience-it is possible to distinguish 3 main forms of test activity, these are Experience, Experience-test work and innovation of the future specialist activities.

Innovation activity - own profession of the future specialistcreative to master existing forms and tools in improvement refers to the approach. Innovation and innovation in education a science that is sustainable and accessible to all about creative activity that the sections and classifications are not so far perfectly composed both must be recognized. One of the main reasons for such a condition the difficulty between systems of academic knowledge oriented to education failures to cope with are. The bigger the cause, the more educational it is a break between cognitive and practical pedagogical activity. Future specialist innovation the subject of the educational environment and create news, application and popularization as an organizer will participate. It contains the content of knowledge in science, changes in traditions and must be able to analyze the essence. The concept of innovation education innovation is closely related to such concepts as innovation process. That is why innovation without searching for the content of these concepts the content of the activity cann't be understood.

Innovation is an important part of practice and theory, social-social, aimed at improving the qualities of a cultural object it is a system of action of subjects. The essence of the theory of this idea there are different approaches and opinions regarding the creation of his in essence, there is no single opinion in science. Innovation is up to date, it is important that new approaches formed in one system. They are born on the basis of initiatives and innovations, and the content of education there will be prospects for development, as well as the education system in general has a positive effect on its development. Innovation is a certain activity technology, shapes and techniques in the field or production, a new approach to problem solving or the application of a new technological process, it is known that it will lead to much more success than before the final result is.

Innovation any innovation in the educational environment can be innovation cann't. For this, the exact form of innovation activity, its content and the scale will serve as the basis. If the activity is short-term and if it does not have the feature of a holistic system, it can only be used in a particular system in its own way if the task is to change some of the elements, then we will be communicating with novasia. You are known to operate if it is carried out on the basis of a concerted approach and its result those led to the development of the system or its printsipial change we can only say that innovation is coming. Both concept criteria are as follows: innovation is carried out within the framework of the current theory, scope and time and the result is limited to the previous system improves. Innovation will be systematic, holistic and lasting, design a new system of activities in specific practice, practice completely renews the positions of the subjects. Bunda activity new directions will be opened, new technologies will be created, new activities quality results are achieved, as a result of which the practice itself updated.

Creativity in innovative educational environment in future specialists and addressing the problem of designing skills formation growing dynamics of innovation processes in the educational institution it arose as a result of understanding that it was going. Its analysis is only science and technology incorporate the use of modern

achievements izlash create, adapt, apply and not without getting updates it also covers such processes as re-checking the results obtained.

Creativity in innovative educational environment in future specialists and formation of design skills-potential the specialist's willingness to innovate, creative thinking, independent formation of skills and qualifications to work on their own, a new pedagogical from lessons and lessons using technologies, interactive techniques it consists in improving the skills of conducting extracurricular activities.

Innovative educational environment from the future specialist's own activities it happens that he is not satisfied. He or she is by the future specialist faced with some kind of obstacle in the solution of pedagogical task, it occurs on the basis of striving for a successful solution. Creative approach on the basis of innovative learning environment begins to look for a new idea. Pedagogical innovation is an important and complex issue in the educational process from the future specialist to the new requires an approach.

Innovative ideas are rapidly entering today's educational practice. Pedagogical innovations serve to increase the quality and effectiveness of Education makes, at the same time, any renewal processes in the community, reforms take place in an inextricably linked manner with the essence. Future specialists are actively working within the same processes preparation for innovative activities in the range of professional qualities of the course requires Level. The degree of suitability for such activities is education clearly manifested in the technology project and the pedagogical idea at its center will be. The creator of educational technology - the future specialist theoretical knowledge, practical experience, advanced teaching methods and methods effectiveness with the quality of education when mastering the skills of application guaranteed.

Creativity and design in future specialists in higher education the effectiveness of educational technology in the formation of skills interactive methods that serve to provide are widely used. "6x6x6x6", "smart attack", "decision genealogy", "networks", "scales", dozens of methods, such as" zinama-Zina"," corners"," elpigich", the name of all understandable and familiar. Future specialist in educational practice from them when planning to use, it takes as a basis the didactic purpose. At the same time, the head rests on how to accomplish this goal. To solve the problem arises the need to create a certain idea. Well then, didactic goal is clear, the stages of its implementation, educational methods determined, but on what basis will the educational technology be built?

Creativity and design skills in the future specialist there are different approaches to shaping, that is, preparation, planning and implementation is carried out in stages. Future expert innovation has a number of psychological barriers in the educational environment will face. The first of these is the skills of the future specialist himself the fact that it is very difficult to go beyond the limits of activity, that is, in them if creativity is not enough, then another reason is new and unknown things always come to convulsions and insecurities in people the output is.

Based on the above comments, to such a conclusion can come. In most of the studied scientific work although the concept of" innovative pedagogical activity " is described, this it is a full-fledged and innovative educational environment that will please everyone in the field the only definition that reveals the content is not created, as well as this there is no single approach to the process of formation of activity.

Creativity and design based on innovative learning environment scientific research, developments for the formation of skills creation, experiment-testing or other science-technique new technological process or new with the use of achievements the creation of an improved product is its programmatic feature the fact is that it is also in the field of ideas and moves of a particular subject on the field is also not carried out, but also carry out this activity the experience is real, while those who are all in their lives innovation is. The original content of the educational environment is practically new it is

the formation of technology, the result of which is innovation to translate the resulting invention into a project, a project – technology directed activity.

Increase the effectiveness of education, in the educational center of the individual to ensure that young people have access to independent knowledge he was well prepared for the educational institutions and is in his field modern pedagogy in addition to the independent acquisition of knowledge who knows technologies and interactive methods, how to read from them and rules of use in the organization of educational activities need future professionals who know.

Creativity and design skills in future specialists the only thing that science has established the process of forming is the principles and in practice, it is possible to develop with the help of proven rules. Education the course of processes, properties, content composition and class-syphilis is associated with the analysis of the results of the examination.

In particular, the researcher-scientists add news and check they divide into three stages.

The first stage is the one that contributes to the success of news or blocking learning and various innovations analysis of empirical data. The second stage is an area of innovation input process itself taking into account the transition from the environment to the second sphere mexanizmini learn together.

At the third stage - the researcher's attention to various innovation analyze situations, develop risk assessment techniques emerging recommendations in the field of output, introduction of innovations pay attention to citation.

Creativity and design skills in future specialists, formation of concepts through innovative methods in many ways it will depend on the regular perfection of the educational system. Little use of innovative methods in their preparation process, specific assignments in the program and textbooks, developed a special methodology the fact that the issue was not resolved positively as a result of the failure identified. Science, technology and production at the future specialist aware of the basics of technology, social events and events independent thought and broad, able to understand and evaluate the essence in depth the worldview should show such qualities as being the owner. Future training of specialists is a long-term, complex process, which involves successful completion of the process involves general pedagogical activity content and methodically correct organization, high efficiency that is, innovation is the application of educational technologies and a wide range of it seeks to achieve speed in the use of information.

Future professionals in the current globalisation era orientation to creativity, innovation applied educational technologies it is necessary to carry out a number of the following positive works:

- innovation training in the preparation of future specialists training that makes it possible to be aware of the essence of technology sources (textbook, instruction manual, reference, methodological recommendation

and brochures) to pay special attention to the creation;

- innovative educational technologies, creativity, design of them in order to be aware of the specific knowledge of their profession organization of additional sessions aimed at improving skills to join;

- advanced, creative, initiative in the training of future specialists

work of teachers on the application of innovative educational technologies wide popularity of styles;

- training of specialists in training the creation of a new generation of textbooks on science, their content achieving a technological approach in detection;

- innovation training in the preparation of future specialists encouraging teachers who are using technology efficiently Organization of various competitions in order;

- innovative educational technologies in educational and educational activities international, Local Government in order to ensure effective implementation and for their study abroad under the auspices of non-governmental organizations paying special attention;

- innovation introduced educational technologies in the educational environment scientific-practical research on the topic of scientific-practical bases of study scientific and practical conferences on the Republican level conduct regular.

At the same time, information with a severe speed in the educational system the flow is coming in and it is covering a wide range. Information receiving at a fast pace, analyzing them, processing, theoretically, summarizing, summarizing and delivering to young people giving way out of the actual problems facing the education system one is. Innovation in the educational environment in future specialists above to formulate creativity and design skills it will serve as a positive solution to the actual problem noted.

CHAPTER 2. INNOVATIVE EDUCATIONAL TECHNOLOGIES

§2.1. DIDACTIC TECHNIQUES IN HISTORY LESSONS THAT CONTRIBUTE TO THE DEVELOPMENT OF STUDENTS' COMMUNICATIVE AND SPEECH SKILLS

The problem of students' speech development is extremely relevant today. The level of speech development of a significant number of schoolchildren is clearly insufficient. This is evidenced by their monosyllabic and expressionless oral and written answers in the classroom, the style of communication at recess. Profanity and the clogging of speech with parasitic words have taken on truly threatening proportions.

The modern education system, along with the media and other social institutions, makes its feasible contribution to speech degradation.

The main task of a modern school is the formation of a competitive linguistic personality capable of adapting to various social conditions, possessing a high internal culture and developed communicative abilities. In this regard, the developing role of the Russian language is increasing. It should become a means of forming a communicative culture and cognitive interests of students. Developed speech is considered as an instrument of cognition of the world and oneself, and the development of speech becomes the central task of personality development. This important task should be solved not only in Russian language and literature lessons, but also in history and social studies.

As a result of studying history, the student should first of all be able to:

• formulate your own position on the issues under discussion, use historical information for its argumentation;

• formulate their worldview views and principles, correlating them with historically emerged worldview systems;

• compare and contrast, analyze historical events and phenomena.

But in order to prepare a graduate in accordance with these requirements, it is necessary, first of all, to develop the child's speech.

What are the main speech skills and abilities that schoolchildren should master in history and social studies lessons:

• Formation of the following general subject communicative competencies among students:

• Oral dialogue;

• Written dialogue;

• Ability to participate in the discussion;

• Monologue speech;

• Development of written speech.

Basic techniques and methods for the development of speech

in the history and social studies lesson

• Fiction is an important source of familiarization of students with the historical past. Its meaning is as follows:

1. the writer's living literary word gives a sample of literate and rich Russian speech;

2. artistic images increase the visibility of the presentation of the material, concretize it;

3. the emotional impact of the teacher's story in the lesson, combined with an excerpt from a work of art, contribute not only to the formation of ideas about the past, but also help to remember the material firmly and for a long time;

4. comparison of descriptions of the same events in fiction and historical writing contributes to the development of students' thinking.

Artistic and historical anthologies can become a help for a teacher - for example, "The History of the Fatherland in Literature, the XIX century: A Textbook for a teacher" (comp. A.V. Shestakov.M., 1991).

• Oral dialogue: ask questions to the interlocutor, construct answers to questions, freely participate in the conversation. The development of students' dialogic speech is promoted by such types of educational activities as role-playing or business play, staging of individual episodes and scenes, protection of project works and presentations, etc.

• Educational discussion. Among the methods that help the teacher to form a competent, reasoned speech of students, it is necessary to highlight the educational discussion. The meaning of this method is to exchange views on a specific problem.

Through discussion, students acquire new knowledge, strengthen their own opinion, and learn to defend it.

The main function of the educational discussion is to stimulate cognitive interest; auxiliary functions are teaching, developing, educating and control-correctional.

Elements of discussion can be used in history lessons already in the 5th grade, and this method is fully used in high school both in history lessons and in social studies lessons.

Forms of discussions:

• "round table" - a conversation in which a small group of students (usually about 5 people) participates on an equal footing, during which opinions are exchanged both between them and with the audience (the rest of the class);

• "expert group meeting", at which the planned problem is first discussed by all group members (4-6 people), and then they state their positions to the whole class. At the same time, each participant speaks with a short message;

• "forum" - a discussion similar to an "expert group meeting", during which this group enters into an exchange of views with the audience;

• "symposium" is a more formalized discussion compared to the previous one, during which participants make presentations representing their points of view, after which they answer questions from the audience;

• "debate" is a clearly formalized discussion based on pre-fixed speeches of participants – representatives of two opposing, rival teams - and refutations;

• "aquarium technique" is a special variant of the organization of collective interaction, which stands out among the forms of educational discussion. This kind of discussion is usually used when working with material whose content is associated with contradictory approaches, conflicts, disagreements.

• Development of monologue speech: to give a detailed answer to a question, to make a verbal description of an event, a historical person, a discussion on a given topic, a speech with an oral message, a report, a presentation of project work, a guided tour in a museum, etc.

It is very useful at the initial stage of the study of history to teach the retelling of the text. This contributes to the development of memory, develops and forms the skills of correct monologue speech.

4.1. Basic techniques for working on the retelling of the text:

• Drawing up a reference synopsis with historical symbols;

• The use of memory algorithms in lessons (in the study of complex, eventful historical phenomena, as well as in the study of participants in these events);

• Work on coherent oral speech (includes "drawing" a verbal picture using pictures or situational pictures, making sentences, a story);

• The use of logical schemes and tables that help to systematize and classify the material.

4.2. Methods of working with students who lag behind in speech development.

• A story based on an illustration. Students are invited to consider the illustration and make a proposal about this or that actor, describe his clothes, actions, etc. This gives visual support, evokes a passive vocabulary in memory, teaches children to see the main thing, enlivens classes. The technique is old, but quite effective.

• Retelling training (example).

Read the text, pick up emotionally colored words, modern expressions. Retell the text in detail.

• Development of written speech.

Promotes such forms of activity as learning to take notes of a text, drawing up a response plan or an article, essay or essay on a topical topic, drawing up memos, instructions, filling out tables, etc.

• Vocabulary work is an important means of forming students' communicative competence.

• Contributes to the training of taking notes of the text, drawing up a response plan or an article, essay, essay, drawing up memos, filling in tables, etc.;

• Enriches the vocabulary of students (working with concepts, historicisms, catch phrases);

• Vocabulary work permeates the entire process of learning history (it is correct to use historical terms not only during the answer in the lesson, but also to use new words in everyday speech).

• Before getting acquainted with the concept, you can ask the question: "What associations does a new word cause you?" A comparison of several associations will help formulate a definition;

• The "hot chair" technique to consolidate the studied material: one student sits on a chair with his back to the blackboard on which the concepts are written; the teacher shows the concept that needs to be defined, the children say the definition, the student on the chair calls the concept;

• Making crosswords;

• The task is to find several definitions of the same concept in different dictionaries and compare them with each other.

It is advisable for high school students to give tasks to analyze words and choose those that they would use in their speech, make speech constructions with new words. In addition to the dictionaries presented on the Internet, many interesting publications have now been published that can help with dictionary work:

It's no secret that for most students, an oral answer in class causes difficulties. Due to a weak vocabulary, erudition, superficial acquaintance with the text, children with difficulty form an answer in accordance with the requirements for oral answers of the History course. To solve this problem, the teacher faces the following tasks: 1) to form students' ability to consciously use speech means in accordance with the task of communication; 2) to develop students' ability to express their feelings, thoughts and needs; 3) mastering monological and dialogical forms of speech in accordance with the norms of the native language.

To solve this problem, it is necessary to use didactic techniques that contribute to the development of oral speech of students.

1. I use didactic games. For example, "Describe a picture", when a student describes the events depicted on it. The event is in front of the eyes, it makes it easier for the student to choose words. If the student has no difficulty describing the picture, then the next level is to name the time that is depicted, the author, and his attitude to the event.

Application

Memos to students for the development of speech in history lessons:

1. If you have to give a speech

There are four categories of speeches:

• 1) learned by heart;

• 2) those that are read out according to a pre-written text;

• 3) pronounced according to pre-prepared sketches;

4) spoken impromptu.

In order not to read on a piece of paper, but to easily remember the text of the speech, you should:

1. think about what you will talk about;

2. write down the main ideas of your speech;

3. think over the overall performance plan;

4. having thought over the structure of the speech, write it down and add the necessary details and details to it;

5. for insurance, it is useful to write out on a card or remember the main points of the speech.

What should the student's speech be like:

1. Speech must be literate and correct, then it will be understandable for the listener.

2. The student freely and independently, realizing the goals of his speech, chooses language means and is responsible for his choice.

3. The speaker's speech must be truthful and sincere, not violating generally accepted norms of behavior and morality.

4. In the process of communication, it is necessary to observe the culture of listening.

What should be a detailed oral answer on history:

1. The answer must strictly correspond to the question posed by the teacher.

2. The detailed answer consists of an introduction, the main part and the conclusion, conclusions. The introduction may reveal the reasons for the event or phenomenon under consideration (for example, the question: "Abolition of serfdom in Russia", the introduction - the reasons for the abolition of serfdom). In the introduction, you can briefly describe the background of the issue (projects for the abolition of serfdom under Alexander I and Nicholas I); give a brief description of the primary sources and historical literature on the issue under consideration.

3. The answer must be consistent, coherent.

4. The answer should be reasonable, based on the principle: thesis - arguments - conclusions.

5. The answer should contain all the main questions of the content of the topic and all the main facts. You should use historical terms, concepts, and be able to reveal their meaning.

6. If necessary, the answer is accompanied by a display on the map, an appeal to artistic images.

7. Conclusions may contain assessments of historical material (their own assessments or assessments of scientists). The answer can be completed by identifying contradictions, problems that are controversial or unresolved.

8. Your speech should be literary, literate, accurate.

How to prove your judgments?

• Proof - consistent justification of thoughts, ideas, theories. Evidence is possible in history:

1. with the help of scientifically established, non-doubtful facts (those facts that are taken from reliable sources are considered scientifically justified, and, if possible, are confirmed by other evidence, confirm the thesis put forward);

2. using logically constructed arguments. Arguments and facts should relate to the essence of the disclosed issue (the proof is more justified when various aspects of historical processes and phenomena are taken into account - economic, political, social, etc.).

• The proof consists of an argument (argument), reasoning, conclusion:

1. Analyze the task, clarify what you need to prove.

2. Determine the conclusion that you will prove.

3. Identify the sources that you will use to argue your conclusions.

4. Highlight the essential facts supporting your conclusion and systematize them.

5. Logically build your proofs, link them to the conclusion.

6. Find out if all the arguments have been exhausted.

Algorithm of historical personality characteristics

1. Historical conditions in which the activity of the individual takes place.

2. The tasks that the historical figure seeks to solve, and the methods of their solution.

3. The interests of which class (classes, strata of society) does the historical figure express?

4. The significance of his personal qualities.

5. Evaluation of the results of the activity of a historical personality.

Memo for working with a historical source

1. Give a description of the historical source: a) the author; b) the time of creation; c) genre.

2. Briefly state the content of what you read and formulate the main ideas and facts.

3. Determine the features of the text, including artistic ones, highlight and write down the main historical facts in the notebook.

4. Determine what prevails in the given fragment - historical facts or an artistic description of events.

5. Justify whether the given fragment of the source can be trusted.

Memo "How to write cinquain"

The word "cinquain" comes from the French "five". This is a five-line poem.

The first line is the theme of the poem, expressed in one word, usually a noun.

The second line is a description of the topic in a nutshell, usually with adjectives.

The third line is a description of the action within this topic in three words, usually verbs.

The fourth line is a four-word phrase expressing the author's attitude to this topic.

The fifth line is one word - a synonym for the first, on an emotional-figurative or philosophical-generalized level repeating the essence of the topic.

§2.2. WAYS TO COORDINATE CONFLICTS IN THE SYSTEM OF RELATIONS TEACHER-STUDENT

The process of training and education, like any development, is impossible without contradictions and conflicts. Recently, conflicts between teachers and students have become more frequent, more intense and more complex. Without a doubt, each conflict has a unique, individual character, which necessitates the preparation of future teachers to resolve potential conflicts in the "teacher-student" system [1, p. 10]. To delve into the essence of this problem, first we will try to figure out what a "conflict" is. The concept of conflict belongs to both ordinary consciousness and science, which endows it with its own specific meaning. Each of us intuitively understands what a conflict is, but this does not make the definition of its content easier [6, p. fifteen]. For example, in everyday speech the word "conflict" is used in relation to a wide range of phenomena - from armed clashes and confrontation of various social groups to official or marital disagreements [11, p. 9]. If we talk about the historical origin of this term, then it is known that the word "conflict" comes from the Latin conflictus - a collision and almost unchanged enters other languages (conflict - English, konflikt - German, conflit - French). An analysis of the definitions of conflict adopted in various modern non-specialized encyclopedias reveals their similarity [5, p. 12]. As a rule, the content of the concept of "conflict" is revealed through the following meanings: 1. The state of an open, often protracted struggle; battle or war [8, p. 13]. A state of disharmony in relationships between people, ideas, or interests; clash of opposites [8, p. ten]. 3. Mental struggle arising as a result of the simultaneous functioning of mutually exclusive impulses, desires or tendencies [13, p. 12]. 4. Confrontation of characters or forces in a literary or stage work, in particular the main opposition on which the plot is built [6, p. 16]. There are a great many definitions of conflict, so it is not possible to order them and give an unambiguous definition of this concept. How do conflictologists solve this problem for themselves? One of the possible definitions of the conflict is based on its philosophical understanding, according to which it is described as "the limiting case of the aggravation of the contradiction". A somewhat different definition is given by A. G. Zdravomyslov, the author of the most fundamental domestic monograph on the problems of the sociology of conflict. He writes that "conflict is the most important aspect of the interaction of people in society, a kind of cell of social life. This is a form of relationship between potential or actual subjects of social action, the motivation of which is due to opposing values and norms, interests and needs. This wording raises the question: is this opposition objective, which can be established from outside, or subjective, arising from the assessments of the parties involved? [10, p. 23]. Another definition belongs to R. Dahrendorf, a well-known Western researcher of social conflict. He defines conflict as "any relation between elements that can be characterized in terms of objective ("latent") or subjective ("manifest") opposites. It turns out that the question of objectivity-subjectivity, awareness-unconsciousness of opposites is not significant from the point of view of the emergence of a conflict, but it is not clear what "any relationship" is [6, p. 39]. In psychology, the concept of conflict also has its own characteristics. For example, A. Ya. Antsupov and A. I. Shipilov offer the following definition: "conflict is understood as the most acute way of resolving significant contradictions that arise in the process of interaction, which consists in counteracting the subjects of the conflict and is usually accompanied by negative emotions" [3, p. 28]. B. I. Khasan, one of the well-known domestic researchers of the conflict, offers the following understanding of the conflict: "Conflict is such a characteristic of interaction in which actions that cannot coexist in an unchanged form mutually determine and interchange each other, requiring a special organization for this. It is important to bear in mind that

action can be considered both externally and internally. At the same time, any conflict is an actualized contradiction, i.e., opposing values, attitudes, and motives embodied in interaction. It can be considered quite obvious that, in order to be resolved, a contradiction must necessarily be embodied in actions, in their collision. Only through the clash of actions, literal or conceivable, does the contradiction reveal itself" [30, p. 9]. As we can see, there is no single definition of the concept of "conflict". However, modern researchers from various fields of knowledge agree that the attitude to the conflict, its interpretation and practice of working with it have undergone certain changes. They can be formulated in a few simple theses. 1. Conflict is a common feature of social systems, it is inevitable and inevitable, and therefore should be considered as a natural fragment of human life [26, p. 13]. Conflict must be accepted as a form of normal human interaction. While conflict may not be the best form of human interaction, we must stop perceiving it as some kind of pathology or anomaly. Conflict is normal [12, p. 16]. 2. Conflict does not always and does not necessarily lead to destruction. On the contrary, it is one of the main processes that serve to preserve the whole. Under certain conditions, even open conflicts can contribute to the viability and sustainability of the social whole. The conflict should not be perceived as an unequivocally destructive phenomenon and should not be assessed in the same unambiguous way. The modern understanding of conflicts suggests that conflict is not necessarily bad [17, p. 32]. 3. Conflict contains potential positive opportunities. The general idea of the positive effect of conflicts boils down to the following: "The productivity of confrontation stems from the fact that conflict leads to change, change leads to adaptation, adaptation leads to survival" [10, p. 57]. If we stop seeing conflict as a threat and start treating it as a signal that something needs to change, we will take a more constructive stance. The value of conflicts is that they prevent the ossification of the system, open the way for innovation. Conflict is a stimulus for change, it is a challenge that requires a creative response. 4. The conflict can be managed, and managed in such a way that its negative, destructive consequences can be minimized or eliminated, and constructive possibilities are strengthened. This means that conflict is something to work with. And in our time, work with conflict is recognized as a common social and personal interest [6, p. 52]. In addition, it is customary to single out some characteristics of the conflict. For example, conflict is always characterized by confrontation between the subjects of social interaction, which manifests itself through the infliction of mutual damage (moral, material, physical, psychological, etc.). The necessary and sufficient conditions for the emergence of a conflict are the presence of oppositely directed motives and judgments among the subjects of social interaction, as well as the state of confrontation between them [1, p.13]. Along with the characteristics of the conflict, it is also customary to talk about its structure. The main structural elements of the conflict are: • parties to the conflict; • the subject of the conflict; • image of the conflict situation; • motives for the conflict; • positions of the parties to the conflict. The parties to the conflict are the subjects of social interaction, whose interests are violated directly, or the subjects that explicitly (implicitly) support the conflictors. In addition, the subject of the conflict is singled out - an objectively existing or apparent problem that causes confrontation between the parties (the problem of power, relationships, primacy of employees, their compatibility). This is precisely the inconsistency that is the cause of the conflict [9, c.18]. The reflection of the subject of the conflict in the minds of the subjects of conflict interaction determines the image of the subject of the conflict. The motives of the conflict, as internal motivating forces, push the subjects of social interaction to the conflict. Motives are manifested in the form of needs, interests, goals, beliefs. And the last structural element of the conflict under consideration is the positions of the parties to the conflict, in other words, what they declare to each other during the conflict or in the negotiation process.

Based on the analysis of the above trainings on resolving pedagogical conflicts in the "teacher-student" system, one can single out a common goal for all such programs - the formation of readiness to resolve conflicts in the "teacher-student" system. In the process of working at such trainings, such forms of work are used as: - mini-lectures; - independent work of participants with the material; - discussions; - group discussion; - brainstorm; - work in small groups, - work in pairs; - role-playing games; - demonstrations; - psychological testing; - psychological warm-ups; - elements of relaxation and directed visualization. However, the main form of work at conflictological trainings is still work in groups, since it allows you to teach the ability to cooperate and work in a group, to be tolerant of a variety of points of view and opinions, to be able to listen and hear a partner, to freely, clearly and understandably express your point of view on problem. In addition, role-playing is widely used at such trainings, because it allows you to simulate a conflict situation, try different tactics of behavior and methods of influencing the student. "Role-playing as a method is based on modeling the situation of interaction between two or more people in a certain social context. At the same time, interaction is carried out within the framework of roles - models of behavior due to the position of a person in the system of social and interpersonal relations. Accordingly, it is customary to single out social roles (these include professional, socio-demographic) and interpersonal. Examples of a social role are a teacher, a salesman, a manager, a policeman. As an example of interpersonal roles, one can bring the roles of the Bore, the Rejected, the Lover, the Jealous, the Person on a platoon, etc. By participating in the game, a person "trying on" roles - both his own, familiar, familiar and well "settled", so and strangers, strangers. In a role-playing game, there is always interaction between the participants with each other. In this it is fundamentally different from other training methods associated with temporary stay in roles - for example, from the method called the metaphorical business game. The role-playing game is carried out in the training in the form of a time-limited action. At the same time, the group is most often involved in what is happening to an unequal degree. It is divided into players and observers. (This applies only to the most typical versions of role-playing—there are variations where the whole group plays at the same time.) Role-playing games that involve dividing the group into players and observers may also imply different options for the distribution of functions between players. Here you need to introduce the concepts of active and passive participant (player). The active player is an analogue of the protagonist (the main character) in a psychodramatic action. This is the participant who implements the functions that are the subject of the training. Passive - one who plays along with him as a partner. Role-playing helps to expand the behavioral repertoire of participants, develop skills related to communication and interaction between people, provides opportunities to play a variety of roles and thereby learn to see social situations from different sides and from different positions, deepen understanding of one's own needs and emotional reactions in interaction with people.

In addition to role-playing, such an element of training as a case study is often used. Case study is a learning system based on the analysis, solution and discussion of situations, both simulated and real. Case study does not have an exact translation into Russian. Basically, either the English term is used, or several Russian-language analogues: case studies, business cases, case method, learning from practical examples, the method of specific situations, situational training, situational tasks. Case study is a business game in miniature, as it combines professional activity with gaming. The essence of this technology lies in the fact that educational material is presented to students in the form of microproblems, and knowledge is acquired as a result of their active research and creative activity to develop solutions. The essence of the case study method lies in the independent activity of students in an artificially created professional environment,

which makes it possible to combine theoretical training and practical skills necessary for creative activity in the professional field. The case study method is a tool that allows you to apply theoretical knowledge to solving practical problems. The method contributes to the development of students' independent thinking, the ability to listen and take into account an alternative point of view, to express their own reasonedly. Using this method, students have the opportunity to demonstrate and improve analytical and evaluative skills, learn how to work in a team, and find the most rational solution to the problem.

C ase - an example taken from real life, a professional environment, is not just a true description of events, but a single information complex that allows you to understand the situation. The purpose of the case study method is to analyze, through the joint efforts of a group of students, a situation (case) that arises in a specific state of affairs and develop a practical solution. The case study method involves: a printed example of a case (multimedia case, video situation is possible); independent study and discussion of the case by students; joint discussion of the case in the classroom under the guidance of a teacher; adherence to the principle that the process of discussion is more important than the decision itself.

Stages of the case study method:
- familiarity with a specific case;
- search: evaluation of information obtained from the assignment materials and self-involved;
- discussion: discussion of the possibilities of alternative solutions;
- resolution: finding solutions in groups;
- dispute: individual groups defend their decision;
- comparison of outcomes: comparison of decisions made in groups. Features of the case study method:
- creation of a problem situation based on facts from real life (professional activity);
- the emphasis is not on obtaining ready-made knowledge, but on their development, on the cooperation of the teacher with students;
- the experience of certain problematic situations contributes to the enrichment of the socio-legal experience of students.

The pedagogical process is an evolving and dynamic system. It is based on the interaction and relationship of participants in the pedagogical process, who have different ideas, views and belong to different age categories, as a result of which conflicts inevitably arise. Conflicts have a negative impact on the mood, mental state of the participants in the pedagogical process and, in general, on the results of the educational process. The inability to manage school conflicts and optimally build relationships negatively affects further interaction, the organization of the educational process, which is why it is so important to teach students of a pedagogical university to resolve conflicts in the "teacher-student" system. A future teacher should feel confident when it comes to relationships with students and maintaining a comfortable psychological climate in his classroom. Unfortunately, within the framework of today's education program, the number of hours allotted for theoretical training of students in the field of conflictology often significantly exceeds the number of practical classes. One of the ways to solve this problem is to conduct conflictological trainings for future teachers, which are aimed at teaching constructive behavior in case of conflict in the "teacher-student" system. By attending such trainings, future teachers learn to prevent the occurrence of conflicts, as well as analyze the current situation, choose from all possible the most effective way to solve the problem, while not hurting the feelings of the student.

Consideration of the characteristics of conflicts in the "teacher - student" system was carried out by the domestic teacher and researcher M.M. Rybakov. Among the most important, she noted the following: - the teacher's professional responsibility for the pedagogically correct resolution of the situation: after all, the school is a model of society where students learn the social norms of relations between people; - participants in conflicts have different social status (teacher - student), which determines the different behavior in the conflict; - the difference in the age and life experience of the participants breeds their positions in the conflict, gives rise to a different degree of responsibility for mistakes in their solution; - different understanding of events and their causes by the participants (conflict "through the eyes of the teacher" and "the eyes of the student" is seen differently), so it is not always easy for the teacher to understand the depth of the child's experiences, and for the student to cope with his emotions, to subordinate to reason; - the presence of other students during the conflict makes them participants from witnesses, and the conflict acquires an educational meaning for them as well; the teacher always has to remember this; - the professional position of the teacher in the conflict obliges him to take the initiative in resolving it and to be able to put the interests of the student as an emerging personality in the first place; - any teacher's mistake in resolving the conflict gives rise to new situations and conflicts, which include other students; - the conflict in pedagogical activity is easier to prevent than to successfully resolve [1 7, c.14]. In addition, in her study, Rybakova came to the following conclusions: - Conflict situations in the classroom, especially in teenage classes, are recognized by the majority of students as typical, natural. - the reader should be able to organize the collective learning activities of students of different ages, strengthening the business interdependence between them. Such conflicts are more likely to occur among teachers who are primarily interested only in the level of assimilation of the subject, therefore they are much less in the lessons taught by the class teacher and in the primary grades, when the teacher knows the students well and finds various forms of interaction with them; - the situation in the lesson comes to a conflict, as a rule, with a student who does poorly in the subject, —difficult in behavior. Therefore, in the interests of the teacher himself, it is better to study just such students, to pay attention to them in order to provide timely assistance in completing the task; - you can not punish behavior with bad grades in the subject - this will not lead to a positive result, but only to a protracted personal conflict with the teacher, which will necessarily cause a decrease in interest in the subject [1 2, c.16]. Thus, knowledge of the nature of the conflict and skillful overcoming of it in practice is of great importance, both for the individual and for the "teacher-student" system in the process of learning activities. As M.M. Rybakov, age periodization and the identification of situations and conflicts characteristic of each age give the teacher the opportunity to navigate the causes that disrupt interaction with students. In general terms, such reasons may be the actions and communication of the teacher, the characteristics of the personality of the student and the teacher, the general situation in the school. In addition, the frequent reasons are: - the teacher's low ability to predict the behavior of students in the lesson; the unexpectedness of their actions often disrupts the planned course of the lesson, causes irritation in the teacher and the desire to remove "interference" by any means; the lack of information about the causes of what happened makes it difficult to choose the optimal behavior and appropriate tone of address [15, p.46]; - witnesses of situations are other students, so the teacher seeks to maintain his social status by any means and thus often brings the situation to a conflict; - the teacher, as a rule, evaluates not a separate act of the student, but his personality, such an assessment often determines the attitude of other teachers and peers towards the student (especially in elementary school); - the assessment of the student is often based on the subjective perception of his act and low awareness of his motives, personality traits, living conditions in the family; - the teacher finds it difficult to

analyze the situation that has arisen, is in a hurry to severely punish the student, citing the fact that excessive severity in relation to the student will not hurt; - of no small importance is the nature of the relationship that has developed between the teacher and individual students; personal qualities and non-standard behavior of the latter are the cause of constant conflicts with them; - the personal qualities of the teacher are also often the cause of conflicts (irritability, rudeness, vindictiveness, complacency, helplessness, etc.). Additional factors are the prevailing mood of the teacher when interacting with students, the lack of pedagogical abilities, interest in pedagogical work, the teacher's life problems, the general climate and organization of work in the teaching staff. It must be remembered that any teacher's mistake in resolving situations and conflicts is replicated in the perception of students, is stored in their memory and affects the nature of relationships for a long time.

To prepare students of pedagogical universities to resolve conflicts with students, there are a number of different methods, trainings, etc., however, only some of them can be called really effective. We have developed a program to form the readiness of students of pedagogical universities to resolve conflicts in the "teacher-student" system. The work on the formation of students' readiness to resolve conflicts within the framework of this program was based on the vigorous activity of students, organized on the principles of systematic and integrity of the formation of readiness, the unity of socialization and professionalization of the individual, the principle of research and creative activity (inclusion in professional activities) and its organic connection with life.

In the formation of readiness, three components were identified: motivational-value, cognitive and activity.

The cognitive component involves the formation of knowledge and ideas about a person; psychological and pedagogical knowledge about pedagogical communication; understanding the duties of the teacher in the formation of communication in the children's team; tasks of pedagogical communication, its functions; assessing the importance of interpersonal communication in professional and pedagogical activities; formation of knowledge about interpersonal conflicts and ways to prevent and resolve them; knowledge about the means to achieve the goals of professional pedagogical interaction.

The motivational-personal component includes the needs and values of the individual in the adoption of professional qualities; the need to successfully complete the tasks; focus on self-knowledge and self-development; showing interest in pedagogical problems of communication; the desire to achieve success in activities in the prevention and resolution of conflict situations.

The activity component provides for the mastery of methods of action for the analysis of conflict situations; application of the skills and abilities of professional communication in practice, i.e. mastering the technology of pedagogical communication in order to prevent and resolve conflicts and mastering its technique. These components are presented not as a set, but as an integral system that is able to display the readiness to resolve conflicts and the personality of a professional as a whole.

The purpose of this program is to deepen and expand students' knowledge of conflicts and ways to prevent and resolve them; in developing and consolidating the skills of practical modeling and pedagogical foresight of actions and deeds; in improving the communication skills of students' personalities from the standpoint of their future professional activities; in diagnosing indicators of the desired readiness to resolve interpersonal conflicts and identifying its level among students.

The presented program involves theoretical and practical training of students. The theoretical material contains information about the essence, structure, types and types of interpersonal conflict, strategies for the behavior of participants in the conflict and the

role positions of the teacher. In the course of the work, surveys, conversations, sections are carried out, which make it possible to judge the indicators of readiness to resolve conflicts. The practical part of the program allows you to work out and consolidate the skills to resolve interpersonal conflicts. The classes use personality-oriented, adaptive, system-modeling and practice-oriented technologies for preparing for the settlement of interpersonal conflicts. Personally-oriented technologies contain tests for conflict, questionnaires that stimulate personal growth and self-development of students. Adaptive technologies reflect the motivational and value character, diagnostics and are aimed at the formation of professional attitudes among students, their acceptance of the requirements of the professiogram. System-simulating technologies involve joint activities in microgroups in the process of simulation, role-playing and business games. The purpose of this work is to teach and develop the skills of anticipation, prevention and conflict resolution. At the same time, the modeling and design of conflict situations is accompanied by tasks: to analyze, determine the style of behavior, offer your own version of the development of events. Practice-oriented technology allows you to create conditions for active involvement in the study of interpersonal conflict, providing the opportunity to play different roles, teaches you to purposefully analyze conflicts, and forms students' skills in the practical application of mechanisms of influence in order to prevent and resolve interpersonal conflicts. The positive dynamics of the practical readiness of students at the end of the course of interpersonal conflict resolution is confirmed by the data obtained in the course of fixed observations and the generalization of independent characteristics, ranking, selective testing. Thanks to these technologies, students note changes in the degree of acquiring practical skills in communicating with children after teaching practice.

This allows us to draw conclusions about the effectiveness of their use. A modern school needs a teacher who can build constructive communication with students, preventing the emergence of conflict situations. However, unfortunately, within the framework of modern university education, the number of hours allocated to the study of disciplines related to conflictology is insufficient. That is why we believe that it is necessary to develop our own methods of preparing students for constructive conflict resolution.

We have developed a training project for students of pedagogical universities "Constructive conflict resolution in the "teacher-student" system." The purpose of the training is to develop readiness among students of pedagogical universities to resolve conflicts in the "teacher-student" system.

In order to identify students' opinions about training in the field of conflictology, we conducted a survey of 86 students of the faculty of pedagogy of the third and fourth courses of Namangan State University.

According to the results of our survey, 87% of students believe that self-doubt when it becomes necessary to resolve a conflict between a teacher and a student can affect the desire of a Pedagogical University graduate to work at school. Also, 65% of the respondents admitted that they consider their preparation for resolving conflicts in the "teacher-student" system insufficient. In addition, after getting acquainted with our project of conflict management training, 79% noted that this training can be an effective way to prepare future teachers for resolving conflicts in the teacher-student system; 26 % of respondents believe that the proposed training can become a good basis for preparing for conflict resolution in the "teacher-student" system; and only 4% believe that this training will not be able to provide sufficient preparation for resolving conflicts in the "teacher-student" system. When asked whether they would like to attend classes to prepare future teachers for effective resolution of pedagogical conflicts, 83% of respondents answered positively and 17% negatively.

Also, after getting acquainted with the program of our training, the students made the following suggestions to improve the project under consideration: increasing the number of hours for practical classes and holding joint activities with school students to increase confidence in interacting with students. Thus, the results of the survey confirm the need to introduce additional hours into the program devoted to preparing students to resolve pedagogical conflicts, and determine the practical significance and relevance of the developed project of conflict management training.

The profession of a teacher requires not only deep knowledge of the subject, but also the ability to create an atmosphere of psychological comfort in the classroom. Conflicts that arise between a teacher and a student disrupt the course of the educational process and are one of the frequent factors for student failure. The inability to resolve conflicts with students entails the impossibility of organizing an effective lesson. Self-doubt when it comes to resolving a pedagogical conflict is one of the frequent reasons why a graduate refuses to go to work in a school. Many students admit that preparation for resolving conflicts in the "teacher-student" system at a university is not always sufficient to feel confident in a situation of conflict with a student. Indeed, to date, a huge amount of theoretical material has been accumulated on the problem of conflicts between a teacher and a student, but it does not always find practical application, or its application is insufficient. In this regard, we have developed a project of conflict management training for students of pedagogical universities "Constructive conflict resolution in the "teacher-student" system, the purpose of which is to form readiness among students of pedagogical universities to resolve conflicts in the "teacher-student" system. In addition, the results of our survey showed the interest of students of the Faculty of Teachers of Namangan State University in participating in such a training, which determines the practical significance of our project.

To ensure effective interaction between the teacher and the student during the educational process, it is necessary to reduce the number of conflict situations. In addition, a graduate of a pedagogical university must have a sufficient stock of knowledge to be able not only to resolve pedagogical conflicts, but also to anticipate and prevent them. We hope that the application of the training developed by us can contribute to the development of conflict management training for students of a pedagogical university and positively influence their decision to work at school.

§2.3. PSYCHOLOGICAL AND PEDAGOGICAL FOUNDATIONS OF THE DEVELOPMENT OF LOGICAL THINKING OF YOUNGER SCHOOLCHILDREN IN THE PROCESS OF TEACHING MATHEMATICS, NATURAL SCIENCE AND DRAWING

Main concept, which characterizes mission and goals contemporary Uzbekistan education, is concept "development". AT process education these the most important human capabilities transferred by teachers and acquired by students in the form of universal learning activities.

The development of the personality of the student based on the assimilation of universal educational activities, knowledge and development of the world is the goal and main result school education.

Huge role in cognition and self-development plays thinking. Thought e nor e is a set of mental processes that lie in o sn o ve knowledge; it is precisely the active side of cognition that is attributed to thinking - niya : attention, in o acceptance, the process of associations, the formation of concepts and judgments [9]. In a closer logical sense, thinking includes imagine only o the formation of judgments and the mind o conclusions through analysis and synthesis e - per p o notions.

Thinking - this is process cognitive activities individual, characterized by a generalized and indirect reflection in the mind and - human research of connections and relationships between objects and phenomena of action - validity.

V.V. Levites represents thinking how process solutions tasks, questions, problems, constantly put forward by life situations before society. result given process are new knowledge, emerging in result solutions data tasks. Note what percent e ss finding the required solutions are often quite difficult, so mental activity, this is activity, which requires certain attention and patience.

Thinking is a function of the human brain, a special form where its reflex, analytical and synthetic activity is manifested, which toray has support in the second signal system.

The process of thinking is carried out with the help of mental operations: comparisons, a analysis a, synthesis e for, a abstraction, generalization and concretization a t, allowing to reveal all the important connections and relationships between objects, phenomena and facts.

Psychologists identified the features of thinking as a mental process [4]:

First, thinking is mediated. If a person fails to know something directly, directly, then he can know it indirectly, indirectly: some properties are known through other, unknown is known through famous [eight].

Secondly, thinking is generalized. Generalization as cognition of the general and essential in the object a x of reality occurs for the reason that o all the properties of a of these object o in are connected together. O the general exists and manifests itself only in something separate, concrete. Generalizations are expressed by people with the help of speech, languages.

Thirdly, thinking is always associated with the solution of a particular problem, emerging in process knowledge or in practical activities. The process of thinking is most clearly manifested only when a problem situation arises that needs to be solved: a question arises, the answer to which is the purpose of thinking. And the answer to this question is located not immediately, but with the help of certain mental operations, in the process of which the modification and transformation of the existing information.

Fourthly, thinking is closely connected with speech, this is another extremely

important feature of it. Thoughts are always clothed in speech form, even in cases where speech does not have a sound form, for example in the case of deaf people. We always think in words, we cannot think, without saying a word.

Important meaning in process learning gave logic Czech teacher Ya.A. Komensky [14]. He suggested introducing children to short rules of inference, confirm these rules with vivid examples from life, and then develop students' logical thinking by discussing controversial problems of physics, mathematics, ethics. Significant focus in teaching children he gave use analysis and synthesis, a also reception Comparisons.

R.S. Nemov considers that thinking is a theoretical and practical activity that includes actions and operations of an orienting-research nature [10]. By the nature of the tasks they solve highlighted two main view a thinking: theoretical and practical. On the figure presented main constituents theoretical and practical thinking.
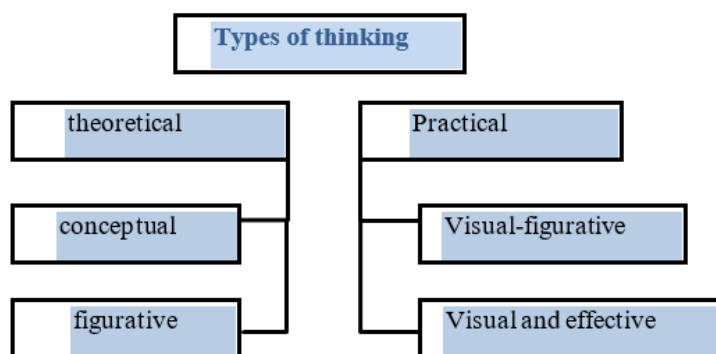

Fig. 2.1. Kinds thinking

Theoretical conceptual thinking is thinking, in the process which a person does not use the senses, but performs mental activity, expresses judgments does conclusions, operating concepts. This kind of thinking is typical for scientific theoretic and research studies, as it most accurately and generally reflects reality.

Inference is a form of thinking in which a new a true judgment based on comparison and analysis of several judgments. Reasoning is either deductive or inductive. Induction and deduction agreed between yourself So same, how synthesis and analysis. And not costs unilaterally exalt one from them before heaven per check another, a it is necessary to use each in its place, and this can be achieved only in volume case, if take account of them connection between yourself and mutual complement each other. In induction we reason from particular judgments to general in deduction move reasoning under construction vice versa, from general judgments we let's go to private. Like o in would neither was x o d reasoning, main then, what students receive new knowledge.

Theoretical figurative thinking is connected with the use by a person in the process of thinking of images, their transformation and manipulation. These images can be retrieved directly from long-term memory or created by a person's imagination. Thanks to this kind thinking is possible to the greatest extent possible to recreate the multitude of various actual characteristics of the subject. In the image, you can fix the simultaneous vision of the object from different points of view. Important a feature of figurative thinking is the establishment of unusual, "incredible" combinations items and them properties.

So the way we considered three forms thinking: concept, judgment, inference. The

main task of figurative thinking is the creation of images and their presentation. education in accordance with the task. At the same time, it happens transformation of existing images and creation of new images, in accordance with new data. Figurative thinking uses operations recognition, selection, formation, transformation and generalization the content of the reflection of the figurative form. Both the theoretical conceptual and theoretical figurative thinking complement each other, allowing a person perceive surrounding reality fullest.

Practical types of thinking are directly related to the perception of the surrounding reality and cannot be performed without relying on her.

Visual-figurative practical thinking operates images, presented in operative and short-term memory, image transformations are not happening. Human finds solution tasks, observing objects about objects, but not touching them.

Visual and effective practical thinking directly associated with transformative activities carried out with real mi items. AT process such thinking process solutions tasks

is carried out with the help of real, physical transformations of the situation, objects, property testing.

There is an opinion that o theoretical thinking is more perfect than practical, and conceptual is a higher level of development than figurative, that is, types of thinking are perceived and - mayut as the levels of its development. However, we are convinced that all types thinking is closely related to each other, with the emergence of new forms thinking old forms not disappear they persist and are developing. For the formation of a full-fledged theoretical thinking, it is necessary the condition is the formation and development of all forms of thinking, starting with visual and effective.

Many psychologists studied process education concepts at child   (L.S. Vygotsky [6], D.N. Bogoyavlensky [5], V.V. Davydov [10], 3. I. Kalmykov [13], and a number of others). The researchers were interested in two questions. First, in what difference concepts child from concepts adult human, t. e. in how them originality? And secondly, scientists sought to establish how it is necessary form concepts at children in educational work. Consider only some general conclusions from these research. psychologists It was established, what mastery concepts children starts with accumulation experience, Peculiarities logical thinking junior schoolchildren

Human must reason, analyze and get tired in - make the necessary connections mentally, select and apply to the given context specific task known to him suitable rules, techniques, actions. He must compare and establish the desired connections, group different and distinguish similar, and all this is carried out only by means of mental action."

OK. Quiet o worlds in his work "Psychology of thinking" defines logical thinking, as reasoning, theoretical thinking, characterized by the use of concepts, logical constructions, with existing and functioning on the basis of language, linguistic means. The author also calls it "analytical thinking, which is deployed in time, has clearly defined stages, is largely represented in consciousness most thinking human [12].

Boolean thinking suggests Availability at child capabilities to perform basic logical operations: generalization, analysis, comparison, classification.

The most important mental operations in the learning process are analysis and synthesis [9]. Analysis involves the selection of elements given object, his signs and properties _ _ _ On the first stage junior schoolchildren single out only separate parts and properties of the subject, that is, can only do partial analysis. Then, the ability to analyze all the properties of an object is formed, but without establishing relationships between them. And only after that is the younger student able to analyze all the properties and features of an object and establish a mutual connection between them.

Synthesis is a combination of various elements and sides of an object into a single

whole. In the mental activity of students, analysis and synthesis complement each other, since analysis is carried out through synthesis, a synthesis through analysis [10].

Generalization is the selection of the main features of objects or phenomena and their properties. Features of generalization of younger students are in allocation most notable external signs items.

Generalization proceeds in close unity with specification. assimilation concepts, laws, rules occurs on the basis of consideration of individual objects, facts, signs, schemes and performing specific actions with them. Assimilated concepts, laws, rules are applied to the solution of private specific tasks. So in the process learning mathematics generalization used in the formulation of mathematical rules, revealing the law of - dimensions.

Concretization is a mental transition from more general to less general, from the general to the singular. The process of specifying the opposite wives processes abstraction and generalizations.

Education specification in educational process understood in volume sense, what teacher must teach students confirm general provisions of mathematics with specific examples. For example, from a permutation terms, the sum does not change: 4 + 2 is equal to 2 + 4, since both of these sums are equal to 6.

Thus, comparison is a logical action by which installed similarities or differences signs objects. For formation this actions can use algorithm comparisons:

1. Define objects comparisons.
2. Name sign comparisons.
3. Select the essential features comparison object (if significant signs not known then analyze and define them).
4. match significant signs at comparable objects.
5. Define differences at general sign Name _ general and distinctive significant signs. K.D.Ushinsky [12] argued that without comparison there is no understanding, and without understanding No judgments that's why necessary wide apply this reception.

By the third class, thinking passes into a qualitatively new one, ruyu stage, requiring the teacher to demonstrate in detail the connections, existing between the individual elements of the studied material. In that period children assimilate generic ratios between individual signs of concepts, they form an analytic-synthetic type of de- activity, mastering the action of modeling. It defines the start formation verbal-logical thinking.

The formation of the logical thinking of younger students is an important part of the pedagogical process. Help students to fully to the extent to show their abilities, develop initiative, independence, creativity is one of the main tasks of the modern school [2, p. ten]. Already in elementary school, students must master the basic elements - logical operations (comparison, generalization, classification, analysis, etc.), which will allow them to further provide evidence, build inferences, statements, logically related to each other, to do conclusions, substantiating their judgments, and, ultimately, independently to get knowledge. Mathematics is exactly the subject where you can more b- to the highest degree to implement it [1, p. 32]. Many researchers point out that purposeful work on the development of logical thinking of younger students should be systematic (E.V. Veselovskaya, HER. Ostanina, A.A. Joiner, L.M. Friedman and others). At the same time, research psychologists (P.Ya. Galperin, V.V. Davydov, L.V. Zankov, A.A. Lyublinskaya, D.B. Elkonin and others) allow us to conclude that the effectiveness process development logical thinking junior schoolchildren depends on the way of organizing special developmental work [3, p. 234]. AT the works of these authors prove that as a result, the body and - vocational education, younger students quickly acquire the skills of logical thinking. At the same time, a unified approach to solving this issue, how to organize such

education, in the moment no.

Thinking is divided on the three kind and presented: clearly o- efficient thinking, visual-figurative thinking and verbally- logical thinking.

The development of mental activity of a child of primary school age It has their peculiarities and determined regular change stages in which each previous prepares the next. FROM the emergence of new forms of thinking, the old forms do not disappear, they persist and are developing.

School education built so the way what verbal o- logical thinking takes precedence. If at first a lot of attention is paid to working with visual samples, then starting from the third grade, the volume of this kind of occupation is sharply reduced. The figurative beginning loses its need for educational activity. _ Children master the techniques of mental activity, acquire e - melt the ability to act in the mind and analyze the process of their own reasoning.

Numerous studies have shown what exactly is in the initial school are laid basics evidence thinking. Here home purpose of the work on development logical, abstract thinking consists that children master the techniques of logical thinking, learn draw conclusions from those judgments that are offered to them as initial ones, so that they can confine themselves to the content of these judgments, not attracting others knowledge. The purpose of our work was to develop a special program, and in its as part of a set of tasks and exercises for the development of logical thinking younger schoolchildren using theoretical and methodological ski foundations of the educational process. The tasks were solved through theoretical and empirical methods. The collection, analysis, synthesis, comparison and summarizing the material.

Thinking, as one of the cognitive processes, is inherent in everyone to a person. A well-developed ability to think correctly is not the last factor in the success of teaching various subjects. In general, the ability to "think right" is usually understood as the ability to analyze, build judgments on the basis of the analysis carried out in compliance with cause-and-effect relationships, logic, correctness (consistency) of judgments. The studies carried out show that Not all children have this skill to the fullest.

It was found that thinking it is a mediated and generalized process of cognition (reflection) of the surrounding world. Thinking reflects: general and essential properties objects and phenomena, including those properties that are not perceptible directly, essential relationships and regular connections between items and phenomena.

Thinking is divided on the three kind and presented: clearly o- efficient thinking, visual-figurative thinking and verbally- logical thinking. Development mental activities child primary school age has its own characteristics and is determined by regular change of stages, in which each previous one prepares subsequent. With the emergence of new forms of thinking, the old forms do not disappear they are saved and develop.

School education built so the way what verbal o- logical thinking gets priority development.

The result of its implementation was to be an increase in the level of logical e - the thinking of the younger schoolchildren.

Conducted experimental study to determine the effectiveness of the developed program for the development of logical thinking junior schoolchildren showed good performance in solving assigned tasks. Based on a comparative analysis of the results of the ascertaining and control stages of the study, we can say that development program contributes to the improvement of results and increase general level development of logical thinking.

AT progress research were made conclusions:

1.Primary school age is the most important stage of development visual-figurative and logical thinking, during which the foundations for the implementation of logical

operations of analysis are laid, synthesis, generalizations, restrictions, class a ssification, comparisons, an abstraction and others being base successful mastering educational program general education schools.

2.The main age features that characterize the performance nie l o g h e operations junior schoolchildren, relate:

• predominance of the sensual, active on a lisa on a d abstract;

• implementation of synthesis mainly in a visual situation without separation from action with items;

• pursuit to substitution operations comparisons row position objects, connections and relations between objects and their properties, replacement of essential features by their bright external signs.

3.The thinking of students must be developed in the indicated sequence and - validity e g o view o c, timing the beginning of active actions according to development of different kinds of thinking by the age when they first start appear in children.

4.Given the development thinking students, on lessons mathematics in elementary grades, it is advisable to also include elements of the game, elements entertainment, on the lessons necessary use a lot of visual material.

5.Required purposeful Work on learning junior schoolchildren the main methods of mental operations, which will promote development logical thinking.

6.Diagnostics and timely correction thinking junior schoolchildren will be promote more successful development reception -

mov of logical thinking (comparison, generalization, classification, analysis).

7.Developed program, directed on the development logical thinking until a hall my efficiency.

Analysis of the results allows us to conclude that the purpose of the study, set in the introduction has been achieved, and the program developed during the study for the development of logical thinking of younger students o in turned out effectively.

§2.4. TEACHING PSYCHOLOGY: HISTORY AND MODERN TENDENCIES OF DEVELOPMENT

Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated June 7, 2019 No 472 "On measures to further improve the system of training in the field of psychology and prevention of crime in society" pays special attention to the training of psychologists in our country. The scope of work to be carried out in this area has been determined. At present, the system of training specialists in the bachelor's degree programs in "Pedagogy and Psychology", "Psychology" in the universities and pedagogical institutes of the Republic has been further expanded.

The most important goal of modern education is to bring up a person who is capable of self-education and self-development, who can express himself freely and independently as a person in society, culture, profession. Developmental education prioritizes the creation of conditions that help to activate the creative potential of the student in all areas (emotional, personal, spiritual and moral).

Activity-oriented education is increasingly used in practice, the main task of which is to develop students' ability to acquire knowledge based on their own experiences. Learning activities are aimed at effectively influencing the child's mental and physical health, creating favorable conditions for personal growth.

Scientific psychology as an independent science was formed in the second half of the nineteenth century and throughout the twentieth century. has come a long way in development. It has become one of the recognized fields of scientific knowledge.

In many countries, the methodology of teaching psychology is in its infancy, despite the fact that the teaching of psychology itself has as long a history as the science of psychology. Work on the methodology of teaching psychology has been published throughout the twentieth century, but they have appeared very rarely and have shed light on only some aspects of this field of activity.

Although interest in psychology as a field of science and practical activity has clearly prevailed throughout the twentieth century, although most psychologists have volunteered to work as psychology teachers. Successful teaching of psychological sciences requires in-depth knowledge of scientific and applied psychological knowledge. However, experts say that psychology as a subject and a science is not exactly the same thing. The course of psychology has its own didactic tasks, and to teach it successfully, not only psychological knowledge is required, but also the ability to teach it.

The science of psychology is always trying to identify and study philosophical and sociological knowledge. During the years of independence, the science of psychology began to be seriously studied in our country. In particular, psychology has been recognized and studied as a science in research institutes, universities and secondary special educational institutions. The wide opening of the way to foreign countries by the leadership of our country, the growing attention to talented young people and scientists have a positive impact on the development of psychology. At the present stage of the study of psychology in all universities, our main goal should be to identify specific theoretical and practical tasks to prepare students for future careers. The study of psychology should set itself the task of psychologically preparing young people in the current situation, preparing them in the spirit of patriotism, the formation of new thinking.

V.YA. According to Lyadus, psychology should be interpreted as a socio-historical science. This does not mean that the research in its composition does not reject the methods of the natural sciences. In this case, humanitarian perception implies a different attitude of the subject to the object of study. [6] In this regard, according to M. Vakhtin, the perception of an object and the perception of a person are two different things. The

object is perceived one-sidedly, and the subject to the end. Based on the characteristics of human cognition, the subject, goals and objectives of science are determined.

The subject of the methodology of teaching psychology is the teaching process and the methods and means that ensure the effective acquisition of knowledge by students, as well as the pedagogical process, teacher-student relations.

The purpose of the methodology of teaching psychology is the theoretical and practical acquisition of knowledge, methods necessary to communicate and interact with people in different life situations;

Teaching psychology focuses not only on changing other people's behaviors, ways of thinking, but also on teaching people ways to change themselves.

Teaching psychology in the XVIII-XIX centuries. The history of teaching psychology in universities can be divided into several periods. Repeated changes to the University Charter have also had an impact on the subjects taught in them. Like the science of philosophy, psychology has also been excluded from the curriculum several times and re-established after a long time. Undoubtedly, the experience gained in teaching specialists and psychology during this period has also been lost. The teaching of psychology in religious educational institutions has long been influenced by religious traditions.

The first university was established on January 12, 1755 in Moscow. It had faculties of law, philosophy and medicine. There were four professors at the Faculty of Philosophy. The professor of philosophy taught students logic, metaphysics, and ethics; a professor of physics taught experimental and theoretical physics, a professor of fine speech taught students oratory and poetry; professor of history taught Russian and other subjects. Psychology as a separate subject was not included in the curriculum of the Faculty of Philosophy of the first Russian university. (Ribnikov, 1943).

Psychology is taught in other disciplines. In particular, in the courses of public speaking and rhetoric, special attention is paid to the problems of psychology.. In the textbook "Rhetoric", published in 1748, MVLomonosov consistently tried to express the knowledge of psychology. In particular, his views on feelings and passions were very close to Spinoza's teaching. Subsequent published manuals cover psychological aspects in more detail. For example, A. Glagolev's book "Observable and Experimental Fundamentals of Sozamollik " (1834) has a special section called "Theory of Sozamollik, derived from the preface of psychology. " The chapter covers such chapters as "On the abilities of the soul", "On the talent of the poet, writer and artist", "The trinity of the subject and purpose of beautiful speech, inspired by the three forces of the mind" (Rib nikov 1943).

Psychology, in turn, is also taught as an integral part of the science of philosophy. The first lectures on philosophy were read by Froman in 1761-1765, who taught logic, ethical philosophy, and metaphysics. A few years later, Shaden gave lectures on "Early Fundamentals of Philosophy" and "Natural Philosophy."

Early lectures on philosophy and psychology were considered oral expressions of "approved for use" textbooks. According to Froman Winkler's textbook, others gave lectures using Baumeyster's and Krieger's manuals (Ribnikov, 1943). Later, in the 19th century, the books of Jacob, Snell, and Lodi began to be used as textbooks.

The complexity of teaching psychology is that in those days the lecture was taught in German or Latin. The Statute of January 12, 1755 also left open the question of reading lectures in German or Latin. Article 9 of the Statute stated that "All public lectures must be submitted in either Latin or Russian, depending on whether the professor is Russian or foreign" (Ribnikov, 1943, 44). However, Russian professors also preferred to read lectures in Latin because all manuals were in Latin. It was considered a sign of science and good tone. The students, on the other hand, did not master these languages well because they knew them poorly.

The content of the philosophy and psychology courses was far from life. That is why there were very few people who wanted to study and teach this science. For example, 5 of the first to teach philosophy at Kazan University attended Voigt's lectures, while his follower Lubkin's audience numbered 41, of which only 14 attended regularly.

The first textbook on psychology in Russia was The Science of the Soul, published in 1796 by Mikhailov. This book seeks to shed light on specific aspects of psychology. The Charter of 1804 did not provide for psychology as a separate subject. Issues of psychology are covered in philosophy courses. The programs taught at that time were not preserved. The report was read orally based on the available instructions.

In 1834, AIG Alich's book The Portrait of a Man was published. According to BGanan'ev, Galich's book differed from the religious psychological views of the time. The first chapter of the book, entitled Body Didactics, focuses on the direction of the body, body system, and body parts. and sleep, limitation in the body, and non-normality) and then concludes with the doctrine of temperament. In the second part, entitled The Spirit, he developed his own psychological views. Continuing Locke's teachings, Galich analyzed the psyche from sensitivity, observation, imagination, and imagination. He calls the next stage "free knowledge" and considers it at different stages. As a result of the connection between "bound" and "free" cognition, memory is formed as a "method of direct and mixed cognition."

Based on the development of emotional experience, thinking, and memory, a person not only knows existence but also knows himself. According to Galich, self-knowledge begins to manifest itself with the development of consciousness. The transition from consciousness to self-awareness is associated with the "practical side of the soul," the will. (Ginetsinsky, 1983)

The Charter of 1863 restored the full teaching of philosophy and psychology in universities. (Ribnikov, 1943,).

Many times in the history of Russian universities, psychology has been included or excluded from the curriculum. The main reasons for this are:
1. Lack of adequately trained professionals ;
2. Insufficient methodological manuals needed to teach it;
3. Insufficient number of hours for teaching.
A group of teachers was sent abroad to prepare for their professorial activities.

The activity of MMTroitsky, who headed the Department of Philosophy at Moscow University from 1874 to 1896, coincided with the formation of world psychology as an independent science. Undoubtedly, the role of universities in this period was unparalleled. Many teachers who had nothing to do with religious academies grew up. P rofessor N. Ya. Grot (1886) and Lopatin (1888) were the first swallows.

Since there are no special requirements for the psychology curriculum at universities, each teacher considered the content of the course to be important and included information according to their level of preparation and interest.

shot by Troitsky at Moscow University were based on English empirical psychology. In a series of works in the 1980s, Troitsky argued that psychology was an independent science, and that psychology as a science of the soul was the study of psychological facts through scientific (positive) methods, primarily through subjective analysis, that is, self-observation. he said. (Jdan, 1995).

The course of psychology in Lopatin's interpretation was a peculiar reversal in which a more philosophical nature was stronger and less attention was paid to the achievements of psychology of that period.

The information provided by Lopatin at Moscow University was in many respects very close to the courses offered by E. Bobrov at the University of Kazan and the University of Warsaw. then it is necessary to enrich the science of psychology with

historical content. (Ribnikov, 1943). The programs based on Bobrov differed sharply from the data in the lectures of his contemporaries. This was a new approach to the historical interpretation of p psychology.

Professor N. Ya. Grot (1852-1899) began teaching psychology in 1876, first in Nezhin (Institute of History and Philology) and then in 1883 in Odessa (Novorossiysk University). In 1886 he was invited to the Department of Philosophy at Moscow University.

N.Ya. Groth's contribution to the teaching of psychology as a separate discipline is great. He taught psychology at Moscow University for 13 years (1886-1899). Grot's lectures were distinguished by their theoretical and practical aspects. He chose the subjects he was interested in as the subject. For Grot, the auditorium was a kind of laboratory, where he gave the audience a basis for his ideas. The audience went through the creative path of creating a psychological system together with the speaker.

Although Groth said that "psychology can achieve strict regularity and ideal accuracy only if it is an experimental science in its research and conclusions," its courses were not rich in data of an empirical nature (Ribnikov, 1943).

The success of the course was demonstrated by the teacher's skillful management of the audience's self-observation, psychological analysis of the works of art, and extensive use of workshop sessions.

Groth is the founder of the idea of using seminars in teaching psychology and putting it into practice.

Grott organized the workshops into 3 different types.

1.He listened to students 'critical comments on the lectures he read.

2. Students were given free topics on the basis of which students prepared an abstract. In particular, he recommended the following topics to students.

On the role of psychology in the system of scientific knowledge; Classification of mental phenomena; About character; About consciousness; About desires; About emotion;

3. Students prepare theses on the problems they have studied.

MI Vlad i slavlev was the rector of St. Petersburg University and lectured on psychology. The content of his previous lectures was reflected in the two-volume textbook "Psychology" (1881). This book systematizes the psychological and experimental-psychological knowledge accumulated so far. In his view, the will leads within the mental structures. Vladislavlev widely used methodological methods such as intellectual experiment (experiment), semantic analysis of psychological concepts, psychological analysis of works of art as a manifestation of the method of introspection.

In the early twentieth century, the department of philosophy was taught psychology by famous philosophers AIVvedensky, NO Lossky, SL Frank. Professors N. Ye. On the development of psychology and education at St. Petersburg University. Vvedensky, VA Wagner, AA Ukhtomsky, VM Shimkevich were very influential.

In the early twentieth century, due to the growing interest in the science of psychology, experimental and applied psychology began to develop rapidly. Accordingly, psychological education also developed.

In 1905, radical changes took place in the teaching of psychology in higher education. P increased the number of psychology courses and the number of hours devoted to them. The number of teachers and their listeners has increased. In addition to lectures, practical and seminar classes on experimental psychology were organized. Illustrative experiments with tools began to be demonstrated in lectures on psychology. This was the biggest innovation in teaching psychology. The empirical psychology began to be taught as a science.

Changes at the University of Moscow GIChelpanov (he began teaching at the university in 1907). His work played an important role in the development of psychology and psychology education. GIChelpanov 's numerous courses, seminars and workshops cover a wide range of experimental psychology. From 1907 to 1922 the content of the courses he studied at Moscow University remained the same, but the content was constantly changing. In particular, the course of experimental psychology was taught for the first time in Russia. There was no experience of demonstrating an experiment on this course, for which it was necessary to know the methodology of conducting it. From year to year, these courses have been methodologically improved in terms of content.

team work in the laboratory, a course of experimental psychology was formed (1909-1910). In the following years, the content of the course became clearer. Practical acquaintance with the methodology and techniques of experimental research In 1912, Chelpanov successfully founded the Institute of Psychology at the University of Moscow. Here, an education system that is new to many relationships has been introduced. It is distinguished by the combination of high-level theoretical training with experimental research. Teaching was closely linked to research activities. The Chelpanov school trained a generation of professionals who later became great psychologists. They are SVKravkov, NIJinkin, AASmir nov, NADobrinin, VMEkzemplyarskiy, PARudik, UNEPlov, NA Ribnikov and others. (Jdan, 1995,)

The first edition of Gichelpanov's book "Introduction to Experimental Psychology" ("Introduction to Experimental Psychology") 1915; second edition 1918, third edition 1925). This book was used by the participants of the seminar on experimental psychology as a basic textbook.

Thus, in the early twentieth century, the teaching of psychology at Moscow University was carried out in a systematic way, connecting, supplementing and expanding with other disciplines. Initially p attended a basic course in psychology, then seminars on experimental psychology, special courses in psychology, seminars on general and experimental psychology. Thus the student will have a great deal of preparation in experimental psychology step by step independently. The system proposed by GIChelpanov was later adopted by other universities.

Chelpanov's success was due to his organizational and creative work in the use of psychological experiments in the teaching of psychology. The educational process and scientific research are inextricably linked. The system of experimental psychology developed by Chelpanov, the experience of creating special manuals also had an impact on the further development of psychology and its teaching methods. Subsequent literature on experimental psychology was also published in the form of Chelpanov's book "Introduction to Experimental Psychology". For example, Kornilov's "Workshop on Experimental Psychology", Lyubimov's "Workshop on Experimental Psychology" and Artyomov's work of the same name.

Psychology or course and experimental psychology data in other universities further enriched with. A. Vvedensky at St. Petersburg University, NNLange at Novorossiysk University (Odessa), Lakefeld in Kharkiv conducted psychology classes.

Professor N. N. Lange (1858-1921) also played an important role in the history of teaching psychology. He was a student of V. Wundt, one of the first Russian psychologist-experimenters.

Lange's courses are listed as one of the best courses in psychology. In his lectures, he criticized traditional psychology and tried to turn it into a science with an experimental base. His "Psychology. Basic Problems and Principles "(1922) allowed us to draw conclusions about the quality of his speeches.

Professor AF Lazursky studied psychology at the Institute of Psychoneurology in St. Petersburg. In this course, he used the results of experiments to try to explain

psychology in relation to everyday life. The book "General and Experimental Psychology
" (1912) reflects the content of his lectures.

At universities were conducted by scientists who had gained experience in the
best laboratories in Europe. For example, in the laboratory of Lange and Chelpanov Vundt,
Belkin and Nechaev They operated under the leadership of Müller. Textbooks of foreign
scholars have been translated` and published (Titchener, 1914).

Courses in psychology are not taught in all faculties, but only in the philosophy
departments of the Faculty of History and Philology. Although the specialists in P
psychology were not divided as an independent group, the students of the philosophy
group would be divided into philosophers and psychologists according to the direction of
their interests.

In the laboratory of experimental pedagogical psychology since the autumn of
1904 courses were taught on the basis of the following programs: "Introduction to
Psychology" (AFLazursky); The Doctrine of Character (AFLazursky); "Introduction to
Psychology" (APNechaev); "History of Psychological Problems" (APNechaev); "Education
as a Subject of Scientific Research" (DADril); "Difficult Children in Educational
Relationships" (DADril); Psychology of External Emotions (AAKrogius); "Pathological
pedagogy" (ASGriboedov); "History of Pedagogy" (IILapshin); "Hygiene of children and
students" (NPGundobin); "Physiology course" (VIBortanov); Brain Anatomy and
Physiology (LVBlumenau); "General course of physiology" (IRTarkhanov); Anatomy IE
(Shavlovskiy); "Fundamentals of Statistics" (VGYarotsky) and others.

Founded in October 1908, the teaching of psychology at the Pedagogical Academy
was further expanded, and pedagogy and psychology began to function.

The students of this academy had to have graduated from higher educational
institutions. Practical training was conducted not only in laboratory rooms, but also in
special experimental schools. In the 10s and 20s of the twentieth century, psychology
began to be taught in teachers and pedagogical institutes.

At the beginning of the twentieth century, many universities began to teach
applied areas of psychology. In addition to general and experimental psychology, courses
in pedagogical and differential psychology were taught. The content of P psychology
courses can also be inferred from the literature published at the time. For example, three
editions of MMRubinstein 's Essays on Pedagogical Psychology (last 1920). _ From 1915
to the 16th academic year he was an associate professor at Moscow University PPBlonskiy
in The book " Pedagogical course" ("Introduction to child rearing", 1915) was published.
It was the most perfect of the courses created in pre-revolutionary pedagogy. In 1 907
Moscow is a university and associate professor ND Vino gradov began a mandatory b
immortal course in pedagogical psychology. The content of this course is reflected in the
two-volume book "The relationship between pedagogical psychology and general
pedagogy" (1916). (Ribnikov, 1943)

lawyer read lectures on legal psychology. Since 1906, E. Clapared has been giving
lectures in Geneva on " Judicial Psychology. " R.Sommer Gessen da He conducted the
"International Course in Forensic Psychology and Psychiatry " at the DADril Institute of
Psychoneurology. He took a special course in Forensic Psychology.

In this period The restructuring of university education has also affected the size
and content of the psychology course. At the end of 1919, the faculties of law and history
and philology were merged and the faculties of social sciences were established. In 1925,
the social faculties of the universities were reorganized into the faculties of ethnology and
law. In 1930, institutes independent of university faculties were established. Moscow a va
In St. Petersburg, institutes of history, philosophy and literature were established on the
basis of the university 's humanities faculties.

1929 he began teaching psychology at the faculties of social sciences, physics, medicine and ethnology at Moscow University. In the same year, the Department of Medical Psychology was established at the university and was headed by Professor ANBernstein.

In 1925, the Institute of Psychology was separated from the university. After the separation of the humanities faculties from the university, the teaching of psychologists (1931) was stopped. In 1931-1941, no psychology was taught at Moscow University, and no scientific research was conducted. The system of training psychologists did not work either. (Jdan, 1995).

The recovery of the psychologist at those universities was much delayed. In the early 1940s, psychology departments were opened at the philosophical faculties of many universities to train psychologists.

In 1941, the Faculty of Philosophy was re-established within Moscow University, and in 1942 the Department of Psychology was established. P Professor SLRubinstein was appointed its director. Psychology courses were first taught at the faculties of philosophy and philology, and then at the faculties of history, biology, law, geography and economics. The faculty and courses were conducted at the Faculty of Mechanical Mathematics and International Relations. UNEPlov, ANLeont`yev, SVKravkov, AASmir nov, ARLuria, P.Ya.Galperin and others were invited. Along with Snu, the tradition of linking the teaching of university psychology with scientific activity has also been revived. The integrity of scientific and educational activities has led to the involvement of both students and graduate students in scientific activities. The purpose of teaching psychology was to train specialists who had a great deal of theoretical training, a good knowledge of experimental research methods, and the ability to conduct empirical work. Moscow University has become a very large school for the training of highly qualified personnel. From 1 951 ANLeontev headed the psychology department of the university and continued to improve psychological education. (Jdan, 1995, 140).

In 1940, the Department of Philosophy and Economics of the Faculty of History of Leningrad University was transformed into an independent faculty. In 1944, the Department of Psychology was established at the Faculty of Philosophy and headed by BGAnanev.

1950s, the teaching of psychology in pedagogical institutes also improved. General psychology, youth and pedagogical psychology most popular courses and disciplines. In addition to lectures, practical training began. In 1970 he graduated from the Pedagogical Institute under the editorship of AV Petrovsk A textbook for students has been published.

The most important aspect in the history of teaching psychology has been the publication of many textbooks. In 1938 a textbook on psychology edited by KNKornilov, UNMeplov, LMShwarts, and in 1940 SLRubinstein's fundamental book "Fundamentals of General Psychology" ("Fundamentals of General Psychology") was published. had a positive effect. In 1956, a textbook on psychology was published by AASmirnov, ANLeontiev, SLRubinstein, UN.

60s of the twentieth century, best practices were formed in the field of psychological education - in the system of training psychologists and other specialists.

In 1966, faculties of psychology were established in several universities - Moscow, St. Petersburg, Yaroslavl and Tbilisi.

One of the most important innovations in the system of postgraduate education was in 1968, when the HAC (Higher Attestation Commission) separated psychology from the system of pedagogical sciences and included it in the list of independent disciplines for which an academic degree is awarded.

and 80s of the twentieth century, psychological education gradually expanded. Specialists began to be trained in the psychology departments of many universities. In

pedagogical institutes, instead of one psychology course, two or three courses, such as general psychology, youth and pedagogical psychology, were taught. Special courses in psychology became popular.

In the late 1980s, interest in psychology, psychologists, and psychological education increased.

Since the 1990s, taking into account the need for highly qualified psychologists, many educational institutions have organized 9-month short-term courses for specialists with higher education in other fields.

The following main objectives of teaching psychology are highlighted:

1. Development of knowledge, skills and values relevant to psychology as a field of science and practice. Objectives in this category define the specifics of psychological education. The responsibility for the development of students and the assessment of their knowledge in these areas, first of all, falls on the faculty teachers in the process of conducting training sessions and consultations;

2. Knowledge, skills and values relevant to general education, which will be further developed in the field of psychology. Objectives in this category usually refer to activities that are part of a general education program. Responsibility for assessing students 'development and achievement in these areas is shared among different subject teachers, but work within psychology courses also contributes greatly to the achievement of general educational goals. In turn, well-developed general education skills help students succeed in learning psychological courses. Each category has 5 separate goals:

1. Knowledge, skills and values in the field of scientific psychology, their application in practice:

Goal 1. Theory and content of psychology. Students should demonstrate their familiarity with basic concepts, theoretical perspectives, empirical data, and historical trends in psychology.

Goal 2. Research methods in psychology. Students should understand and apply basic research methods in psychology, including research project design, data analysis, and interpretation.

3- m aqsad. Critical thinking skills in psychology. Students should use a scientific approach to critical and creative thinking, asking questions, and solving problems related to behavioral and mental processes.

Goal 4. Application of Psychology. Students should understand psychological principles and apply them to solving personal, social, and organizational problems.

Objective 5 Values in Psychology. Students need to understand the reasons for certain actions, be tolerant of uncertainties, behave in accordance with professional ethics, and understand other values.

2. Knowledge, skills and values of general education that find their development in the field of psychology.

Goal 6 Information and Technology Literacy. Students must demonstrate competence in the field of information and the ability to use computers and other technologies for various purposes.

Objective 7 Communicative skills. Students need to communicate effectively in a variety of fields and forms.

Goal 8. Socio-cultural and international consciousness. Students need to know and understand the complexity of socio-cultural and international diversity.

Goal 9. Personal development. Students will gain an understanding of their own mental processes, behaviors, as well as other people's behaviors, and learn to apply effective strategies for self-management and self-improvement. need

Goal 10. Professional planning and development. As a result of the lessons, students should have a realistic idea of how to apply their psychological knowledge and intelligence. [2]

Each of these goals is the expected result of students who have studied in a certain program of psychological education, which is reflected in the mastery of the content of several specialty disciplines.

Current trends in the development of the science of psychology are reflected in a certain way in the content of psychological knowledge taught to students. VNKarandashev identified 10 important psychological directions in the development of psychology:

1. Behaviorism became the methodological basis for the leading theoretical teachings and empirical research in the science of psychology in the first half of the twentieth century. Behavioral content-oriented courses, theories, and experimental facts ate the usual content of courses taught to students at universities. In the second half of the twentieth century. behaviorism has been severely criticized and rarely popular among psychologists. The main reasons for this were the failure to use the mental component in the analysis of behavior, the neglect of cognitive processes, and the simplified approach to education. This was contrary to the essence of psychology as a science of inner mental phenomena. Proponents of behaviorism make up the majority in modern psychology. Behaviorism, therefore, does not occupy much space in the content of subjects, but is recognized as the methodological basis of psychology.

2. Cognitive psychology began to develop rapidly in the 60s of the twentieth century and became the most important direction of modern scientific psychology. Comparing the operations performed on computers to the similarity of cognitive processes in the human brain has given rise to the idea of very interesting scientific research and has provided a lot of new information to understand the mechanisms of mental activity. In this regard, special training courses on social cognitive psychology are taught at universities. Cognitive psychology data is increasingly taking place in the teaching of other disciplines as well. However, the computer lacks emotions and motives, which does not allow it to be considered as a model of the human psyche.

3. From the 90s of the twentieth century, probably due to the cognitive orientation of the psychology of the previous period, the problems of emotions, motivation and self-management of human activity began to arouse great interest among researchers. The number of scientific works and publications in this field of psychology has increased significantly. Accordingly, this topic was more reflected in the training courses.

4. Existentialism, humanistic psychology based on the philosophy of humanism is very popular in modern psychology. He focused on his unique holistic personality, his self-awareness, his humanistic beliefs, and his belief in his own power. The central concepts of the psychological directions were: the concept of "I", love, satisfaction of basic needs, high values, essence, self-actualization, creativity and others. Humanistic psychology has contributed to the development of personality theories, psychotherapy practices, and psychological counseling.

5. The growing role of applied and applied psychology as the main trend in the development of psychology in the second half of the twentieth century, their development as a direction of psychology is important. The study of general, methodological problems of psychology, the general mechanisms of mental activity has begun to lose its former importance. The solution of problems related to the life of society, the characteristics of professional activity and human life has led to the expansion of the scope of research of a practical nature, aimed at solving pressing practical tasks. People's expectations of psychology, their belief in psychology in overcoming life's problems, have influenced the development of science. Subjects of practical and applied orientation have a significant place in modern educational programs.

6. A distinctive feature of the development of scientific psychology in the second half of the twentieth century was the gradual disappearance of the boundaries between different scientific schools and directions. Twentieth-century psychology has been described as a field of confrontation between methodological approaches and concepts. Accordingly, the teaching of psychology by scientists was a means of disseminating these ideas. The content of a student's psychological education is determined by where and by whom he or she was taught. It has become difficult to clearly classify modern psychological theories and incorporate them into theoretical teachings.

Eclecticism has become a common approach to new scientific concepts as a combination of ideas developed by scientists and schools of thought in different fields. In modern psychological theory and empirical research, knowledge from different psychological concepts has been integrated: behaviorism, gestalt psychology, psychoanalysis, genetic psychology, humanistic psychology. cognitive psychology. Psychology gradually became the only scientific subject. moqda. Separate methodological views and scientific schools are often not considered in terms of which one is correct. They are taught to students as a variety of existing disciplines in psychology, as each of them explores the spiritual world in its own way. rganadilar

7. The current trend in the development of psychology is associated with significant differentiation of psychological knowledge and branches of psychology. The branches of psychology have emerged on the basis of the research methods they use, the objects and problems they study, and the relationship of psychology to other disciplines. Various authors distinguish between 50 and 100 relatively independent areas of psychological research or psychological practice. However, the number of subjects taught as a subject is much smaller. Psychology has become a highly branched science and now specialists in one field are unable to have sufficient competence in other areas of psychological knowledge and research. In addition, many scientists have gone so deep into their scientific problems that they have completely lost interest in other psychological problems. The science of psychology has also begun to lose its integrity and unity. Therefore, the fact that the content of basic psychological education usually includes the study of the basics of all fundamental and practical areas of psychological knowledge is a good way to maintain the integrity of psychology.

8. A specific trend in the development of modern psychology is its internationalization. At the beginning of the twentieth century, behaviorism had strong national roots and was mainly a branch of American psychology. Gestalt psychology is widespread in Germany, psychoanalysis in Austria, genetic psychology in Switzerland, and cultural and historical psychology in Russia. Later, the listed scientific schools began to be relocated from these countries to others. This was influenced by various factors. For example, during World War II, many European scientists moved to A QSH. Their theories and research data have gained popularity among American psychologists. This made America the center of world psychology. On the other hand, in the 1980s and 1990s, American psychology began to show great interest in scientific and psychological research conducted in other countries. In recent decades, the internationalization of psychology has been on the rise around the world. International relations are expanding.

9. The transformation of English into the language of international scientific communication of psychologists is another important trend in modern psychology. In the second half of the twentieth century, the number of translations of scientific works from one language to another increased significantly. This enriches psychological education with modern psychological knowledge, preventing the national isolation of professionals. H Nowadays, English is becoming a typical language of international communication of psychologists. This significantly facilitates and accelerates the exchange of scientific ideas and the results of empirical research. Many international scientific and psychological

journals are published in English as the most convenient language for many psychologists around the world. English is becoming the working language of more and more scientific conferences. All this contributes greatly to the globalization of psychology as a science, its enrichment with the knowledge acquired by scientists from different countries. Therefore, the need to be aware of the modern achievements of world psychology encourages psychology students to learn English. This facilitates their timely access to psychological knowledge in other countries. The study of international exchange education programs and individual study courses abroad has become more widespread. There is also a special experience of teaching psychology in English in countries where English is not a national language.

10. Students' interest in studying psychology has increased significantly. In many European and North American countries, universities and schools have recently expressed the view that the 21st century will be the century of psychology. Of course, the popularity of psychology as a professional activity and science grew very rapidly in the second half of the twentieth century. [5]

Nowadays, the possibilities of teaching psychology have greatly expanded. This is because the scope of psychological education has expanded significantly in recent years. Psychology is taught in different educational institutions and has become part of different curricula. Psychologists of universities and other higher educational institutions that train psychologists, faculties of philosophy, pedagogy, law, social work, secondary special vocational education institutions, in particular, pedagogical and medical colleges.

To improve the quality of training of psychologists, it is a social necessity to equip specialists with knowledge on the methods of teaching psychology. It should be noted that the methodology of teaching science is one of the most complex subjects, combining a wide range of information and a set of synthetic mental activities. Methodological changes in modern psychology, the limited nature of dialectics, the impact on the process of reflecting neospheric relations, the role of chaotic movements in existence require a re-analysis of the subject of teaching psychology. For the same reason, it is necessary to raise the level of comprehensive disclosure of the psychological mechanisms of object-subject, subject-subject relations, as well as to shed light on the specifics of the impact, to provide clear, convincing evidence. EG Goziev considers it expedient to pay attention to the following as methodological issues of teaching psychology:

1. To rationally establish interpersonal relationships between society and nature, based on the modern methodology of psychology;

2. To reflect on the approach to the person on the basis of modern interpretation of perfection (apostasy-man-man-person-subject-perfect man);

3. Scientific psychological laws of the formation of the human personality, based on theoretical generalizations, taking into account the system of social psychological factors that affect it;

4. To clarify the essence of the topics in accordance with the modern interpretation of the principles of psychology and to determine the coefficient of influence on the individual, taking into account that the possibilities of improvement are multifaceted;

5. Implement the teaching process based on the essence of innovative methods that effectively affect the person;

6. Organization of effective use of generalized information on the psychological basis of pedagogical technology and their interpretation, depending on the situation;

7. To begin the formation of the individual, recognizing the commonality of the laws, principles of education and upbringing, the driving forces of development;

8. Consideration of individual-typological features of formation and application of effective ways of interaction;

9. To focus on the phenomenal phenomenon of progress in the process of teaching, as well as to pay special attention to the fact that education leads to development, not development;

10. Remembering that adherence to humanistic ideas such as independent thinking, self-discovery, self-expression is a leading factor in higher education, and so on.

The field of teaching methods of psychology includes methodological problems, issues of science, its scientific and methodological aspects, the specifics of the field, the dual nature of the content of the topic, professional and practical skills, the ability to compile skills, to Ways to increase the effectiveness of feedback and feedback include the phenomenological aspects of proximity and distance in collaborative activities. The latter assumes the task of arming psychologists.

The main purpose of the study of any science is to study life tasks and practical issues from a scientific point of view. In the study of psychology, the science of human psychology is aimed at understanding and explaining the characteristics of each person's behavior, to analyze the scientific trends in personality psychology, and on this basis to have a proper relationship with them in everyday life. indicates that you need to learn.

While this goal is generally applicable to the study of any subject, it is only applicable to the student's activity, which is exactly what he or she should strive to achieve.

If we talk about the activity of the teacher, his activity has a specific feature that is different from that of the student. The goal of the student is to study the science, the goal of the teacher is to apply it. These goals eventually merge, but, in the process of setting goals, they take on a different appearance; the student seeks to "learn" from the teacher, and the teacher tries to "give" him that necessary knowledge and learn to use the available knowledge.

In the study of psychology, each student, regardless of their future profession, is able to think psychologically in society, in the community, in personal relationships with other people, in determining the temperament and other qualities of the personality and abilities, evaluating and analyzing human actions and deeds. should learn.

Thus, in the process of teaching psychology, students ' knowledge of psychology is integrated into its outcomes of the educational process based on learning objectives ; from it develops the skill of practical application of scientific psychological knowledge in relations with other people, and in turn means the formation of the skill of psychological thinking.

Function of applied psychology is theoretical, i.e., explanatory, like general psychology, but it is practical in relation to events within the field of interest that pertain to each area of psychology.

Applied psychology is applied to explain mental phenomena in parallel with the rule of theoretical psychology. but the explanation applies not only to existing events and happenings, but also to those that arise after their reorganization ; as well as education, psychocorrection, psychotherapy, and so on. Applied psychology is concerned with the positive correction of events or the application of new information as needed, the use of which remains not only an explanation but an application.

Is engaged in the development of students' creative thinking and relies on the help of special intellectual exercises, then not only to justify the truth in the theories of theoretical psychology, to explain its laws, but also to approach practical psychology with psychotechnics, because the practical formation of thinking skills consists in developing the ability to solve thinking problems (analytical semantics) based on the materials of theoretical psychology.

The general goal of the study of psychology is to form the skills of psychological thinking using their knowledge to scientifically explain mental phenomena and states, as well as to transform the human psyche in order to develop the individual.

This general goal should be divided into a number of specific goals. One of the principles of distinguishing the specific goals of the study of psychology is the principle of orienting students to the profession as future professionals.

According to the famous psychologist EAKlimov, psychological knowledge is necessary for any non-psychologist to have "psychological knowledge" because he has to convey ideas, facts, views to others. In addition to teaching and managing to try to understand each other, he also considers it important to "manage one's inner world and self-improvement on a scientific basis". Because it should be borne in mind that these apply not only to non-psychologists, but also to the same degree.

limits of sufficient knowledge in matters of psychology can only be specific to each area of professional activity. The same situation is repeated for the leaders of specialists in various fields in the field of psychological literacy.

The overall goal is to learn psychological thinking, which should definitely have a greater level of knowledge than non-specialist psychologists. However, the study of psychology in different specialties (theoretical, practical) has its own specific goals, as well as a general purpose. Its task is to master the methodology and methodology of scientific research for the further development of science. It is necessary to know the current state of theoretical psychology in our country and abroad, to know the research that requires the interests of further development of science. The specific purpose of training such a specialist is to teach psychology as a science in its essence, the general purpose is to study the practical application of scientific knowledge, to know psychological thinking but to solve more theoretical problems than to solve practical problems for it is necessary to learn to apply the theory not by re-learning, but by explaining previously unexplained mental phenomena.

The teacher of psychology organizes his work in such a way that the general purpose of teaching is the formation of psychological thinking, which he tries not to achieve, mainly in lectures and seminars ; practical training - in laboratories and schools, in kindergartens, in legal consultations in enterprises and firms, in courts and prosecutor's offices, in medical institutions.

Teaching of theoretical general psychology and its theoretical fields has its own peculiarities not only in terms of content, but also in terms of methodology, because the methodology of teaching is constantly looking for the most understandable methods and techniques. can be shown.

Psychology is gaining popularity not only among student psychologists, but also among students studying in other fields. It is recognized in many institutes, universities and colleges that psychology ranks 3-4 as a popular subject. There is a growing interest in the study of psychology among professionals in other fields, even among schoolchildren. This allows us to assess the XXI century as the age of psychological education.

§2.5. PEOPLE'S ARTIST OF UZBEKISTAN ASKARBEK AKPAR

Fergana Valley is distinguished by its temperate climate, good-natured people, developed arts and culture. In this region, such people as Ahmad Fergani, Asiriddin Ahsikati, Mahdumi Azam Kosoni, Mavlono Lutfulloh, Zahiriddin Muhammad Babur, Boborahim Mashrab, Isokhon Ibrat, Mulla Yuldosh Khilwati, Nodim Namangani, Muhammadsharif Sufizoda, Nabihon Chusti and many others.

The works of such prominent representatives of applied arts as Usto Alinazar Corey, Usto Saidmuhammad Norkuzi, Usto Yusufali Muso, Mullo Kirghiz Ibrohim Ogalik ugli, Usto Lutfulloh Fozil, Kodirjon Khaidarov, Saidahmad Mahmudov, Ibrohimjon Komilov representatives in the most famous museums of the world and constitute the glory of Uzbek art.

At present, the successors of the masters of the Fergana Valley are the Kokand wood carver Hero of Uzbekistan Abdugani Abdullayev, People's Artist of Uzbekistan ceramist Sharofiddin Yusupov, master of applied arts from Namangan People's craftsman of Uzbekistan Askarbek Akpar (Akparov Askarali Adamshaevich), who make a worthy contribution to the development of modern applied art in Uzbekistan.

Askarbek 's ancestors, being enlightened people - imams, mudarrises - lived following the doctrine of Bakhouddin Nakshbandi: "Dil Ba yoru-dast ba kor" (Let the heart be in God, and the hand in work) passed on and developed the art of ceramics from generation to generation, creating a dynasty of ceramists. Educated, knowing the Arabic spelling, writing, during the oppression by the Soviet authorities, his parents, by the will of fate, ended up in mountainous Kyrgyzstan.

The future artist Askarbek was born in 1951 in the village of Karavan in the Osh region of Kyrgyzstan. A beautiful area bounded on one side by the Kuksarai mountains, on the other side - the Bozpu mountains, transparent mountain streams running down from the mountains, home environment, experts in Islamic philosophy, support of believers, modest parents, communication with Kyrgyz akyns, who know the epics "Manas" by heart, "Semetey", "Seitek" - all this together contributed to the formation of Askarbek as a creative person.

At the age of 12, when he came to visit his relatives in Kokand, the cross-section of ancient buildings, as if erected as monuments of eternity, such as Dakhmai-Shakhan, the palace of Khudoyarkhan, the cathedral mosque and others, made the young man numb with delight. The true desire for beauty and art determined his future.

Having learned the basics of applied art from the Namangan artist Javlanbek Zhamalov, in 1970 he entered the art school named after Pavel Benkov in Tashkent. There he learned the secrets of applied art from Takhir Takhtakhudzhaev, Zhalil Khakimov, the basics of easel painting from Yuri Ivanovich Strelnikov, the basics of composition from Ana Vladimir Sengeevich, and the theory of art from Oleg Konstantinovich Apukhtin. All the above-mentioned masters were from among the famous artists.

Art critic Sotimkhon Imomkhudzhaev writes: " Here the word "student" will be colorless. Askarbek was a true student of the masters, who won their love and became their comrade-in-arms. In truth, it is not surprising that between a student listening to lectures and a student working under the tutelage of a master, who knows the price of each work, such as the difference between earth and sky.

After graduating from an educational institution with excellent marks, he received a referral to a higher educational institution to continue his studies. However, taking into account the roots of national traditions, he well understood the need for a solid mastery of the chosen profession and obtaining the practical skills of a master. For this reason, he

went to the Kokand art and production workshop, founded by masters of fine and applied arts.

As Askarbek Akpar recalled: "The director of the Kokand art and production workshops Rubinov Yuri Mikhailovich, being himself a great specialist in the art of wood carving, was a true admirer and connoisseur of folk applied art. Nationally recognized masters, People's Artists of Uzbekistan, wood carver Kodirjon Khaydarov, mural artist Saidakhmad Makhmudov, ceramists Ibrokhimjon Kamilov and Sharofiddin Yusupov, chaser and engraver Lutfullo Fozilov, painter, Honored Worker of Culture of Uzbekistan Tursunali Akhmadaliyev at that time reached the peak of their creativity, I considered each of them his mentor and did not get tired of asking and learning. My works began to appear at republican and international exhibitions. In a healthy creative atmosphere, guided by the instructions of mentors, in 1979, on the recommendations of the People's Artists Rakhim Akhmedov, Mukhiddin Rakhimov, Kodirjon Khaydarov, I was admitted to the Union of Artists at the age of 28 and became the youngest member of this association.

This year I was elected chairman of the Artistic Council of the Fergana Valley, fortunately, none of the worthy and more appropriate than me, major artists were asked why this young man would be chairman, and not one of us. It was alien to souls who were friends with art, enjoying creativity. Kokand is a special place where art, the power of perfection is revered from time immemorial, many talents are brought up. It will remain in my memory as an ancient and beautiful city, which was my mentor and shaped my creativity..."[11]

In order to improve theoretical knowledge, Askarbek Akpar graduated from the National Institute of Art and Design with a degree in Art History. Under the guidance of prominent scientists Rafael Khadievich Takhtash, Larisa Vyacheslavna Shostko, Tatyana Nikolaevna Bulkina, Nigora Rakhimovna Akhmedovna, he studied the theory and history of art.

Since 1976, he has constantly participated in republican and international exhibitions. His works are presented at exhibitions in India (Delhi), Switzerland (Lugano), Mongolia (Ulaanbaatar), Cyprus (Nicosia), Germany (Bonn), Armenia (Yerevan), Kazakhstan (Alma-Ata), Russia (St. Petersburg, Moscow, Tula, Kazan, Oryol, Yosh-Karola, Tambov and other cities). Personal exhibitions were organized in the exhibition halls of the Museum of Ethnography of the city of St. Petersburg and the local history museum of the city of Vyatka (Kirov). Major museums of the Republic, such as the State Museum of Arts of Uzbekistan, the Literary Museum named after Alisher Navoiy, the Museum of the History of the Peoples of Uzbekistan, the Museum of Applied Arts of Uzbekistan, the Directorate of Art Exhibitions of Uzbekistan, accepted his works to be exhibited to a wide audience.

He is the author of decorations in the traditional style in more than 60 public buildings in Uzbekistan and more than 20 abroad, in particular, in the residence of the Central Spiritual Directorate of Music in Moscow, the building of the Classic Boarding House of Moscow State University in Moscow, the building of the Center for Culture of the city of Nizhnekamensk in Tatarstan, the building Center of National Traditions of the city of Mamadysh, the administrative building of the Central Spiritual Directorate of Music in the city of Ufa of the Republic of Boshkortostan, a hotel for foreigners and other buildings, causing the audience to feel admiration and respect for the Uzbek national art.

One of the favorite arts created by the inner eye of the master during sleepless nights is the decoration of porcelain products. The difference between Askarbek and other craftsmen is that he does not work like others on ready-made white dishes, but does

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[11] From the memoirs of the People's Artist A. Akparov. -N.; 2020.

everything himself, starting with choosing the type of stone or sand (kaolin, feldspar, quartz sand, dalamit, pigmatite and other products) before bringing them into shape and creating a work of art. His son Ahmajan, who teaches students of the art college, has mastered all these processes perfectly. Daughter, Naimakhon, who was educated at the Department of Fine Arts and Engineering Graphics of Namangan State University, also masters them. Thus, the creative traditions of the Askarbek family continue.

Askarbek aka was by nature a restrained, calm and very modest person. He read a lot, had an excellent memory and powers of observation and a passion for discussion. Along with practical creativity, he regularly published descriptive, critical articles in periodicals. He was the author of such books as "Fargona vodiysi architecturesida amaliy sanatning manaviy - esthetician akhamiyati" (Artistic and aesthetic significance of applied art in the architecture of the Ferghana Valley), "Namangan musavvirlari" (Artists of Namangan), "Namangan naqshu - nigorlari" (Ornaments of Namangan), "Guzallik va nafosat kuychisi" (Singer of beauty and grace) and many catalogs. He was well versed in poetry and played several musical instruments well.

1999-2014 for 15 years he was the chairman of the Namangan Regional Union of Artists of the Academy of Arts of Uzbekistan. He made a significant contribution to the organization of various exhibitions of professional artists, solo exhibitions, to the organization of the participation of regional artists in national and international exhibitions. On his initiative, annually in April, a week of art was organized in the region, during which such events were held as exhibitions of artists of the region, exhibitions of works by students of the College of Arts and College of Culture, exhibitions of works by students of the Uchkurgan Specialized Boarding School of Arts, exhibitions and scientific and theoretical conferences in conjunction with teaching staff of Namangan State University. Under his leadership in the region, the association of a member of the Union of Artists increased from 16 people to 42, taking a worthy place in the Republic in terms of quantity and creative potential.

Askarbek Akbar produced many highly qualified students. Since 2006, he taught classes in special disciplines at the Department of Fine Arts and Engineering Graphics at Namanagan State University. Worked hard with gifted students. He provided comprehensive support to students, during extracurricular time he talked with them about the theory and history of art, about studying the technology of a particular art. Many of his students are winners of republican and regional competitions.

The effective creative activity of Askarbek Akbar is highly appreciated in our republic and abroad. In 2000, by the Decree of the President of Uzbekistan, he was awarded the title of "People's Artist of Uzbekistan". He was also awarded a diploma from the Union of Artists of Russia, honorary diplomas from UNESCO, the UN, the Ministry of Culture of Uzbekistan, the Academy of Arts of Uzbekistan, the Ministry of Culture of the Republic of Tatarstan. In 2003 he was elected a full member of the Academy of Arts of Uzbekistan and awarded the academic title of academician. In 2011, he was awarded the badge of honor "Mustakillikning 20 yilligi".

The originality of Askarbek Akbar's creativity is as follows:

1.Once used, a composition will never be repeated again.

2.Possession of the art of complex compositional solutions, color combinations and high performance skills.

3.Good knowledge of technology, wide use of modern materials in the creation of traditional arts.

4.The possibility of achieving integrity with the wide use in one object of such well-studied types of applied art as ganch carving, painting, ceramics, porcelain, woodcarving, minature and calligraphy.

Askarbek, unlike many of his colleagues, mastered several types of applied art, while even one type requires a huge effort from the master. On this occasion, Candidate of Arts Sotimkhon Imomkhudzhaev writes: "From a major specialist in the creative profession in the field of only one type of art, responsibility, patience, courage and great skill are required beyond the strength of one person. Askarbek is the only professional artist who has taken on this burden of several types of art."

February 12, 2022 was the last day of life for Askarbek Ak Para. Arts of Uzbekistan has lost its talented artist, sympathetic mentor of young artists. Our scientific research devoted to the work of Askarbek Akbar is a drop in the ocean, comparing it with a multifaceted art. This is only the beginning of the study of his legacy.   His works are an ode to grace and beauty and will live forever as a monument of art, as a monument to the artist himself.

§2.6. COMPONENTS OF EFFECTIVE ADULT EDUCATION

Andragogy is the science of teaching adults. Although this term, in contrast to pedagogy, was introduced by the German teacher Alexander Kapp back in 1833, the approach itself was formed much later. Its creator is considered to be an American educator Malcolm Knowles. Knowles described his ideas on how to help mature people learn in the book The Adult Learner. Its first edition was published in 1973, then the book was repeatedly reprinted.

In The Adult Learner, Knowles gave an overview of existing theories of learning and teaching and spoke about the researchers who prepared the ground for the emergence of andragogy. Among them, the teacher mentioned, for example, the American education theorist Eduard Lindeman, author of the book "The Meaning of Adult Education" (The Meaning of Adult Education).

How does andragogy differ from pedagogy? Knowles identified several factors that should be taken into account when teaching. And then, describing the main characteristics inherent in child students, Knowles contrasted them with the traits of adult learners.

The need for knowledge. Students-children, according to Knowles, consider knowledge only as tools to help cope with academic tasks and get high grades. They have no idea how they will apply this knowledge in real life.

An adult student will not take up the study of anything until he understands why he needs it. Therefore, the first task facing a teacher working with adults is to explain to them the value of learning. For example, to show how studying will increase their productivity at work or quality of life. Even better is to create experimental conditions in which students themselves will feel the lack of knowledge that the teacher can share.

The student's idea of himself. Since the traditional teacher, according to Knowles, perceives children as dependent on him, the students themselves eventually begin to realize their subordination to the teacher. However, the older the children, the more independence they show. An adult is already fully aware of the responsibility for his own decisions and his life. Such self-awareness generates in mature people the need for others to respect their independence. Nevertheless, when a mature person is faced with the need to learn something again, he often recalls his experience of childhood addiction and, according to Knowles, "folds his hands, sits back and says, 'Teach me.'"

However, this erroneous assumption that obedience is required of him, as in childhood, soon comes into conflict with the current self-consciousness of a mature student. To overcome this discomfort, a person eventually just quits training. Therefore, Knowles advises: a teacher who wants to educate adults should first of all help them overcome the idea of a student as a dependent subject. Instead, it is worth offering a model of a student who chooses the direction of his studies himself.

Student's previous experience. The traditional teacher does not consider the personal experience of students as a starting point for learning. The experience that matters to him is his own or the experience of the textbook author. Therefore, the basis of the work is, for example, lectures and reading of literature chosen by the teacher himself, and not by the students. In andragogy, students' experience is viewed differently. Just because an adult has lived a longer life than a schoolboy, his experience is much more diverse. Moreover, it also differs from person to person. Therefore, training should help adults to show their individuality.

Group discussions, case studies, problem solving – that is, activities in which an adult student can express his point of view - will be useful here. Mutual learning also works. However, a lot of experience has a dark side. By adulthood, a person accumulates a lot of unhealthy mental habits and prejudices. The teacher should try to draw the attention of students to this and help them open up to new ideas. Such practices will be useful in this:

Clarification of values. A person ranks various values (health, family, freedom, cognition, and so on) from 1st to 10th place according to their priorities. Then he answers himself the questions whether he lives in accordance with these values; if not, why; how he can change the situation for the better.

Receptivity training. This is a psychological technique aimed at developing positive group dynamics and mutual trust. It consists of a group discussion of various topics in a safe atmosphere in which participants can freely express themselves and communicate with others, and then analyze their reactions.

Willingness to learn. This item is similar to the first one. According to Knowles, children are ready to systematically study only what, according to the teacher, will help them cope with control tasks and get the best grades.

Adults, on the other hand, are ready to study what will help them cope more successfully with problems and tasks that arise in real life. In addition, in order to increase the willingness of adults to learn, it is necessary to offer them educational tasks that correspond to their current abilities and level of development. In English-language psychology and pedagogy, they are called Developmental tasks (developmental tasks). According to Knowles, for an adult student, one of such tasks may be the development of dialectical thinking, that is, awareness of the complexity and inconsistency of the surrounding world.

Learning Focus. With the traditional approach, the training focuses on the study of individual subjects, for example geometry or Russian literature of the XX century. At the same time, children perceive learning as the acquisition of knowledge related to the subject. In andragogy, the training is focused on solving problems that will help students cope with problems in real life. New knowledge and skills with this approach are better absorbed when they are presented in the context of real life situations.

To emphasize the significance of the context, Knowles gives this example. For many years, the United States has been struggling with adult illiteracy by conducting courses in reading, writing and arithmetic. However, the students lacked motivation and many of them did not complete the training.

When the researchers began to look for the reasons for the failures, they realized that illiterate people were taught to read and write words very far from their real vocabulary. And mathematical problems did not even remotely help to cope with the difficulties that adult students faced in a store or bank. When the creators of the courses brought the tasks closer to the everyday life of the students, the results of the students improved.

Among the theories of adult learning are: andragogy, neuroscience, empirical (or experimental) learning, independent learning and transformational learning. All theories have one goal: they help to create effective corporate learning processes for adults. Adult learning theories are not just a set of terms, concepts, and ideas about how adults learn. These theories help to competently build courses at all stages — from concept creation to implementation — so that the training turns out to be as effective as possible.

Here are four reasons why developers and peddesigners simply HAVE to know the theories of adult learning:

• To create courses that meet the needs of students.
• To select learning strategies based on the actual learning context.

• To use technologies that best match learning strategies.

• To apply strategies that take into account modern learning features: digital technologies and student mobility.

Theory 1. Andragogy: emphasis on experience

The theory of andragogy is based on the characteristics of adult students, as well as the idea that adults rely on their accumulated experience in the learning process.

The theory itself was developed by Malcolm Knowles in the 1970s. According to Knowles, there are six key differences between adult learners and children:

1. The need for knowledge. Adults need to know "why" they should study.

2. Motivation. Adults are driven by internal motives. They learn when they want to learn. You will give an adult a powerful internal motivation if you convincingly answer the question "why do I need this?".

3. Desire. Adults have a desire and willingness to learn when they realize the importance of knowledge. It is important for them to understand how learning will help them change their lives for the better.

4. Foundation or experience. Adults have a wealth of experience behind them, which determines their learning. They analyze, explain, combine and create new ideas or "twist" old ones through the filter of their own experience. We, pedagogical designers, should use this experience to help them establish connections, understand the relevance of knowledge and find inspiration.

5. Independence. Adults are independent and want to be responsible for their own learning. They are independent and like to have everything under control.

6. Attitude to study. Adults learn best by doing something. For them, problem-oriented training is relevant, which they will be able to apply in their work. As part of such training, their ability to solve problems is trained and, as a result, there is confidence that they can cope with any tasks with the help of new knowledge.

Everyone has insights. These are flashes of inspiration that allow you to look at reality from a different angle. Grains of wisdom that change our attitudes in life. Deep realizations that break through established beliefs and conventions.

All these are transformational processes that take our consciousness to a new level. We should try to create such moments in training: they allow you to shake up the mind, evoke strong emotions and leave unforgettable impressions. Often such moments are able to radically change the way of thinking, point of view, attitude to the issue and patterns of behavior — that is, to launch those very "transformations".

Transformational learning theory explains how adults learn through such insights. The theory is based on the opinion that learning occurs when new knowledge is superimposed on old experience or old ideas are viewed in a new light.

There are three stages in the theory of transformational learning:

• Identification of a dilemma or crisis. We are talking about the moment when we realize that we have been holding a false opinion all this time or did not know something important. This usually pushes us to search for new information or to revise the system of thinking. To realize that we didn't know something or were wrong about something is always a crisis that takes us out of our comfort zone. Point out to students what they don't know — this will fuel their curiosity to take your course.

• Determination of personal gain. We are inspired to study by personal gain — the answer to the eternal question: "What is my interest in this matter?" From the very beginning of the course, it is important to create and maintain the right context — personal, professional or social — that will fuel the interest of students and keep them "on the hook". To motivate adults, give them the opportunity to present the future fruits of their labors.

• Critical thinking. Your students are reasonable, rational people, they have their own heads on their shoulders. Therefore, it is necessary to create moments of reflection so that they can reconsider their beliefs and views. Give people the opportunity to sort out their feelings and realize what needs to be worked on — then they will absorb knowledge with a much greater desire.

David A. Kolb identifies four stages of the experiential learning cycle:

1. Practical experience. Adults learn best outside of the usual classroom. As a result of practical training, a person acquires a powerful experience that he will not forget. Examples include kinesthetic learning (learning through simulations that require physical actions), as well as learning that elicits a strong emotional response (realistic scenarios that reveal causal relationships).

2. Reflexive observation. Adults need to constantly scroll through and comprehend their own experience — this allows us to learn lessons and gain knowledge. Therefore, after practical training, people need to be given time for reflection so that they can observe the process from the outside, analyze processes and procedures. To do this, you can use demonstrations, case studies and exercises with a clear scenario.

3. Abstract conceptualization. The secret of the success of empirical learning is that the student begins to deduce abstract concepts based on his reasoning, generalize ideas and realize their connection with reality. Develop exercises that will allow students to practice critical thinking so that they learn how to formulate concepts and procedures.

4. Active experimentation. Role-playing games, internships and other practical tasks allow students to apply their knowledge and really "learn through action". As a result of experimentation, experience is born and the cycle of empirical learning is resumed.

Place and time of the event. The place should be easily accessible – it should be easy for people to get to it and easy to find. If this condition is difficult to fulfill for some reason, detailed explanations are needed, up to the directions and numbers of transport with stops. Even within the same city, if it is large enough, it is not always easy to find a place for classes.

By time. It is best in the morning, from 10.00 or 10.30. Rushing and risking being late at rush hour is the best way to get stressed and lose a positive attitude. If the training is conducted with employees of the same institution where classes take place, then they can begin 15 minutes after the start of the working day.

Evening classes can be productive, but in this case, at the beginning it is necessary to provide a number of techniques that will reconfigure participants from the problems of the past day to training.

Weekend classes – only with high motivation.

Room.It is important to observe a certain golden mean here. The room should not be too cramped, it is fettering, not to mention sanitary standards. In excessively large rooms, the group may simply get lost, it will be difficult to create an atmosphere of a unified team. The classroom should be spacious enough to work in several groups, so that tables and chairs can move freely in it. The group should sit so that each of its members can be seen and heard by everyone. It is better not to clutter the audience with tables, and everything that the participants of the seminar should write down, prepare in advance in the form of handouts.

Psychological atmosphere. The atmosphere should be friendly first of all. And in relation to the presenter with the participants, and between the participants. There is no chief chief, there is no one who speaks the truth in the last instance. Everyone is a single team, united by the desire to achieve a certain goal. They (goals) can be different, the main thing is not to be directly opposite. The addition of all other vectors leads to movement in one direction.

The composition of the participants. There are possible options. Sometimes the best result is given by a homogeneous group (professionally, age-wise, by work experience). In other cases, interesting solutions appear when looking at the problem from a completely "unprofessional, amateurish" point of view. Naive questions of a person who does not know thoroughly professional cuisine, make a professional think. If he's a professional.

Motivation and mood of the participants. The main thing is the mood of the participants to actively solve the problem together. During the training, it is important to create an appropriate atmosphere that allows the participants of the training to escape from their daily worries, overcome existing stereotypes and direct their energy to search for fresh ideas.

Comfort and safety. One of the most important requirements. Moreover, not only the physical, but also the psychological aspect is important.

Rules of work. Before starting the training, in order to create an atmosphere of cooperation and mutual assistance, it is possible to develop and adopt rules for conducting the seminar. They are developed jointly and are rather rigidly supported, first of all, by the group itself. For example, such:

– All participants of the training (including the presenter) are equal in rights to achievements and mistakes in the learning process.

– Respect the opinion of someone who studies or works next to you, creates or is just nearby.

– Each participant of the training is responsible for the learning outcome of the entire group.

– Support your partner in any situation, be ready to help him.

– Share your knowledge without regret, because the more we give, the more we get.

Operating mode. It depends on the topic, duration (one seminar or course), composition and number of the group. Breaks are mandatory both as a means of unloading and as a means of communication within the group. Especially if there is not a lot of such communication during training.

The program of a 4-hour seminar for 20 participants (groups of 5 people) can be something like this:

1. Introduction:
- Acquaintance 15-20 min.
- Expectations and fears 10 min.
- Rules of 10 min.
2. Game pause 10 min.
3. The first part:
- Theoretical introduction 30 min.
- Working out of the action module 30 min.
4. Coffee break 20 min.
5. The second part:
– Setting a task for working in groups of 15 min.
– Distribution by groups (game) 10 min.
– Work in groups of 40-50 min.
6. Coffee break 20 min
7. Presentation of the results of work in groups of 40 min.
8. Discussion of the results, reflection 20 min.
9. Summing up the results of the seminar 15 min.

Acquaintance of the participants. The acquaintance of the participants of the training is necessary not only to remember each other's names, it is enough to prepare

and distribute badges for this. Acquaintance is the first attempt to liberate the participants of the training, to set them up for relaxed creative work, to give everyone the opportunity to speak out.

There are different ways to conduct dating. You can invite each participant to introduce himself: to give his name, position and place of work, briefly describe his professional interests and existing problems. You can diversify the presentation of the participants by asking everyone some unexpected question: "Why were you called by that name?" or "Your greatest achievement last year?". Usually it immediately arouses the interest of others and helps to liberate yourself. You can divide the group into pairs and ask each participant to prepare a short story about his partner according to a pre-made plan (name, place of work, position, the biggest last success, the biggest last failure, general characteristics, etc.), and then present him to the group. In order for the acquaintance not to be delayed, it is recommended to regulate the time for preparation to five minutes, and for a speech – no more than one minute.

The "Snowball of Associations" method allows you to quickly and productively remember the names of all participants. The first one calls his name in a circle, accompanying it with some associative epithet, you can use the same letter ("lonely Olga", "active Anton", "lazy Lena", etc.). At the same time, the funnier or more unexpected the epithet, the better it is remembered. The second participant repeats the words of the previous one and calls himself, the third repeats all the previous ones and adds himself, etc. The presenter ends the acquaintance by naming the names and epithets of each participant in order.

The "Big Picture" method is quite long, but it allows you to set the right mood for the whole training. Before the start of classes, a large roll of paper (4-5 m) is rolled out on the tables shifted in the center, boxes with watercolor paints are placed, each participant is handed a brush. The participants have to draw this whole huge sheet of paper. During the drawing, each participant alternately introduces himself and answers the question: "What does he expect from this training?". After each performance, all participants move around the table one step clockwise, continuing to finish or redraw the picture. By the end of the acquaintance, the participants paint over the entire "canvas" and leave it to dry, and the training continues further. At the end of the training, each participant is given a sheet of A4 paper, from which a frame is cut out, which is superimposed on the overall picture at the request of each of the participants and selected fragments are cut out. The resulting pictures become memorable symbols of collaboration. In order to concretize the evaluation of the effectiveness of the training, you can invite its participants to write down their own assessment and wishes about their own activities in the future on the back of their fragments.

The "From associations to name" method allows you to quickly remember the names of all participants. Participants (no more than 15 people) they are sitting at a "round table". The first one calls his name in a circle, accompanying it with an associative epithet on the same letter with which the name begins (for example, "active Anna", "flirtatious Ksenia", "harsh Sergey", etc.). Usually, the funnier or more unusual the epithet, the better it is remembered. The second participant repeats the words of the previous one and calls himself, the next one repeats all the previous ones and adds himself, and so on in a circle. The most difficult task is for the presenter, who, closing the circle, repeats the names with epithets of all participants and introduces himself. This method is quite productive, as it operates on the principle of "Repetition is the mother of learning." Of course, with a large number of participants, it is very difficult to remember all the names, and there may be hitches, but you should not be afraid of this – the group will always help to name everyone. The main thing is that fun and a mood of "success" prevail in the audience.

The "Let's get acquainted!" method allows you to get general information about the participants. Participants (10-12 people) they sit in a circle and pass each other a toy. The one who has it in his hands says three sentences about himself, for example, name, hobbies, dream. After everyone has spoken, there is a performance again, but already of their neighbor on the right or left. For example: "My neighbor's name is... He loves... His dream...". The person they can't remember gets up, and the group has to guess his name from a hint from this person, for example: "My name in Greek means...".

§2.7. USE OF STEAM-EDUCATIONAL TECHNOLOGY IN PRIMARY SCHOOL AS A CURRENT PEDAGOGICAL PROBLEM

What is STEAM Education?

It all started with the term STEM, which appeared in the USA. The difference between STEM and STEM is only one letter A- Art, but the difference in approach is huge! Recently, STEAM education has become a real trend in the USA and Europe, and many experts call it the education of the future.

Introduction of Art (art)

The need for a combination of science and art was written by such thinkers as the Chinese mathematicians-enlighteners of the XI century.

Almost all inventors and scientists were also musicians, artists, writers or poets: Galileo was a poet and literary critic, Einstein played the violin, Morse was a portrait painter, etc. Thus, creativity was stimulated and strengthened through the practice of disciplines related to the right half of the brain.

You can't do without art at school. This is the creativity of children.

STEAM is a new educational technology that combines several subject areas as a tool for developing critical thinking, research competencies and group work skills.

STEAM is a development of the well–known abbreviation STEM, except that art is included. S - science, or science. T - technology, that is, technology. E - engineering, which means engineering in English. M - maths, the queen of sciences - mathematics. Art, a new component of the abbreviation A - art, can be understood as completely different directions – painting, architecture, sculpture, music and poetry. The addition of art makes it possible to expand the contingent of students involved in the project, so children who do not have pronounced abilities in design and mathematics can help the group with the aesthetic implementation of the project.

The STEAM curriculum is based on the idea of teaching students using an interdisciplinary and applied approach. Instead of studying each of the five disciplines separately, STEAM integrates them into a single learning scheme.

STEM education allows you to use scientific methods, technical applications, mathematical modeling, engineering design. Which leads to the formation of innovative thinking of the student, skills, skills of the 21st century.

According to teachers, integration allows you to be successful in most professions. Almost all experts note that progressive technologies increase motivation to learn and expand basic knowledge in the field of design and programming.

STEM learning is an innovative technique that allows us to reach a new level of improving the skills of our children. With its help, we will be able to form a progressive personnel base that will allow us to become an economically independent and competitive country.

Advantages of STEM education:
- Integrated learning by topic, not by subject.
- Application of scientific and technical knowledge in real life.
- Development of critical thinking and problem solving skills.
- Formation of self-confidence.
- Active communication and teamwork.
- Development of interest in technical disciplines.
- Creative and innovative approaches to projects.
- Development of motivation for technical creativity through children's activities, taking into account the age and individual characteristics of each child.
- Early professional orientation.

- Preparing children for technological innovations of life.
- STEM, as an addition to the mandatory part of the basic educational program (OOP).

Scientific and technical orientation (STEM)

The rapid development of technology leads to the fact that in the future the most popular professions will be related to high technologies: IT specialists, big data engineers, programmers. The education system responds to such a social request with the appearance of a large number of robotics, programming, modeling (STEM) circles. However, more and more often the idea is heard that scientific and technical knowledge is not enough. In the future, the skills of the XXI century, which are often called 4K, will be in demand.

Skills of the Future (4K)

The skills of the XXI century are a special area that is being actively discussed at different levels. The essence of the concept is as follows: the key skills that determined literacy in the industrial era were reading, writing and arithmetic. In the XXI century, the emphasis is shifting towards the ability to think critically, the ability to interact and communicate, and a creative approach to business. Thus, the basic skills of the future 4K were formed:

• Communication
• Cooperation
• Critical thinking
• Creativity

These skills cannot be acquired only in laboratories or from knowledge of certain mathematical algorithms. That is why specialists have to learn STEAM disciplines more and more often.

The program "STEM-EDUCATION OF PRESCHOOL AND PRIMARY SCHOOL AGE CHILDREN"

The proposed program "STEM-EDUCATION OF PRESCHOOL AND PRIMARY SCHOOL AGE CHILDREN" is a partial modular program of preschool education aimed at developing intellectual abilities in the process of cognitive activity and involvement in scientific and technical creativity.

The program can also be successfully used in extracurricular activities within the framework of the basic educational program of primary general education, and each of its sections – the educational module – can be independently applied both in the above educational organizations and in the system of additional education.

The modern world poses difficult tasks for education: to prepare a child for life in a society of the future, which requires special intellectual abilities from him, primarily aimed at working with rapidly changing information. The development of skills to receive, process and practically use the information received is the basis of the STEM education program.

The STEM approach gives children the opportunity to study the world systematically, delve into the logic of the phenomena happening around them, discover and understand their relationship, discover new, unusual and very interesting. The expectation of getting to know something new develops curiosity and cognitive activity; the need to determine an interesting task for yourself, choose ways and make an algorithm for solving it, the ability to critically evaluate the results - develop an engineering style of thinking; collective activity develops the skill of teamwork. All this provides a radically new, higher level of development of the child and gives more opportunities in the future when choosing a profession.

WHAT IS INCLUDED IN THE PROGRAM AND WHAT EDUCATIONAL TASKS ARE BEING SOLVED:

The educational module "Didactic system of F. Froebel"
- Experimenting with objects of the surrounding world;
- Mastering mathematical reality through actions with geometric bodies and shapes;
- Mastering spatial relations;
- Construction in various angles and projections.
Educational module "Experimenting with living and inanimate nature"
-formation of ideas about the surrounding world in experimental activities;
-awareness of the unity of all living things in the process of visual-sensory perception;
-formation of ecological consciousness
"LEGO - construction"
- the ability to practical and mental experimentation, generalization, establishment of cause-and-effect relationships, speech planning and speech commenting on the process and result of their own activities;
-ability to group items;
-the ability to show awareness in different spheres of life;
-fluency in the native language (vocabulary, grammatical structure of speech, phonetic system, elementary ideas about semantic structure);
-the ability to create new images, to fantasize, to use analogy and synthesis.
The educational module "Mathematical development"
is a comprehensive solution to the problems of mathematical development, taking into account the age and individual characteristics of children in the following areas: size, shape, space, time, quantity and counting.
Educational module "Robotics"
- development of logic and algorithmic thinking;
-formation of the basics of programming;
-development of planning and modeling abilities;
-information processing;
-development of the ability to abstract and find patterns;
- ability to quickly solve practical problems;
-mastering the ability of accentuation, schematization, typing;
-knowledge and ability to use universal sign systems (symbols);
-development of the ability to evaluate the process and the results of their own activities.
Educational module "Cartoon Studio "I create the world"
- mastering ICT (information and communication technologies) and digital technologies; - mastering media technologies;
- organization of productive activities based on the synthesis of artistic and technical creativity.
Each module is aimed at solving specific tasks that, with their complex solution, ensure the realization of the goals of STEM education: the development of intellectual abilities in the process of cognitive research activities and involvement of young children in scientific and technical creativity.
Each separate module includes a thematic selection of manuals that provide an integrated approach to the implementation of educational tasks for the development of intellectual abilities in the process of cognitive research activities and the involvement of young children in scientific and technical creativity.
Such education can, of course, only be creative, creating conditions for the child to find his own path of development in accordance with what he is interested in.
STEAM technologies in elementary school

What is it necessary to learn and teach in order to achieve the personal development of every child who will have to live in a highly technological world. It is important that every child understands in time what direction he is interested in, so that he gets carried away at school and continues to develop in this direction. Therefore, in the modern world, the teacher faces a responsible task: to teach children to develop intuition. Establish cause-and-effect relationships, look for patterns, solve open problems.

STEM education develops critical thinking, increases scientific preparedness and generates the origin of innovators and inventors. Innovation leads to the release of the latest products and actions that support our economy. These innovations and scientific preparedness rely on a strong base of knowledge in STEM fields. There is no doubt that robotics, design, programming, forecasting, 3D-construction and much more – that's what is now interested in advanced teenagers around the world. To realize these interests, the most sophisticated skills and competencies are needed. It is essential not only to know and be able, but also to study and create. To implement these necessities, it is necessary to simultaneously develop in such major academic fields as science, mathematics, technology and engineering, which can be combined in one word – STEM (science, technology, engineering and mathematics). In many countries, the list of professions, including those with higher education, is being revised, this is due to the widespread introduction of digital technologies into our lives. In the near future, many professions will "die out" and it is expected that their functions will be replaced by robotic machines, as well as new professions will appear that are now even difficult to imagine, they will all be associated with technology and high-tech production at the junction with natural sciences, especially bio- and nano-technology specialists will be in demand.

The disadvantages of STEM technology are the following:

- Weakening of communication skills. In STEM, engineers pay most attention to formulas, equations, textures of materials, in which, most likely, a dry book language will be used;

- Focusing on STEM can lead to a loss of creative skills.;

- Focusing on accurate data can make it difficult to solve the problems of the surrounding "everyday" world;

The narrow focus of teachers can causestudents to assimilate fragmentary knowledge, which means that the teacher should also develop in the STEM direction.

STEM is an integrated learning approach, the purpose of which is to create sustainable links between school, society, work and the whole world, contributing to the development of STEM literacy and competitiveness in the global economy.

The use of STEM technologies transforms difficult-to-perceive school subjects into elementary and clear ones and more resembles an interesting scientific journey, the purpose of which is to study the surrounding world in all its manifestations: from construction technologies to the work of services salvation, from physical phenomena to the animal world of the planet Earth.

The introduction of STEM technologies in regular and extracurricular practice can be attributed to an innovative field in the field of children's technical creativity, which combines traditional approaches to the study of the basics of technology and innovative directions: information forecasting, programming, information and communication technologies, prepares education effective and productive for all participants in the process, and an advanced secondary educational institution competitive. In fact, almost every student has modern electronic devices that help him both in educational activities and in everyday life. But not all students understand how electrical novelties work and operate, managing them only at the user level.

In Russia, the active development of STEM education has begun, as evidenced by the opening of centers for technical support of education, which solve the problems of

attracting students to engineering and robotics in the context of STEM. For the implementation of a new educational It is also planned to include STEM elements in the curricula aimed at the development of new technologies, scientific innovations, and mathematical modeling.

With all the abundance of available approaches, virtually all researchers have a similarity in the opinion that STEM education is a modern educational paradox, which means raising the quality of students' comprehension and understanding of disciplines related to science, technology, engineering and mathematics, the purpose of which is to preparestudents for the most effective application acquired knowledge to solve professional tasks and problems (including through the improvement of highly organized thinking skills) and the formation of competence in STEM (the result of which it is permissible to call STEM literacy).

In general, the meaning of education reform in STEM orientation can be shown through three main factors:

- the first one is connected with massive financial problems that any country faces;

- the second shows the changing needs of the workforce, which are urgently asking for the most comprehensive and flexible, knowledge, skills and skills that meet the needs of the XXI century;

- the third highlights the demand for STEM-readiness needed to solve massive scientific, technical and environmental problems.

Particular interest in STEM education is paid to interdisciplinary relationships. This allows the teacher to express a creative approach to classroom planning and the implementation of interdisciplinary connections in real pedagogical reality.

We are talking about the penetration of sciences into everyday human life and the development of knowledge in step with the times. After all, it is these sciences that determine the future humanity. A child from childhood should understand the importance of knowledge, the concept of information, how to get it and how to store it. This is what forms a new experience of cognition of the surrounding world and nature.

§2.8. PREPARATION OF FUTURE TEACHERS FOR SOCIO-PEDAGOGICAL ACTIVITIES AS A TOPICAL ISSUE

The reforms implemented in the Republic of Uzbekistan during the years of independence have ensured a radical renewal of the education system and enrichment of its content. Taking into account the social changes taking place in the society, the introduction of a number of new educational disciplines has created an opportunity to bring up the individual in accordance with the requirements of the time. The rapid development of science, technology and engineering, the improvement of living conditions, the convergence of rural and urban life, the expansion of the negative impact of man on nature, the improvement of information and communication, as well as the service of computers and sophisticated technology its predominance in various fields leads to both positive and negative aspects of interpersonal relationships. Unhealthy marriages (alcohol and drug addiction, disorderly sex life), deviant behavior, and social irresponsibility can be cited as negative factors.

To prevent such negative situations, it is advisable to organize a wide range of social activities among the population, including youth.

Although there is a direct involvement of the state and society in the creation of external factors (including logistics), internal factors (for example, attracting qualified teachers to the institution, creating a healthy psychological environment in the community, updating the content of educational work in line with modern requirements, creative approach to the organization of the pedagogical process, etc.) depends on the management skills of the heads of educational institutions and the efforts of the pedagogical team.

As a result of the acceleration of social life in recent years, there is a need to prepare children for the process of social relations based on complex, multifaceted and internal competition, taking into account the physiological and psychological characteristics of children. The experience of developed foreign countries (for example, the United Kingdom, Germany, France, the United States and Japan) and the results of a number of pedagogical and psychological studies show that this need can be met through socio-pedagogical activities in educational institutions [12].

In recent years, much attention has been paid to improving the legal framework for the organization of the educational process in the education system, including in higher education institutions. In particular, the new version of the Law of the Republic of Uzbekistan "On Education" does not allow discrimination in the field of education as a basic principle of state policy in the field of education. ensuring equal opportunities for education, inculcating national and universal values in education and upbringing, the humane, democratic nature of education and upbringing [13].

In addition, Article 46 of this Law specifies the following obligations of pedagogical staff, which allows to clearly indicate the urgency of the research problem:

respect for the honor, dignity and business reputation of the participants in the educational process;

quality training;

use of information and communication technologies, advanced and innovative forms and methods of teaching and education;

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[12]Mudrik A.V. Social pedagogy. - M.: Vlados, 1999. - 219 p. - S.102.
[13] Law of the Republic of Uzbekistan "On Education". (23.09.2020). // Law documents information national base, 24.09.2020, 03/20/637/1313.

take into account the psychological and specific characteristics of students, physical and mental health, physiological development, pay attention to the creation of conditions for the training of persons with physical, mental, sensory (sensory) or mental disabilities;

to carry out educational work with juvenile learners in cooperation with their parents or other legal representatives, [14]etc.

"On measures to further develop the system of higher education " also includes the most important tasks for the modernization, further improvement and integrated development of the higher education system:

- Each higher education institution should establish close cooperation with the world's leading scientific and educational institutions;

- Wide introduction of advanced pedagogical technologies, curricula and teaching materials based on international educational standards in the educational process;

- The need to improve the system of preparation of future teachers for socio-pedagogical activities through the active involvement of highly qualified teachers and scientists from foreign partner educational institutions in the educational process, conducting master classes, the [15]widespread introduction of best international practices in higher education in our country..

No. P Q - 3775 of June 5, 2018 "On additional measures to improve the quality of education in higher education institutions and ensure their active participation in the ongoing comprehensive reforms in the country " organization of systematic work to increase the participation and initiative of higher education institutions in comprehensive reforms; Important tasks have been identified, such as ensuring that [16]the changes in the life of the state and society, as well as the content and essence of the ongoing reforms are brought to the attention of the general public by higher education institutions through television and other media.

In particular, the "Concept of the development of the higher education system of the Republic of Uzbekistan until 2030" identifies a number of important areas related to the preparation of future teachers for socio-pedagogical activities:

to train young people who are able to take responsibility for solving important tasks facing the state and society, who are patriotic, enterprising, have modern knowledge and skills, have human qualities as professionals, to use educational methods that require new approaches;

universal awareness of the content of the legislation, the development of legal awareness and culture of young people, a healthy lifestyle, human rights, gender equality, peace and interethnic harmony, freedom of conscience, respect for the languages, customs and traditions of all nations and peoples along with values, the development of national and moral values, socio-political and economic activity, the formation of a strong civic position;

to prevent students from being exposed to various information attacks, foreign ideas, socially dangerous acts, effective methods of education in order to unite them for

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[14]That source.

[15]Resolution of the President of the Republic of Uzbekistan dated April 20, 2017 No PP-2909 "On measures to further develop the system of higher education."

[16]Resolution of the President of the Republic of Uzbekistan dated June 5, 2018 No 3775 "On additional measures to improve the quality of education in higher education institutions and ensure their active participation in the ongoing comprehensive reforms in the country." // National Database of Legislation, 06.06.2018, No. 07/18/3775/1313.

the future of our country, the widespread use of modern information and communication technologies, their taking into account their interests and supporting their initiatives;

Within the framework of the concept of "School - the hearth of spirituality and enlightenment" to develop cooperation between higher education institutions and secondary schools on the formation of spiritual and educational outlook, legal literacy, vocational guidance and preparation for independent living, [17]etc.

Based on the theoretical study of relevant sources and analysis of the general nature of the process of social adaptation, it can be said that **socio-pedagogical activities** ensure the safety of students, meet their social, legal, psychological, medical and pedagogical needs, create a favorable psychological environment for them, as well as family, is a type of activity organized consistently, regularly and purposefully to prevent and eliminate the negative effects of educational institutions and the public on them.

Preparing students for socio-pedagogical activity is a multi-stage process, in which the following stages play a key role: 1) primary vocational education; 2) higher pedagogical education; 3) independent-professional education (independent education or advanced training).

On the basis of primary vocational education, the basics of "Social Pedagogy" are taught mainly in professional educational institutions, where future professionals get acquainted with the general content, directions of socio-pedagogical activity, pedagogical conditions and psychological factors, forms, methods and tools affecting its effectiveness.

On the basis of higher pedagogical education the history of the organization of social and pedagogical activity, peculiarities of personal development in a social environment, categories, principles of "Social pedagogy", researches in the field, technology of social and pedagogical activity, the population in need of social and pedagogical help theoretical and practical skills in performance are enriched.

Independent professional training allows the specialist to get acquainted with the latest developments in the field, advanced technologies, methods and approaches to the effective organization of socio-pedagogical activities.

In the process of preparing future teachers for socio-pedagogical activities, students should carefully master the following knowledge, skills and abilities: 1) monitor the overall development of students; 2) protection of their health and protection from adverse effects; 3) preparing students for school education; 4) formation of positive qualities in them; 5) to form students as active participants in social relations.

In ensuring the professional training of future teachers in socio-pedagogical activities: specialty knowledge; encouragement to master the form, methods and tools that allow to understand the content, purpose, tasks of socio-pedagogical activity and the effective organization of socio-pedagogical activity; valuable areas (being a qualified, mature specialist; having a diploma confirming the qualification; future stable employment and salary; preparation of students in need of social assistance for life, active protection of them from negative social influences; gaining the respect of others as a social educator; - Special appreciation of pedagogical activity by the society, etc.); personal and professional qualities; key skills such as specialization skills and competencies play a leading role.

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[17]Decree of the President of the Republic of Uzbekistan dated October 8, 2019 No PF-5847 "On approval of the Concept of development of the higher education system of the Republic of Uzbekistan until 2030". // National Database of Legislation, 09.10.2019, No. 06/19/5847/3887.

Theoretical, psychological and practical training of future teachers from a professional point of view serves as a specific criterion in determining the effectiveness of the activities of higher pedagogical educational institutions.

Theoretical training is the adaptation of students to social life, as well as preparation for social relations, conflicts between parents, teachers, peers and students and ways to resolve them positively, protect students from various negative social influences, effective organization of socio-pedagogical activities ways, forms, methods and means, the content of the school's cooperation with families in the protection of children's rights, preparing them to participate in the process of social relations, a thorough mastery of knowledge about the active subjects of the process and their responsibilities.

Psychological training Positive acceptance by students of social and pedagogical activities organized in general secondary schools; with a deep understanding of the nature of socio-pedagogical activity, the correct acceptance of the smoothness of the process and the naturalness of the emergence of various problems, and the mental readiness for this process; confidence that the student will be personally active in this process in the future; such as the possibility of a creative approach to the organization of socio-pedagogical activities in general secondary schools.

Practical training includes the development of students' skills and abilities to assist teachers and parents in the process of social relations and preparation of students for school education, as well as to protect students from negative social influences (physical violence, social discrimination, violations of children's rights, etc.). characterized by

Relying on the following principles in the preparation of future teachers for socio-pedagogical activities will allow to achieve the expected result:

1. The principle of purposefulness. Any activity is carried out with a specific purpose. Clarity of purpose and focus on a specific object ensures the pedagogical organization of pedagogical activities aimed at preparing students for socio-pedagogical activities, the correct choice of forms, methods and tools, and the guarantee of the expected result.

2. The principle of a holistic, integrated and technological approach to the process. The pedagogical process is multifaceted and complex, and many social, economic and psychological factors influence its course. Therefore, taking into account all the factors in the organization of the process and concentrating their capabilities at a certain point (a holistic approach) will create conditions for its effective completion. In modern conditions, it is impossible not to use advanced pedagogical technologies in the process of preparing students for socio-pedagogical activities. Given that education is in line with the development of society in all times and places, the technological approach to the process of professional training of students allows to achieve the expected result in the short term.

3. The principle of science. One of the important features of modern education is the promotion of knowledge based on scientific evidence. The fact that pedagogical and psychological sciences are based on scientific-theoretical, methodological and methodological knowledge and their basis in preparing students for the organization of socio-pedagogical activities in secondary schools confirms the priority of the scientific principle in this process.

4. The principle of continuity and structure. Any knowledge can only be sustained when it is mastered continuously and systematically. Continuity implies the gradual acquisition of pedagogical and psychological disciplines at certain stages of the system of continuing education or in one-stage educational institutions from semester to semester. At the same time, the less complex theoretical knowledge is absorbed into the minds of students, and the higher the level, the more complex the knowledge. Systematic

also covers the period from pedagogical-psychological disciplines to students on the basis of a certain system from simple to complex, from the bottom up, from the formation of theoretical knowledge to practical skills and competencies.

5. The principle of unity of theory with practice. The importance of any theoretical knowledge is determined by its direct application in practice. Knowledge that is not used in practice is automatically assimilated and forgotten over time. The direct application of theoretical knowledge in practice, and its transformation into practical skills and competencies, ensures that knowledge is strong and deep. Therefore, in inculcating in students the theoretical knowledge of socio-pedagogical activities, it is advisable to pay attention to the application of such activities as lectures, discussions, round tables in trainings, workshops, laboratory classes or pedagogical practice.

6. The principle of subjectivity. In the process of preparation for socio-pedagogical activities, students participate not only as an object, but also as an active subject. With their educational activities, initiatives and organization, they can have a direct and significant impact on the process of training in pedagogical and psychological sciences. At the same time, the ability of students to acquire independent knowledge, skills, as well as the desire to effectively organize socio-pedagogical activities, ensures a lively and interesting lessons.

7. The principle of alternative. This principle reflects the organization of classes in pedagogical and psychological sciences using various forms, methods and tools. The alternative is to keep the workouts in the same mold and prevent them from becoming boring. At the same time it increases the interest of students in mastering the basics of socio-pedagogical activity and stimulates their learning activities. In this case, it is more effective to organize classes using interactive methods.

8. The principle of individuality. This principle means that taking into account the individual characteristics of each student in the lessons on pedagogical and psychological sciences is a factor in achieving the expected results. Although one group of students has the ability to master theoretical knowledge, they are not able to establish sincere communication with students in practice, but the second group of students with their initiative and politeness in a short time (two weeks or two months of pedagogical practice) preschoolers can become "one of their favorite people". Therefore, in the educational process, it is necessary to pay attention to the individual characteristics of students, to give them a task to communicate, to engage the interlocutor, to understand his spiritual experiences, to master the theoretical knowledge of the second group of students, to strengthen existing knowledge. It is also pedagogically useful to explain that in preparing students for socio-pedagogical activities, it is necessary to approach future work with students in accordance with their individual, personal characteristics.

9. The principle of demonstration. Demonstration of education has always been important in all periods and places. For example, in the primitive community system, adults taught children the knowledge of picking fruit from trees and hunting animals by organizing these processes. In modern conditions, documentary, educational and virtual tools prepared with the help of information technology have the opportunity to reveal the general essence of the subject under study. Demonstration helps students to form perceptions on a topic, to achieve their clarity.

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[18] Social pedagogy. Course lectures / Uchebnoe posobie dlya stud v y ssh.ucheb.zavedeniy. Pod ob shch. ed. M.A.Galaguzovoy. - M.: Humanities. i zd.ts entr Vlados, 2001. - 162 p.

The textbook states that students preparing for socio-pedagogical activities should be aware of the following knowledge:

- normative and legal basis of activity (laws, by-laws, decisions, instructions, socio-legal and socio-economic bases of social pedagogical activity, system of child support institutions);

- History and theory of social pedagogy;

- Methods and technologies of socio-pedagogical activities aimed at working with different categories of children in different social environments;

- Young psychology, which studies the child, his physical, spiritual and social development, moderate and various deviant behaviors;

- Sociology, which studies the associations and groups of people (family, small group, school community, peer community, etc.);

- Methods of social management and planning of professional research activities[19].

In preparing future teachers for socio-pedagogical activities, it is expedient for them to effectively master the following knowledge:

1) socio-philosophical and psychological knowledge that ensures the social maturity of the individual (laws of dialectics, dynamic development of the individual, views on the concepts of psychological development, psychological factors and their impact on personal upbringing, ways to overcome psychological tensions and negative social factors; h.o.lar);

2) general pedagogical knowledge (basic pedagogical ideas, concepts, laws, including the laws of development of pedagogical phenomena (socialization of education, educational goals, content and methods, definition of state and society requirements by socio-economic tasks, consistency, integrity of the pedagogical process), dialectical connection of pedagogical theory and practice, common goals, content, methods and forms of organization of educational process, comprehensive approach to education, taking into account the age and level of development of the child, etc.); the most important theoretical ideas of pedagogy, basic knowledge of categories and concepts; knowledge of basic pedagogical facts (evidence); practical knowledge of the general method of education and upbringing, etc.);

3) specialty knowledge (content, methodology and technology of socio-pedagogical activity and preschool education, ways of organization of social-pedagogical activity in preschool educational institutions and family, subjects in need of social-pedagogical assistance, directions of social-pedagogical activity, specific directions, as well as preschool The purpose of the organization of socio-pedagogical activities in educational institutions, the conditions for the elimination of negative socio-pedagogical factors, the content of cooperation between the subjects in the organization of socio-pedagogical activities, the tasks of socio-pedagogical, socio-pedagogical impact, methods and tools, socio-pedagogical performance results); adaptation of preschool students to social life, participation in the process of social relations and preparation for education, correction of physical deficiencies and negative behaviors in preschool students, etc.); prevention of conflicts between educators, parents and adult family members and preschool children, conflicts in family upbringing, social formation of skills and abilities to organize communication, attitudes and activities; ways to use effective forms, methods and tools, etc.).

So, what qualities should students be able to display as future teachers, professionals who are ready to organize socio-pedagogical activities?

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[19] Social pedagogy. Course lectures / Uchebnoe posobie dlya stud v y ssh.ucheb.zavedeniy. Pod ob shch. ed. M.A.Galaguzovoy. - M.: Humanities. i zd.ts entr Vlados, 2001. - 162 p. - S.32.

According to MG Davletshin, the pedagogical professiogram (professional classification) should reflect the following qualities of future teachers:

- personal qualities (love for children, love for them, diligence, activity in public affairs, etc.);

- Acquisition of professional knowledge (understanding the essence of the process of education and upbringing, its goals and objectives, knowledge of the basics of psychology, the basics of youth psychology and pedagogical psychology, etc.);

- The characteristics of their profession (the acquisition of methodological knowledge of modern pedagogy, observation, ability to concentrate, the development of pedagogical imagination, pedagogical tact, etc.);

- personal and pedagogical skills (ability to select the necessary materials for lessons, to manage students' learning activities, to plan learning objectives, etc.);

- Ability to communicate (communicative) skills (ability to attract children, ability to restore purposeful pedagogical relations with children and parents, ability to communicate with children and parents from the outside, etc.);

- have gnostic (cognitive) skills (ability to determine the level of neuropsychological development of children, the ability to critically analyze the results of their experience and pedagogical activities, etc.);

- creative qualities (aspiration to improve pedagogical skills, ability to develop and implement a program of educating students, etc.) [20].

In this classification, an attempt has been made to detail the set of pedagogical qualities, but more clarity is required here. After all, in the coverage of professional qualities, it is not expedient to group them into two groups, that is, in the form of professional knowledge and professional qualities. In our opinion, personality traits are formed on the basis of theoretical knowledge and practical skills. Therefore, the grouping of personality traits in the form of knowledge and professional traits is not logically correct.

The cooperation of educators with parents, psychologists, medical staff, while ensuring the effective solution of the above tasks, helps students to fully develop and successfully adapt to social relationships.

Thus, social relations are becoming more complex, negatively affecting the development of the student (media coverage of social immorality, increasing juvenile delinquency, child abuse, increasing environmental risk, various infectious diseases, war in different regions and etc.) In the current context of increasing numbers, there is a need to adapt children to social relations. Socio-pedagogical activities in general secondary schools play an important role in the prevention and elimination of factors that negatively affect the overall development of students. This activity is carried out in several directions, in each of which specific pedagogical tasks are solved.

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[20] Davletshin M. G. _ Modern school teacher psychology. - T.: Uzbekistan, 1999. - 29 p. - B.11 - 12.

§2.9. CRITERIA, INDICATORS AND LEVELS OF DEVELOPMENT OF THE CULTURE OF INDEPENDENT THINKING OF FUTURE TEACHERS

When creating a system of criteria for the culture of independent thinking of the future specialist, the objective aspects of the results of the activity and the performance criteria and indicators reflecting the subjective attitude of the person to the activity were taken into account. In this case, indicators in the system of criteria should be interconnected in such a way that they include criteria that are more general than themselves and can serve as a basis. In other words, if the general goal of the activity determines the parts that make up its specific goals, then the criteria of different hierarchical levels also form a "tree of criteria": the criteria of the lower levels derive from the criteria of the higher levels.

The motives-criterion of the culture of independent thinking includes the system of goals and directions of the future specialist and determines his moral-practical attitude towards himself, educational and professional activities.

The individual-personal component of the motivational-value criterion includes the desire to engage in mental activity and demonstrate intellectual activity, the need to think, ask questions and discuss various methods of developing educational skills in training, can develop comprehensively and improve one's intellect as a result of reading.

The professional-knowledge component of the motivational-value criterion implies the following: awareness of the chosen profession (profession benefits the state, is highly valued in society, meets my abilities and interests; develops independent thinking activity, expands worldview, guarantees financial support, interesting and stable work allows to have, to understand the importance of acquired knowledge for one's future, to prepare for professional activities as best as possible.

The pedagogical content of the social component of the motivational-value criterion is the realization of the social importance of the chosen profession and the formation of moral responsibility for the results of professional activity, the formation of a value system compatible with moral values and standards, striving to develop spiritual needs, interests, knowing professional ethics and striving to comply with it in one's work, spiritual culture and the pursuit of morality, broad human erudition, the unity of knowledge, status and demands placed on oneself and others, the desire to cooperate with one's comrades, understanding the need to exchange and help one's thoughts in solving life and service tasks, to study, to help one's comrade in difficult times consists of

The historical-cognitive component of the motivational-value criterion determines the presence of personal interest in studying historical and pedagogical-historical sciences, activity during history classes, the ability to convince one's own point of view, analytical orientation of thought and the ability to adequately evaluate oneself.

The culture of independent thinking of the future specialist is the result of the activity of knowing the informative criterion, characterized by the volume of knowledge and will be the basis of the direction of the future professional activity.

The individual-person component of the cognitive-informational criterion includes knowledge about the culture of independent thinking, the main types, forms, methods and methods of thought, knowledge about the laws and principles of cognition, basic psychological processes that help develop intellectual abilities (attention, perception, thought, memory), activity is the development of a person; awareness of personal qualities of thought (depth, independence, speed, flexibility, criticality, etc.); the ability to set a goal; includes the ability to independently establish the relationship between the motive (tendency) and the goal, self-control and self-discipline.

The professional-knowledge component of the cognitive-informational criterion includes the following: the existence of a stock of knowledge, their systematicity; use of new methods of acquiring knowledge, ability to solve problems creatively, to find a way in new conditions, to be responsible for one's task.

The social component of the cognitive-informative criterion includes comprehensive knowledge about the world, the complex of "cultures" in the cognitive and practical activity of a person, such as the culture of finding a place in life, educational and professional, political, civil, historical and legal cultures, spiritual, artistic, physical, as well as refers to the manifestation of cultures of human relations.

According to the operational-activity criterion of the development of the culture of independent thinking, the future specialist should develop the following skills and abilities: the organization of mental activity, the acquisition of the culture of receiving, collecting and assimilating information (attention, acceptance work, memory, reading culture); mastering the culture of information development, basic thought operations (analysis, synthesis, abstraction, clarification, induction, deduction, classification (from particular to general or from general to particular, generalization, systematization), mastering the culture of information transfer, mastering dialectical and logical consistent independent thinking.

The evaluative-reflexive criterion of the culture of independent thinking of the future specialist is to understand and understand the meaning of the students' actions, methods and methods in their educational activities. A student should be able to analyze and self-evaluate his intellectual activities, to determine the meaning of his intellectual activity, to be able to combine the obtained results with the set goals, to understand the methods and methods used in intellectual activity, to analyze and understand the result obtained in the thought process. The ability to self-assess and control in the process of knowledge and practical activity, the ability to predict the development of one's own motivation, intellectual, emotional-volitional characteristics in the chosen professional activity, the ability to make decisions and choose, the readiness to take responsibility for one's choice, in the chosen field of professional activity the ability to understand the results of self-development and the ability to identify alternative options for changing it when necessary indicates that the professional-cognitive component of the evaluative-reflexive criterion has been formed in general.

The culture of independent thinking of the future specialist depends to a large extent on the formation of his emotional-volitional stability, which ensures self-education of his activity and emotional state. In this regard, it is appropriate to distinguish the emotional-volitional criterion, which is represented by these indicators:

the formation of socio-ethical feelings (honesty, a sense of duty to society for the results of one's work, responsibility, going beyond one's word, sticking to one principle and being demanding; love for one's friends, the people around, one's chosen profession, interest in the success of personal and team activities);

the formation of emotional and psychological feelings (justice, benevolence, mutual concern, sympathy, trust, kindness, conscience, duty, pride, personal dignity, altruism, benevolence, humanity; emotional acceptance of the aesthetics of the environment, spiritual and cultural values;

formation of volitional qualities (initiative, courage, independence, courage, courage, goal-setting, determination, self-control, persistence, diligence, demandingness, discipline);

self-confidence in achieving the set goals;

voluntary self-control (attention, perception, imagination, speech).

As a result of the determination of criteria and indicators in our study, four levels of manifestation of the culture of independent thinking of the future specialist in the

process of general professional training at the higher educational institution were determined.

The first level of the student's culture of independent thinking is the presence of an internal motive (inclination) as a goal to be manifested at a high level, a steady desire to obtain higher education, to know new information about science and technology, readiness to acquire independent knowledge and improve professional culture, a personal valuable position in relation to the culture of society. a high level of formation, the desire to know the historical past of the Motherland, deep and systematic knowledge of general professional sciences, the ability to distinguish inter-disciplinary and intra-disciplinary connections, conscious mastery of mental operations, confidence in proving true opinions and the ability to reject false opinions, conscious transfer of thinking styles to other topics, highly cultured oral speech, attractiveness of speech tools, ability to communicate, effective assimilation of educational material in behavior, stable manifestation of spiritual qualities in social communicative and professional-creative attitude, high level of activity and self-control in social behavior and professional activity, It is characterized by the ability to self-analyze, self-assess and self-discipline, readiness to think independently in non-standard situations.

Pedagogical assessment of students' achievement of the second level of the development of independent thinking culture is stable positive motivation, awareness of self-development and striving for it, orientation towards sufficiently expressed professional culture, striving to become a competent (capable) specialist, raising one's own level through independent education, professional activities personal pursuit of socio-cultural norms and values of the society, conscious attitude to the history of Uzbekistan, adequate acquisition of general professional knowledge and studies, conscious use of the rules and methods of thought activity; the ability to find various connections and connections between the studied subjects under certain support; the superiority of the culture of written speech over the culture of oral speech, lack of strict consistency in independent training, sufficient manifestation of moral qualities in communication with other people, in professional activities; find your place in the profession and the ability to organize, self-analysis, self-evaluation and self-regulation; determined by the ability to show self-restraint and courage in performing assigned tasks. The following signs are typical for the third - permissible (permissible) level of manifestation of the culture of independent thinking of the future specialist: stability, positive interests, personal position inadequate to the socio-cultural norms and values of the society in education; episodic interest in historical events, evidence, events; that the level of acquired knowledge is not always fully compatible with readiness for general professional activity; ability to prove uncomplicated rules; develop ideas by analogy; insufficient clarity, clarity and intelligibility of oral speech; that culture is not always adequately manifested in interaction with individuals; self-analysis, self-evaluation and upbringing of a person with interaction in society at the permissible level of self-education.

The fourth - signs of the manifestation of the culture of independent thinking at a low level are as follows: motives and need for knowledge are not enough, they are manifested depending on the situation; lack of stable motivation in steadily mastering the chosen profession; loosely expressed need for professional culture; acceptance of socio-cultural norms and values superficially, in name only (in words, but not in practice); low level of interest in historical events, events; Passive (slow) attitude to the history of the homeland; insufficient acquisition of general professional knowledge, inability to distinguish interdisciplinary relations; involuntary acquisition of thought operations, lack of accuracy, consistency, proof; low level of communication culture; lack of structure of oral and written speech; manifestation of spiritual qualities in personal behavior and

communication with other persons, in professional conditions; sometimes self-correcting (depending on personal preferences, discoveries); lack of effort to eliminate shortcomings; look for support from others; lack of self-confidence; inability to perform duties and responsibilities in conditions of external influence.

The criteria, indicators and levels of the manifestation of the culture of independent thinking in the future specialists during the study of general professional subjects, described in this paragraph, became the basis for the test part of our research.

Modern development has reached such a level of informational development that the speed of such cultural changes requires the ability of a person to receive a large amount of information in a very short period of time, to master new methods of activity, and to find solutions to professional and social problems in a timely manner. Systemic changes in the socio-economic, spiritual-ethical and information-communication spheres of the life of our republic are seriously changing the life of a person and require him to understand and understand these changes.

According to psychologists, the concept of independent thinking is complex and complex. In its essence, every thought is creative, the product of a lower or a higher level. Each idea is a search and creation of innovation, an independent effort to popularize it.

All this has a direct impact on a person's attitude to the world and his personality, changes his life culture in general and, in particular, his professional culture. A person is faced with the need to reassess his life requirements, change his perspective on events, return to the habitual way of thinking and skills in his professional activities. In order to achieve effective results and personal success in the current environment, the qualities of "practical thought", such as quick decision-making and responsibility for certain time frames, and accurate selection of means to achieve the goal, are the most important factors. Multicultural level, broad worldview, information ownership and awareness increase a person's ability to properly analyze and evaluate the real world as a person, allow him to think about the changes taking place in it and independently solve the problems that arise.

The concept of independent thinking and the issue of the culture of independent thinking have always attracted great interest among philosophers, psychologists, and pedagogues. However, it should be noted that until now no scientific concept has been developed that fully expresses the essence of the culture of independent thinking and fully embodies its features. Formation of independent thinking culture of young people studying in continuous education system and higher education institutions is one of the urgent problems waiting to be solved.

The mature scientists of their time, Aristotle, Plato, Socrates, Abu Nasr Farobi, M. Zamakshari, Alisher Navoi, paid special attention to the influence of the teacher on the intelligence of the students, teaching them to think independently, and the high perfection of the teacher-student relationship.

Especially today Drapeau Patty (USA), L.Vygotsky, V.Davidov from world and Russian scientists, B.Adizov, N.Sayidahmedov, Q.Husanboeva, E.G'oziev, B.Kh.Rahimov, Z.Nishonova, J.Musaev in Uzbek pedagogy. In the studies of V.M. Karimova, B. Khadjaev and many other scientists, there are reasonable opinions reflecting the evolution of the concept of independent thinking, its importance in the development of a free, creative personality, and the methods of forming independent thinking skills.

Ancient philosophers believed that acquiring the culture of independent thinking is the basis of knowledge of the universe. For example, Socrates used appropriate questioning and the ability to answer them as a way to help generate ideas.

Plato considered it more important to have the ability to go from the general to the particular and from the particular to the general. Aristotle was the first to show that

thinking is also the philosophical basis of knowing existence. Also, the thinker showed appropriate stages of scientific knowledge.

The emergence of the concept of a culture of independent thinking dates back to the first millennium BC. In ancient Greece, in the conditions of democratic governance, the ability to debate, to convince others of one's views, to see their relationship in things and events, and to create new ideas was of great importance. At that time, there was also a sharp competition in terms of imagination: each sage and the representatives of his school believed in the correctness of their imaginations, knowing their opinions as the truth in knowing the world. They did not accept the opinion of others. They regularly used the method of finding conflicts of opinion in obtaining opinions.

Ancient Greek philosophers, who greatly contributed to the culture of independent thinking, tried to prove formal considerations based on the external aspects of the matter in arguments or proofs with logical views. Plato and Aristotle, connecting the issue of worldview with the culture of independent thinking, defined it as follows: "The right thought reflects the original structure of the world, which is integrated with the universe, that is, the whole existence. Such an idea should not lead to contradictions, because the knowledge of wisdom - knowledge of the structure of the universe is free of contradictions. Correspondingly, the knowledge that is the result of such harmonious whole and integral independent thinking is the truth, and any other imaginations are false.

The phenomenon of human thinking is determined on the basis of the development of socio-historical, natural-geographical, religious-ethnic and other factors of life activity. For example, among the Chinese, a set of certain spiritual qualities of mind and moral duty are considered as a whole. Since ancient times in China, the thoughts and views of an individual were considered the basis of the spiritual life of the society and the driving force of the country's development.

In the Islamic culture, the height of the individual's consciousness and thinking also shows the level of his spiritual development. Models of understanding the world were created in medieval Islamic philosophy in the form of Renaissance thinkers Abu Nasr Farabi and Abu Ali ibn Sina. These thinkers relied on Aristotle's philosophical teaching to explain the truths of the world, while giving a high value to the services of Plato among the ancient philosophers. The main aspect of their philosophical views on the universe is manifested in the recognition of the unity of existence, the beginninglessness and eternity of the universe, its obedience to the laws of natural existence.

Development of natural sciences in Islamic philosophy, conducting scientific research and establishing a worldview; approach the human mind as the main measure of truth; leading to the recognition of logic as a reliable measure of finding the truth about the phenomena of the world.

In the history of social development, different approaches to human knowledge of the environment are known. The fact that these approaches are in a dominant position at a certain time determines the direction of the educational process and educational content.

Muhammad al-Khorazmi (9th century), who made a great contribution to the development of the theory of knowledge, was the first to show the movements of cosmic objects and the location of points on the earth, the movement of the moon and the sun, the daily movement of the planets in the form of a table, and scientifically substantiate the methods of experiment and observation. Alloma also developed the principle of unity; determined the essence of induction and deduction, created an algorithmic method of solving problems.

The process of solving these scientific problems requires the acquisition of a culture of independent thinking.

Arab scientist Al-Kindi (9th century), who put forward the three-level idea of scientific knowledge, divides human knowledge into a) intuitive and b) rational knowledge. The subject and object of perception are all physical and material things. According to Al-Kindi, perception provides important material for the mind. Allama believes that only the mind is capable of acquiring true knowledge and understanding of the external world.

Abu Nasr Farabi (10th century) defined the essence of Al-Kindi's ideas. A person who wants to know something should first of all study its known state anadi uses what he has learned to acquire knowledge that needs to be mastered. Alloma gave the classification of the sciences of his time. Also, he developed concrete recommendations on the organization of cognitive activities. According to Farobi, in order to be a good theoretician, regardless of the discipline, one should follow the following three conditions:

1) good knowledge of all principles underlying science;

2) draw the necessary conclusion based on this principle and information, that is, know the rules of independent reasoning;

3) prove theoretical knowledge and analyze the opinions of other scientists. In the theory of knowledge of Abu Ali ibn Sina, the doctrine of reason occupies a special place. He divides the concept of reason into a) reasons that are understood based on clear perception and b) reasons that are understood based on the analysis of hidden situations, and believes that the essence of the phenomenon can be understood by determining the reasons for its occurrence. Alloma defined this epistemological rule based on his medical practice, observing diseases according to their symptoms and the effects of drugs.

According to Abu Rayhan Beruni, a person increases his knowledge in order to be able to distinguish between the natural, the visible and the impossible, to pay special attention to new knowledge, and to understand the need for scientific understanding of cause-and-effect relationships. According to the opinion expressed by people about the state of reasoning, it is necessary to study and know everything clearly, carefully, and then come to a conclusion.

Uzbek educator Abdulla Avloni understands the scope of education in a broad sense. It does not limit it to only morality. He emphasizes that he should take care of the child's health first of all. According to Awlani, it is necessary to educate the body in order to have a healthy mind, good morals, and knowledge. "A healthy and strong body is the most necessary thing for a person. Because in order to study, teach, learn and teach, a person needs a strong, disease-free body. Abdulla Avloni addresses the parents in the matter of physical education to raise the child healthy, and pays special attention to the activities of the teachers in the mental upbringing of the child. Cultivating the ability to think in children and regularly engaging in this education is an absolutely necessary and sacred task. Therefore, it is a sacred duty of teachers "based on their attention, entrusted to their conscience... Because the strength, ornamentation, breadth of thought depends on the education of the teacher". At the same time, the author emphasizes that education and training are inextricably linked: "Even if there is a slight difference between education and training, the two are inseparable, one's body is like a soul and a body enriched by one." According to Abdulla Awlani, a person is the glory and honor of the whole existence. Man is superior to all creatures in the universe in his beauty and complexity. All creation must serve man, for man is its owner. Because man has a mind. With the help of this mind, he acquires knowledge, through knowledge he rules the world.:

"Mind," says Avloni, "is the most perfect and the only god of people, it is the work of the soul, the initiator of the mind." ...he separated man from animals with words and intellect. But a person is protected from the harm and oppression that comes to him in the shadow of his mind and understanding. It is the mind of the people who captured the

animals on earth, tied them around their necks, and put the ends of their ropes in their hands. Avloni gives such a high value to a person and his mind. "Science is the means, life, and salvation of people. If the hand of your mind holds the reins of your ego, you will avoid entering the bad roads. If there is a lot of everything, the price is cheap, but the more the mind is under the shadow of knowledge and experience, the more expensive it is." The book "Turkish Gulistan or Ethics" promotes the ideas of enlightenment. Abdulla Awlani says about knowledge in the book: "Knowledge is the honor of the world and the honor of the hereafter." Knowledge is a very high and sacred virtue for man. Because knowledge shows us our condition and behavior like a mirror. To sharpen our mind and thoughts like a sword, ... A person without knowledge is like a tree without fruit... ". Avloni spoke not of science in general, but of its practical and vital benefits and said, "Save us from ignorance and darkness. "Culture brings humanity to the world of enlightenment, deters them from bad deeds and bad deeds, makes them possess good manners and manners... After all, our whole life, health, happiness, wealth, life, care, enthusiasm, world and hereafter depend on knowledge."

According to the figurative expression of the writer, knowledge is like the kernel inside an almond. To get it, it is necessary to make a cocktail, that is, to separate it from the pod by biting. He understands well the role of science in the development of society. That's why he calls on young people to learn the secrets of science, to solve the essence of events, to read books. In his opinion, science is dead if it does not serve the benefit of society, if it is not used for the welfare of the people. A. Avloni highly appreciates people who can apply their knowledge in practice, calling them wise people.

An analysis of the sources revealed that the idea - it is not just a product of imagination, but an active intellectual force that ensures the life activity of individuals and their interaction.

In modern psychology, the concept of thought is interpreted as an intellectual ability that ensures a person's knowledge of the objective world, understanding of the essence of the phenomena of existence. Thinking means the activity of an individual's conscious awareness of existence. It is emphasized that the main thing in this process is to correctly reflect the existence, to learn the most important connections and relationships of things and events.

In psychology, the emergence of thought is interpreted as a cognitive activity necessary for the subject to fully manifest himself in the natural and social world. In studying the precise psychological mechanisms of thought, psychologists viewed it in the narrow sense as a process of solving problems. Such an approach is based, first of all, on the understanding of activity as an important individual, organizing link in the conscious and goal-oriented performance.

Psychology studies thought as the main tool in cognitive activity, distinguishing its types depending on the level of generalization, the nature of the tools used, novelty for the subject, and the level of activity in accordance with existence.

The analysis of the development of psychological theories of the sources shows that the approach to the development of thought was different in different periods. Psychologists also interpret that a person's intellectual abilities are a set of intellectual abilities that do not change based on natural, life experience, and are mainly formed throughout his life.

Psychoanalysts approach the study of thought in relation to defense mechanisms as its specific forms of thought's dependence on individual motivations and needs. According to humanistic psychology, the main issue in a person's mind is his desire for the future, to realize his abilities independently.

The nature of a person, together with all his natural and social qualities, changes during one or another activity. Therefore, thought arises in society and is social in nature.

Thoughts, concepts and judgments are decided only in the process of communication of the individual, in the joint activity of finding the necessary means of living. Based on this claim, taking into account the socio-historical development of a person, the following conclusion can be drawn: the individual thought of a person undergoes important changes when it is used in social practice.

The basis of psychological development of a person is qualitative changes in his life activity and social status. In it, the level of thought development is determined by whether a person performs his activities on a broad or narrow social scale. The leading factor of human psychological development is his education and training. In goal-oriented teaching, communication and joint activities, patterns of social behavior of a person are not simply mastered, but also the basic intellectual-psychological components that ensure the subsequent psychological processes are formed in it.

In the manual "Psychology of Higher Education Institution", E. Goziev explains the specific features of the individual's tasks and psychological development based on his social origin. In fact, psychological processes in a person are connected with special phenomena that occur on the basis of work, that is, phenomena of personal culture.

Russian scientists L.C. said that independent thinking of a person is a person's speech, and language is a tool of this thought. Vygotsky: "Thought and speech are the key to understanding the nature of the individual. A meaningful word is a macro part of a person's mind," he explains.

According to foreign educators, especially Patti Drapeau, one creativity of a person, especially a teacher, inspires others (students) to organize a creative process. "Creativity is contagious; to be creative, one should communicate with more creative people and always be in search. Just as any skill can be developed, the ability or skill to think creatively can be developed. This also applies to students, and working on creativity can help students think outside the box. However, it depends on how skilled the teacher is to inspire and encourage students to be creative. Creativity research and the work of theorists serve as an important guide in the formation of this skill in students. It includes elements of the environment in the classroom, the formation of the way of thinking in students, and the teacher's approach and strategies. As a result, students will have a culture of independent thinking.

It is important to methodologically show the main socio-philosophical approaches historically settled on the concept of the object of research in determining the nature of the phenomenon of the culture of individual independent thinking at a certain stage of development of society. First of all, we will consider how the phenomenon of the individual's culture of independent thinking is understood in different disciplines.

Thought occurs as one of the forms of active manifestation of the consciousness of a person. In society, a person has his entire development is distinguished by its complexity and uniqueness in the region. Therefore, the study of this phenomenon is the subject of complex, interdisciplinary research. In the encyclopedic dictionary of modern philosophy, thought is considered as the highest form of active reflection of objective existence. On the one hand, it is understood by the subject as the most important connections, relationships, goal-oriented, systematized and generalized knowledge of objectively existing things and events, creative creation of new ideas, prediction of events and actions. On the other hand, thinking is considered as an active process that reflects the objective world with the help of concepts, thoughts and judgments and is related to solving one or another problem.

The culture of independent thinking of a person is considered in philosophy, first of all, as knowledge about the laws and principles of cognition, that is, the organization of the thought process as the mastering of the subject's logic (logic) and methodology of cognition.

From the point of view of individual manifestations, philosophers understand the culture of independent thinking in the broad sense of a certain level of development of the individual's independent thinking and thinking abilities, which consists of an integrated system that includes the mind, productive imagination, etc. In practice, the culture of independent thinking is achieved through the acquisition of thought styles and methods that help a person to reflect deeply, comprehensively, and thus more accurately on the ever-evolving universe. The culture of independent thinking, understood in a narrower sense, is considered to be "the ability to theoretically think independently or the art of working with concepts."

From the point of view of cultural studies, the phenomenon of culture of independent thinking is defined as the ability of individual independent thinking for the self-development of a person and the ability to go beyond the forms and rules of thought established in the experience of the individual and society.

From the point of view of the known aspects of the reality of historical knowledge of the world, the culture of independent thinking is understood as the ability of a person to acquire the entire complex of modern historical knowledge and to see the objective complex conflicting nature of the historical process and to evaluate it in the context of modern interpretations of the science of history, as well as learning to trapezoid historical knowledge. In this case, the thinking activity of a person studying history will be directed to the consideration and analysis of the methods of solving historical issues. It implies critical reception of information from historical sources, analysis and synthesis, developed imagination in the reconstruction and understanding of historical events, and justification of one's position (position) in relation to them.

Thus, the phenomenon of the culture of independent thinking can be interpreted in different ways. It skillfully and consciously activates the logic of the organization of the individual's own cognitive process. Therefore, as A. B. Babansky noted, it is more beneficial to consider one subject (thing) from ten different angles than to consider ten subjects (things) from one angle: "Education is not in the amount of knowledge, but in the full understanding and skillful application of all that is known. also consists of

One of the most important theories for the development of a new culture of independent thinking is the highly productive model based on the position of the "communicative model". In particular, Y. Habermas focused his attention on the implementation of communicative relations. This made it possible to rise to a new level of consciousness development and socio-cultural practice in the process of cognition.

Modern science has created adequate means of solving global problems, bringing them to the level of self-management characteristic of living systems.

Information and information technologies are of particular importance in the modern scientific-technical and social development of society. It is this information revolution that creates an objective basis that must eliminate the environmental threat as well as the threat to the individual's psyche and body. Mathematical, physical and technical tools of science play an important role in new understanding of the universe and making relevant decisions.

In a fully "technized" and "informed" world, the problems of individual thought and existence do not fail to attract the minds of scientists, which gave birth to the theory of "informed society" thought (U. Martin, I. Masud, J. Neusbitt, E. Toffler). The culture of collecting and developing information became a topical topic in the works of M. Buber, K. Kh. Deolokarov, R. Carter, K. K. Kolin, M. Yu. Tikhonov, A. D. Ureuga.

Thus, the main socio-philosophical approaches to the concept of the phenomenon of culture of independent thinking cannot be limited only to the theoretical-cognitive aspect. The development of a culture of individual independent thinking from scientific

thought requires the analysis of humanitarian, socio-cultural, historical, psychological and pedagogical characteristics.

In each period, the development process of the culture of independent thinking of a person takes place in the landscape of the history of the formation of a person. The circumstances of the historical development of a person in society are unrepeatable, therefore, practical activity is not based on circumstances that have justified themselves in the past, but from a clear analysis. should come out. It is necessary to develop a culture of independent thinking, in which a person adjusts his actions with historical experience, using historical analysis in making modern management decisions in professional activity.

At the current stage, the culture of independent thinking is developing in waves in the information world, in which conflicts arise between the technical nature of personal life and ethical norms, between the emerging needs and the inability to find a harmonious solution to the personal development of the present time. The main areas of information research are: analysis of information as a form of management in self-developing systems; study of information as the conditions that can be transmitted, objectified, spread; analyzing information as a way of society to act. The main task of developing the culture of independent thinking of the modern information society is to create a fruitful harmony between the development of knowledge and technologies, on the one hand, and the corresponding intellectual development of the individual's mind, on the other hand.

The development of the culture of independent thinking is subject to the following basic laws:

- firstly, existence is without conflict; source of errors - in reasoning, opinion;

- secondly, without resorting to other forms of life and experience, it is possible to find internal incentives for solving basic problems, gaining knowledge, personal development;

- thirdly, thought is one and whole, many and different types of thought cannot exist.

Modern thought creates forms of appropriate existence, objects, and they are reflected in thought, thought is not autonomous, but has different contexts similar to language (the context of thought can be counted as experience and life forms that merge with thought and help its further development).

In today's information-saturated world, the culture of knowing the objective existence and independent thinking of a person consists of his criticality and independence, elimination of myths existing in the world, illusions no matter how beautiful they look, giving them up. For this, the right of every person to receive relevant information and also the right to express his/her own opinion should be ensured.

In the system of professional education of future specialists, the culture of independent thinking is usually developed as a result of learning the culture of independent thinking of the past in debates, discussions, and communication with contemporaries and ancestors. Without it, a culture of personal (own) independent thinking cannot develop, because the current conflicts are largely rooted in the problems of the past. Cultures should "listen" to each other, which cannot be realized without the developed communication mechanism of some individuals, organizations and social groups.

The culture of independent thinking consists in solving the contradictions of existence and development of thought. One of the most important aspects of the human mind is the ability to endure tension and contradictions, knowing that good and evil, truth and error, beauty and ugliness are hidden in any event. The culture of independent thinking seeks to resolve conflicts without giving in to various deviations, despite mutually exclusive ways of solving problems. The culture of independent thinking of the

21st century incorporates both Eastern and Western perspectives and the achievements of different cultures and civilizations.

The culture of independent thinking depends on how well a person's mental activity meets the laws and requirements of logic, knowing theoretical concepts, dealing with them, correctly expressing questions in turn, drawing conclusions, proving true opinions, and rejecting false opinions.

In short, thinking as a process changes and develops during the constant interaction of a person with the world. The nature of the psychological process affects whether a problem is solved or not, the way a psychological image, concept, motive, feeling is formed. At any stage of psychological development, a person carries out a thought process based on his permanent motives and abilities.

In the studies conducted by psychologists, it has been proven that the motivational and emotional aspect of a person's activity is reflected. A person's cognitive activity, aimed at gaining knowledge about existence, evokes an emotional response in him. These include feelings related to the process of solving theoretical and practical problems or the process of acquiring new knowledge and applying it in practice. A person's cognitive activity, movement in front of a complex and not yet understood phenomenon, which is judged according to one or another events, evidence, scientific rules, doubts about the correctness of the solution found in relation to a new and not yet known phenomenon, or confidence in the accuracy of the conclusion. From this, the culture of independent thinking is the process of organizing thoughts, using them in their place and controlling them.

It can be concluded from this information that each profession has a special approach to its content.

§2.10. THE ROLE OF THE FAMILY IN THE FORMATION OF NATIONAL IDENTITY OF YOUNG PEOPLE

"Family traditions are the usual norms accepted in the family, manners of behavior, customs and views that are passed down from generation to generation. Family traditions and rituals are, on the one hand, one of the important signs of a healthy (by definition, V.Satyr) or a functional (as defined by E. G. Eidemiller and other researchers) family, and, on the other hand, the presence of family traditions is one of the most important mechanisms for transmitting the laws of intra-family interaction to the next generations of the family. Family traditions and rituals are based on ... historical traditions and rituals ..." Thus, it is the family that contributes to the preservation and transmission of national values. Ethnographic studies of the family and family traditions

Currently, there is a need for a comprehensive and in-depth study of the influence of folk traditions and customs on the educational process in various social institutions: the family, preschool institutions, secondary schools, as well as in higher educational institutions. This is due to the acquisition of state sovereignty of the Republic of Uzbekistan, the adoption of the Constitution of the Republic of Uzbekistan, the Law of the Republic of Uzbekistan. "On education", the development of the "Concept of the national school of the Republic of Uzbekistan", "The Concept of the development of preschool education" and other policy documents adopted in Uzbekistan, taking into account the socio-economic and spiritual development of society. In this regard, scientific research devoted to national traditions and customs as the centuries-old experience of the people, which is widely used in the process of moral education in the family, is transmitted from generation to generation as accumulated spiritual wealth, is of particular relevance.

Interpretation of traditions, customs as social norms and rules of behavior is found in ethnology, cultural studies, philosophical, sociological, demographic and a number of other branches of scientific research. In these studies, the concepts of "tradition" and "custom" are defined taking into account the tasks of each branch of social sciences. This is due to the fact that there is no single, generally accepted definition in the scientific literature. We have the right to note that many researchers approach the issue from different positions, primarily from the point of view of the problems they are interested in. Traditions cannot be only norms and principles of social relations, methods of social activity, heritage of the past or norms of human behavior. They consolidate the results of both past and modern public practice. They express the nature of social relations inherent in the community of people - nations, ethnic and social groups, collectives, etc.

Traditions are social and cultural heritage passed down from generation to generation and reproduced in certain societies and social groups for a long time. In our opinion, the educational function of traditions is the main way of inheriting the social accumulated experience of mankind in the field of education and personality formation in different periods of an individual's life. Customs are a rule of social behavior reproduced in a certain society or social group, rooted in the habit, way of life and consciousness of their members. Custom plays an important role in education, contributing to the introduction of the child to spiritual culture, forms an inherited stereotypical way of behavior, introduces patterns of behavior (so it is necessary to do or not to do).

The term "tradition", "custom" is often identified with the term "rite", "ritual", "ceremony". The rite, being a traditional symbolic action, accompanies important moments in the life and activities of an individual, a group of society, requires a certain type of behavior. It has emotional and psychological effects. An important social function of the rite, which includes a ritual, a ceremony in its structure, is the formation of moral qualities of a person. The rite can act as a norm of behavior, implements the norms of law,

forms stereotypical behavior, habits, which, in turn, have regulatory effects on people's lives.

Practice shows that for centuries traditions and customs have been and remain one of the effective means of introducing new generations to the life of society, the formation of a certain type of personality. The peculiarity of their educational impact is that they are not limited to any one age period of a person's life. Every person, living in a society, is always in the sphere of its customs and traditions.

The fulfillment of their requirements and prescriptions has a significant and permanent impact on the formation of a person's attitude, culture of feeling and behavior, on her relationship to the world around her.

Traditions and customs as pedagogical creativity of the people represent various forms and methods of pedagogical influence on feelings, will, consciousness and behavior of children. Being a social phenomenon, traditions also act in the form of principles, norms and rules governing the relationship of people in society and personal life, they are approved and supported by public opinion.

Comprehensive study and public assessment of the common foundations of national traditions and customs of the Uzbek people, as well as other peoples of the world, is the most important task of modern pedagogical science. It should be noted that many of its issues that have not received important coverage in historical and pedagogical science are in urgent need of in-depth, comprehensive creative development, especially the issues of moral, labor, artistic and aesthetic education of children in different periods of personality formation in the family.

The problem of family, family upbringing of children in accordance with generally accepted spiritual values is of particular importance during the period of changes in social structures and socio-economic relations. It should be noted that the events of recent years and changes in society are hard experienced by the adult generation. This has an impact on the younger generation as well. Children strive for self-affirmation and the manifestation of individuality. It is folk traditions and customs that act as the regulation of the behavior and activities of adults and children in the family and society, form the foundations of moral qualities, contribute to the revival of new spiritual values, enrich the cultural heritage of the people.

The family as a stable social community is an important factor in the formation of personality. It was and remains the most important educational institution, a source of transmission of social experience from generation to generation. Especially at preschool age, the family plays an important role in the socialization of a child. The foundation of personality is laid in the family. The first ideas, concepts, skills, attitudes towards people, moral norms of behavior, feelings are formed in the family.

The complex formation of personality from the first days of a child's life proceeds in the peculiarity of complex family and social relations. The need for scientific study of this problem is also due to the increasing role of folk traditions and customs in the formation of moral qualities of children in the family, on which the successful implementation of education reform largely depends. Based on the above, the study of folk traditions and customs, as well as the creation of a scientific understanding of the productivity and effectiveness of raising children in the family are important for understanding the ways of holistic formation of moral qualities of children in the family.

The degree of development of the problem. In the last 30 years, the ethnography of childhood has attracted the attention of ethnographers, ethnologists and representatives of other sciences in many countries of the world. This is evidenced by the scientific study of ethnopedagogics of the countries of the near and far abroad, presented in the works of the series "Ethnography of Childhood", which highlights the traditional forms of upbringing of children and adolescents in the family and society.

The fundamental research of M. Mead, I.S. Cohn, Yu.B. Bromley, S.M. Lurie and others had a decisive influence on the development of science studying the world of childhood, its upbringing, development and formation in various social institutions, factors of folk pedagogy in many countries.

It should be noted that for some time the problem of folk pedagogy was ignored, many traditions and customs were considered in the historical aspect, and not as educational values. In our opinion, this position was a kind of reaction to the religious concept of popular education and the influence of atheistic education conducted in the 20-80 years.

Many material and spiritual values were regarded as "remnants of the old life", "anti-national". As a result, the family gradually lost many positive traditions and, of course, educational potential. The tasks of improving the educational function of the family have determined the need for increased attention to folk traditions and customs as a factor in the formation of moral qualities of the individual. The issues of family education in the scientific and pedagogical literature are not sufficiently covered. The few studies and publications that have been conducted in different periods by ethnologists, educators, sociologists and representatives of other branches of science relate to certain aspects of family education and the use of traditions and customs in the upbringing of children.

The analysis of the essence of traditions and customs, their role in the spiritual development of society, the patterns of historical change are given in the works of A.K. Aliyev, A.N. Antonov, Yu.B. Bromley, N.P. Lobachova, V.D. Plakhov, I.V. Sukhanov and others. In the factual material, the authors reveal the patterns of the emergence and development of folk traditions, show the continuity, mutual influence and interpenetration of many elements of folk traditions and customs of the past with the customs and traditions of modern society.

Of considerable interest are the studies of folk pedagogy - Russia, Ukraine, Azerbaijan, Uzbekistan, Kyrgyzstan, Kazakhstan and other countries, considering folk traditions and customs as an invaluable spiritual wealth, the life experience of many generations and the wisdom of the people in the field of education and training not only children, but also the whole of humanity.

In philosophy, self-consciousness is awareness by consciousness of oneself, reflection of consciousness relative to oneself. Self—consciousness is simultaneously understood both as an act (activity) of self-reflection by consciousness and as a result of this reflection - self-knowledge. Self—consciousness is the condition that consciousness preserves itself in time - retains itself as one and the same consciousness. At the same time, they talk about the unity of self-consciousness. In turn, the unity of self-consciousness is the condition of all unity in the world. In a strictly philosophical sense, consciousness is always there - it can neither begin nor stop, because in a strictly philosophical sense it is understood as the very condition for constructing the world, as the very way of being and the reality of the world.

Self-consciousness is understood as the unity of the subject underlying all consciousness. National self–consciousness is the level of individual and social consciousness, a set of ideas, traditions and concepts of the nation that allow reproducing this community of people as a whole and classifying each individual to this social integrity. In other words, national identity is one of the forms of expression of the identity of the people and its representatives, due to the unity of their origin.

Some believe that the concept of "national identity" includes people's awareness of belonging to a given ethnic group, according to others – it has a deeper content and implies the attitude of individuals to ethnic values, the experience of belonging to a given ethnic group. It manifests itself in objective actions, judgments, in the spiritual creativity of people, their likes and dislikes, needs and attitudes.

It is necessary to distinguish between ethnic self-consciousness and self-consciousness of an ethnic community. Ethnic (national) self–consciousness is not only the consciousness of belonging to a particular ethnic group, but also the awareness of a person's actions, feelings, thoughts, values, motives of behavior, interests. The self–consciousness of an ethnic (national) community is the idea of a certain identity of its members. It also contains ideas about the typical features of "their" community: its properties and achievements as a whole. Unlike the ethnic (national) self-consciousness of the individual, the self-consciousness of the ethnic (national) community (like all forms of social consciousness) exists not only at the level of the individual, but also subpersonally, including in the objectified forms of social consciousness: in language, in works of folk art, professional art, scientific literature, moral norms and rights .

National identity is historically formed in the process of nation formation, through the recognition by representatives of the ethnic group of their origin and organic connection with their cultural and national roots, recognition of the distinctive nature of their native culture, language, national characteristics, mentality and a sense of national solidarity.

National identity is a reflection of the public consciousness of a particular ethnic community. G.V. Starovoitova defined ethnic identity "as a certain layer of public consciousness, which is limited by the framework of everyday experience, fixed in customs and traditions, and includes a direct reflection of practical activities, morals and norms of customary law, ethnic norms and morals, ideas about one's ethnicity, in a certain scale, correlating this ethnic group with others. "

Much attention is paid to the development of problems of national identity at the present stage in the works of social scientists, such as Yu.Bromley, L.Drobizheva, M.Dzhunusova, S.Kaltachyan, K.Khababulin, etc.

From the point of view of L.Drobizheva, the modern understanding of national identity is associated with an expanded self-consciousness, in which all or most members of the community have "historical knowledge about their people, developed under the influence of state ideology or leadership groups, a certain attitude to their values, are ready to act in the name of common goals and interests, i.e. there is a consciousness of interests his nation, his people."

So, national identity is the awareness of belonging to a certain ethnic community, which is formed at the level of everyday consciousness, the stability of which is determined by the community of origin, national language, ethnic way of life, peculiarities of culture and behavior.

One of the stable elements of national identity is the national feeling. National feelings express not only an emotional attitude to one's own ethnic reality, but also "the nature of interethnic relations, wars, conquests, national expansion, etc.".

Depending on the depth of development, the national feelings of different nations manifest themselves in different ways and at different levels. They reflect the specific living conditions of an ethnic group, its way of life and culture. The stability of national feelings is determined by the stability of the factors by which they are brought to life.

National feelings are closely connected with customs and traditions as the most generalized norms and principles of public relations, transmitted from generation to generation and protected by the power of public opinion (A.K. Aliyev, N.S. Sarsenbayev, N.D. Dzhandildin, etc.).

Customs and traditions are interrelated, interdependent and mutually transitive. Custom cannot exist without traditions, and vice versa.

National traditions are historically established, characterized by relatively firm continuity and stability of people's views and feelings, fixed in the customs and rules of their behavior. These norms or patterns of behavior, rooted in family and domestic or

national relations, are characteristic of groups of peoples close in their historical past, language, culture. Consequently, customs and traditions – the most stable phenomena of national identity – are developed in the process of long-term evolution, are transmitted from generation to generation and are firmly fixed in the minds of people, become their spiritual need and act as a powerful means of uniting and rallying people. National traditions and customs are involved in the formation of ideals, tastes, needs of the individual and his worldview. As social phenomena, they participate in the formation of life attitudes and beliefs of the individual, influencing the motivational activity of the individual.

In accordance with national attitudes, people specifically perceive the current circumstances and act in a national way when communicating with representatives of other nationalities. For the first time, L.M. Drobizhev defined the national attitude: the national attitude is the readiness of a representative of a certain nation for a kind of action, behavior in interethnic contacts.

Thus, national attitudes are an integral part of a person's national identity, form a certain attitude, and bring to life stereotypes of behavior and actions corresponding to social norms.

The nature of national identity can be explored through the knowledge of the functions that it performs.

The regulatory function of national self-consciousness is carried out due to the predominant influence of national specifics of thinking on the nature of perception and assessment of the situation of activity.

The cognitive function of national identity is expressed in the presence of specific cognitive and intellectual qualities that differ from those of representatives of other national communities. The cognitive function of national self-consciousness is manifested in the attitude of an individual, a group, the whole nation to the national history, language, system of values that have developed over the course of many generations.

The adaptive function of national self-consciousness is expressed not only in the adaptation of the organism to specific conditions of activity, but also in fixed ways of behavior and activity. Thanks to this function, the entry of the individual into the world of nationally colored and spiritual values, norms, attitudes, habits is ensured.

The phenomenon of national identity is associated with the process of identifying ethnospecific elements of material, social and spiritual culture. The functions of national self–consciousness are to fix specific, national-psychological traits and psychological separation or opposition on this basis of one national community to another. Thus, national identity affects the nature and specifics of the activity performed, the actions and behavior of representatives of a certain ethnic community.

The difference between national consciousness and national self-consciousness

in terms of content, it consists in the formation of ideas, images, knowledge not only about one's community, but also about other communities. In other words, in contrast to the national consciousness, the formation of ideas, images, and knowledge not only about their community, as in the national consciousness, but also about other communities takes place in the national consciousness.

However, this does not mean that national identity and national consciousness are correlated as part and whole. Dialectics of their interaction

deeper and more complicated. Having much in common, being in unity, they are, nevertheless, not identical. This unity is dialectical, including a difference in both content and form.

The difference in form is that national self-consciousness manifests itself both at the level of the individual and at the level of the nation, whereas national consciousness, as a rule, at the level of the nation, i.e. the subject of national self-consciousness is a person

and national community, whereas the subject of national consciousness is the nation. The difference between national self-consciousness and national consciousness also lies in the fact that the emotional factor plays an important role in the former. This circumstance determines the place that both of these categories occupy in the structure of public consciousness.

National self-consciousness is a structural element of national psychology, which is part of social psychology and manifests itself mainly at the level of everyday consciousness. National consciousness is not a part of national psychology, it, as a rule, manifests and functions at the theoretical level of public consciousness. Naturally, these facets in the very structure of public consciousness are conditional and mobile. The most important regularity of the development of national self-consciousness is its determinism by the socio-economic and historical conditions of the life of the nation. The growth of national consciousness is contradictory, sometimes painful, which is due to its own contradictory nature. An important aspect in the development of national self-consciousness is the correlation in it of national and universal, national and universal values. It is also important to emphasize another point related to the formation of national identity. The fact is that there is a specificity of the formation of national identity associated with the number of national communities, i.e. large and small nations. National feelings, as well as the national consciousness of small nations, are especially acute. And this factor must be taken into account in the most serious way when conducting national policy. The process of formation of national identity is associated with the development of national languages. The language is the most important element of the national culture. The development of the national language acts as a prerequisite for the development of national identity.

Recently, in historical, socio-psychological and philosophical literature, the concept of mentality has acquired the rights of citizenship, the definition of which either does not occur at all in encyclopedic and educational publications, or, if present, is quite approximate.

Mentality is the most fundamental and profound, and therefore the least changeable in the social psychology of a large social group (class, nation, etc.), while political and ideological influence on it is relatively short-lived and leads only to quantitative, intra-dimensional changes in mentality.

The human mentality is characterized by the diversity and richness of its components: socio-cultural factors (social life and its structures), natural factors (the natural sphere of human habitation and its own nature), conscious factors (realized and evaluated by a person), unconscious factors (subconscious), rational factors (science, philosophy, ideology), factors emotional and psychological (attitudes, affects), social factors (going to society, sociality), individual factors (whose roots are in the intimate depths of the personality).

The mentality of a person is characterized by integrity, the presence of a certain qualitative core. All the factors that make up the mentality merge into a certain alloy, a structure that determines an individual's predisposition to think, feel and perceive the world in a certain way, act in a certain way, prefer or reject certain values, cultural codes, etc. In other words, the mentality acts as a certain basis for a holistic way of life of a person, determining both consciously and unconsciously the whole the line of human activity.

The mentality of a person develops in a long way. The history of the society in which a person lives, traditions, cultural codes, standards of behavior, style of thinking – all this has been developing for centuries. And all these factors affect a person, settle in him, turn into features of his mentality.

The mentality of a person is profoundly stable. Mentality can be designated as the stationary basis of a human being, which allows him to endlessly modify his behavior, while remaining the same.

The mentality of a person, being the basis of his being, acts as an active factor in human life. It encourages a person to take certain actions, follow certain values, prefer a certain culture, way of thinking and feelings. Mentality is the basis for a person's repulsion of everything that is alien to him, rejection of certain standards of behavior, ideas, etc. Mentality very powerfully determines the entire line of a person's life behavior.

Although the formation of mentality is influenced by a huge and diverse set of factors, mentality does not act as their simple consequence, a simple projection into the personal-individual form of being of these factors. The human mentality has its own qualitative diversity, and it exists, develops, and functions precisely according to the laws of its own qualitative nature.

National identity is one of the properties of a nation, which often has a decisive significance for distinguishing a nation from others. The development of national identity allows the nation to stand out and take shape in the form of a historically stable group of people, which at one time arose on the basis of a common language, territory of residence, economic life, culture and distinctive character. National identity is a process of self–knowledge and development of the national and cultural identity of a nation, as well as a human property that allows him to personally determine which nation he belongs to.

The phenomenon of national identity in the form of ethnic mythology arises at the early stages of human history. Its main function is to create the mental and socio-political unity of ethnic formations. The structure of national identity includes elements of the unconscious, including various archetypes and stereotypes.

Traditions and customs are rightfully considered the cultural heritage of each country. They are the basis of the life and formation of any nation. These two concepts reflect the habits and foundations of people, their identity and individuality. Customs and traditions serve as a memory of the history of the ancestors. They are adhered to and passed down from generation to generation. Each nation has its own unique history, which is easier to understand, knowing the traditions and customs that have been formed since ancient times.

Today it is important not to allow national traditions to dissolve in the conditions of globalization, global economic, political and cultural integration and unification, which entails rapid changes. A new type of civilization is being formed in the world community, based on the economic unity and indivisibility of humanity, on the one hand, and pluralism of cultures, religions, nations, on the other hand.

A sociological survey conducted by the Center for the Study of Public Opinion "Izhtimoy fikr" showed that Uzbekistan has recently been increasing interest in national traditions, rituals, customs and rituals, and the family plays a huge role in preserving national culture. National traditions are a form of transmission to new generations of elements of spiritual and moral culture (cumulative human experience, values, attitudes, behaviors) and have a high spiritual, moral and educational potential, thanks to which they can function as a means of spiritual and moral education of young people, which is transmitted through the family.

The family as the main institution and carrier of ethno-cultural traditions can be the most important social instrument of influence on the processes of social development, changes in cultural policy. It is she who is the bearer and keeper of traditional values.

Identifying the opinion of the population about the concept of "national identity" was one of the objectives of the survey. At the same time, the study focused on determining the level of knowledge of national values, peculiarities of following national traditions, rituals and rituals,

The main indicator of ethnic identity, as revealed by the survey, is the factor of belonging to one's own nation. The analysis of the results of the survey showed that the national feelings of Uzbeks are based on "love for the Land where I was born and where my ancestors lived" (71.9%), national traditions and customs (60.3%). The most pronounced attitude of Uzbeks is a sense of belonging to their nationality through their native language (56.2%), the following position is occupied by "A sense of belonging to their people and spiritual unity with them" (50.0%) and "My nation has a rich history, and I am proud of my nation" (47.8%) are also features of national identity our citizens. A small number of respondents (3.0%), who, according to their recognition, received a European upbringing, have recently begun to feel the need for a deeper study of the history and culture of their nation.

Representatives of different age cohorts are characterized by the importance of various components of national identity – from a lifestyle based on national traditions and customs, a sense of belonging to their people and love for the Motherland to a sense of the importance of their native language

The feeling of belonging to one's nationality, expressed in certain features, is characteristic of representatives of all nations living in Uzbekistan. Representatives of the nationalities of Central Asia – Kyrgyz and Karakalpaks are more characterized by love for the Land where I was born and my ancestors lived (88.9% and 87.2%, respectively). Representatives of the Karakalpaks more than other nationalities feel their belonging to the nation through national traditions and customs (80.9%) and through their native language (80.9%). These data confirm the optimality of the conditions chosen by the state, created for the development of patriotism, through instilling love for the Motherland and language policy.

In the course of the study, respondents' ideas about important factors of the spiritual self-determination of the Uzbek people were analyzed. Respondents were asked to use a list of statements to answer the question: "What do you think the Uzbek people are mostly known for in the world?"

Thus, a comparative analysis of empirical data made it possible to identify and compile a generalized idea of the Uzbek people about the Uzbek people: they are a people rich in their great ancestors, hospitality and hard work, historical heritage, peacefulness, scientific heritage, "White gold" cotton", spiritual and moral heritage, literary heritage.

The nature and level of religiosity of families in Uzbekistan was determined by a number of criteria – observance of religious traditions, rituals and rituals, visiting holy places and graves of deceased relatives, the observance of religious customs of a memorial nature.

In Islam, there is a specific ritual associated with religious services and holidays. Rituals and holidays are an inseparable part and are one of the main attributes of Islam, without which it is impossible to imagine this religion.

Thus, the study of national identity has theoretical and practical significance for the development of society. As can be seen from the study, the foundations of a person's moral education and cultural development are laid in the family, which form the norms of his behavior in the future, enrich the inner world. The family greatly stimulates his social and creative activity, contributes to the formation of a comprehensively developed personality. The stability of the institution of the family, its stability is the guarantor of the successful and comprehensive development of the country as a whole

CHAPTER 3. PROBLEMS OF PSYCHOLOGY

§3.1. DEPRESSIVE FACTORS IN ADOLESCENTS

At different times, the focus on child rearing has been at different levels. History has shown many times that a society that does not think about the future of its generation will fall into crisis and disintegration.

Today, the majority of the population of Uzbekistan is young. Young people's worldview, life goals, social goals, how to behave are in line with the future of our country. Also, the worldview of young people in the process of education, the formation of life goals, the implementation of these goals as a subject of activity depends on the psychological state and individual characteristics of the individual and the importance of factors influencing it.

Factors influencing the achievement of activity goals have both positive and negative qualities. Among the factors that interfere is a person's emotional tension. Problems related to a person's emotional states and their place in various activities and relationships have been studied in depth in the science of psychology.

American psychologist R. Lazarus, who studied the problem of emotional states, proposes to distinguish between the concepts of physiological and psychological stress in order to fully understand the essence of the concepts of emotional tension and stress. According to him, these cases differ from each other depending on the nature of the stimulus, the mechanism of occurrence and the type of response.

Emotional tensions in the learning process can manifest with varying degrees, strength, and quality. These include stress, frustration, anxiety, aggression, depression, and more. Depression is an emotional state in which a person experiences negative emotions such as depression, depression, and low self-esteem, which can negatively affect a person's development. During depression, a person's self-confidence decreases, which in turn can negatively affect his ability to set big goals for himself and enter into interpersonal relationships. This can be even more dangerous, especially during adolescence, and its personality formation can play an important role in the composition of individual characteristics.

Based on the above considerations, we have identified the problem of identifying factors influencing the formation of depressive behavior in adolescents as a research problem.

The aim of the study was to determine the factors that cause depression in adolescents and their impact on the formation of adolescent personality.

Research tasks :

1. Analysis of the psychological and pedagogical literature aimed at determining the role of factors that cause depressive states in adolescents.

2. To study the role of factors influencing the development of depressive states in adolescents in the process of learning activities and interpersonal relationships.

3. Identify ways to overcome the effects of factors that cause depression.

4. Monitoring the dynamics of the depressive state of adolescents in the process of learning activities and interpersonal relationships.

5. Design and conduct psychological-diagnostic experiments aimed at studying the level of development of depressive states.

6. Development of a psycho-correction program to help overcome depression, to determine the effectiveness of its implementation

7. Development of practical pedagogical and psychological recommendations for educators, parents and adolescents to overcome depression.

Object of research : 14-15-year-old adolescent boys and girls

Research base: 8-9th grade students of Namangan district secondary school of Namangan region**.**

Subject of research: the state of depression in adolescents and the factors influencing it

Research methods: Interview, transmission, TIBalashova's scale for the detection of depression, methods for determining the level of self-esteem

Scientific hypothesis of the research:

Low self-esteem may be the most important factor in the development of depression in adolescents;

Methodological basis of the research : socio-philosophical and psychological-pedagogical views of Eastern philosophers and thinkers, the Law of the Republic of Uzbekistan "On Education" and the "National Program of Personnel Training" and President Sh. M. Mirziyoyev's treatises on the development of a harmoniously developed generation and the education of a comprehensively mature person.

Scientific novelty of the research: 1) the generalization and systematization of existing knowledge about depression in the study;

2) the influence of various factors on the occurrence of depressive states has been identified;

3) analysis of the results of research to determine the degree of development of depressive states in adolescents;

4) the characteristics of the depressed state are clearly expressed using the data obtained.

Scientific and practical significance of the research results: 1) the results of the research will enrich the content of the principle of development in psychology;

2) the completion of ideas about the depressive state of the person; 3) to organize the educational process taking into account individual-psychological and national characteristics; 5) It can serve to demonstrate once again that it is possible to increase the effectiveness of education through the formation of the ability to control and manage stressful situations and stress in adolescents.

Methods for diagnosing behavioral depression

Nowadays, the study of the nature of emotional tensions, as well as the nature of depression, the study of its manifestations, their prevention has risen to the level of a more pressing problem.

Several scientists have studied the manifestations of depression. There are objective and subjective methods of assessing the degree of depression.

Objective methods include assessment of the cardiovascular and respiratory systems, assessment of the activity of the autonomic nervous system, assessment of psychomotor reactions of the body during depression, and other methods.

The most commonly used physiological methods in assessing the condition of the cardiovascular and respiratory systems - recording the frequency of heartbeats; determination of blood pressure readings; electrocardiography; is to determine the depth and frequency of breathing.

In recent years, the use of the complex study method of depression and stress has become increasingly popular. This is because the body responds in a complex and systematic way to the effects of stress. Therefore, the study of the interaction of the nervous, humoral, cardiovascular and muscular systems is of great interest.

In this regard, the views expressed by scientists from the Bulgarian Institute of Hygiene are noteworthy. According to him, separately studied reactions provide less information than complex studied reactions. One of the simplest and quickest methods of assessing functional states during stress is the method of measuring the heart rate (pulse).

The study found that freshmen had a pulse rate of 79 to 98 beats per minute during exams. Heart rate during the exam is different from normal. During the exams, the pulse reached 120-150 in 3.8% of students, and even tachycardia and bradycardia were observed in some students. Especially in students with a weak nervous system, the effects of the sympathetic and parasympathetic nervous systems are clearly observed, and the stress is very severe.

Studies have shown that the degree of depression depends not only on the strength of the factors that cause it, but also on the type of higher nervous activity of the person feeling it.

Subjective methods of assessing the level of depression include psychological (sheet and projective) tests, introspection, recording the control of their emotional state, and others.

In modern psychology, many tests are used to study the different components of stress and other depressions. Some tests study the subjective components of the disorder, while others examine their vegetative manifestations.

The use of sheet tests may not allow a complete analysis of the causes of depression. In such a situation, the use of the method of introspection, i.e. self-analysis while determining the causes of tension, provides more information. With the onset of the first signs of emotional distress, it is advisable to ask the following standard questions.

- Am I overwhelmed by negative emotions?
- What am I thinking about now? (Is it about how to solve the problem, or why is it all like this?)
- How are my muscles? Do they have excess voltage?
- How do I breathe? (calm down, or struggling?)

In stress analysis, all attention should be focused not only on the problem, but also on an in-depth analysis of the situation. Bunda:

- its development potential;
-to their own movement qualities during stress;
- It is necessary to pay attention to the consequences that occur after the completion of the main actions.

A condition that causes depression is an event or phenomenon that can trigger stress-related reactions. To determine it, he must ask himself the following questions.

- What influenced the development of depression?
- When did this happen?
- What did I do?
- Who was with me?
- What thoughts did I have before the tension started?

Consequence is a condition that occurs immediately after a reaction (or an assessment of whether or not the reaction is compatible with the strength of the stimulus). To determine this, the following questions must be answered:

- What happened after the tension passed?
- How did I assess the situation?
- How long have I been feeling the effects of stress?
- myself, b others, or the situation?

Self-monitoring is the key to exploring the factors that cause depression and ways to overcome them. If a person makes a serious effort to analyze his problems, this is the first step towards overcoming them.

Throughout his life, everyone is faced with situations in which it seems to him that this difficult experience is ruining his normal life. Experiencing such situations often weakens the perception of the environment and its place in that world. The study of

behavior aimed at overcoming difficult experiences is based on the research of foreign psychology.

This research is based on the mechanism of coping behavior. (Coping is an individual type of interaction with a situation according to personal logic. A. Maslow was the first to address the problem of coping behavior. The concept of "coping" comes from the English word "cope" - to overcome.) In Russian psychology, it is understood as adaptive or occupational behavior or psychological overcoming. The task of coping is to adapt the person as well as possible to the requirements of the situation.

Coping strategies occur in three frameworks.

1. Behavioral circle;

2.Cognitive circle;

3.Emotsional doira.

The process of learning how to overcome life's challenges during adolescence continues to be active. The role of adults, who are always supportive, is invaluable.

The coping behavior of adolescents has not yet been studied and divided. The main purpose of the study is to study the types of behaviors of adolescents in relation to the content of the stressogenic socio-psychological situation. The nature and types of susceptibility to the event that causes depression depend on the content of the socio-psychological situation. The study focuses on the following issues: to determine the extent to which adolescents' exposure to stressors and their characteristics depend on the sphere in which they occur, to determine strategies for coping with stress in adolescents and young adults, 'Assessing the potential manifestations of the socio-psychological adaptation of smiles.

Based on the research of ENTumanova and taking into account the specific crisis situations in the lives of adolescents, a survey "Coping-strategy in a crisis situation" was developed for adolescents. Adolescents are instructed to identify the types of exposure to the following life events. These are: family (family quarrels), relationships with friends (disagreements with friends), relationships with adults (disagreements with the teacher), learning activities (failure in written work), health (illness, trauma)). In order to assess the form of vulnerability, considerations related to this or that coping strategy are offered. [2.75]

A. Behavioral Coping Strategy:
- Active overcoming, altruism; - Partially adaptive;
- Drive - Seek social assistance;
- Noadaptiv; - Not joining anyone;
- Leaving the real situation.

B. Cognitive Coping Strategy:
- Adaptive; - Search for a solution to the problem;
- Content study; - Partially adaptive;
- Rejection; - Avoid the problem;

Losing oneself. - Rely on the opinion of other close people;

V. Emotional Coping Strategy: Relying on the opinions of other loved ones;
- Adaptive;
- Gathering consciousness;
- Partially adaptive;
- Seek emotional help;
- Pressing emotions;
- Feelings of guilt;

The study involved 217 students aged 13 to 16 in one of the schools in Saratov. By analyzing and summarizing the obtained indicators, commonalities and differences in the views of adolescents corresponding to periodic groups were identified.

The norm of the adaptive strategy of a group of young and old adolescents to overcome a crisis situation does not change. The nonadaptive form of susceptibility may decrease with age for the possibility of implementing a partial adaptive coping strategy. There will be nonadaptive types of stressful situations in early adolescence. During adulthood, partially adaptive forms of sensitivity are observed mainly in early adolescence. In older adolescents, as in younger ones, the indicator of adaptive stress management strategies is defined primarily as large within family relationships. From this, it can be said that adolescents are more adaptable to the difficult life situations that arise in family relationships.

As adaptation to the difficult life situations of older adolescents increases, there is an increase in health impairment in problematic situations during early adolescence, and a decrease in adaptive strategies for coping with stress in the context of health problems in older adolescents. The self-determination of this situation depends on the further increase in the value of health at the stage of solving the problems of the formation of personal independence. Physical trauma or a painful illness may seem unbearable to a teenager, destroying too much mental power. Thus, foreign psychologists have conducted theoretical and empirical studies of the manifestations and course of depression in adolescents. These studies are of great importance today.

Thus, it is possible to diagnose the stresses that arise in a person's behavior, in the process of relations with others, and under the influence of socio-economic conditions, and to observe the dynamics of its development.

An analysis of the results of an experimental study of depression in adolescents

The upbringing of a comprehensively mature and harmoniously developed generation is a complex, multifaceted and responsible process, which is the most important period in its formation and maturity. Depression can have serious and negative effects on a person's development if it is not detected and treated in time.

Depression is a change in the adolescent's psyche that results in nervousness, fear, anxiety, depression, depression, low self-esteem, and, in the most severe cases, suicide. cases are also observed.

As a result, it is important to identify changes in students during adolescence, to prevent depression and its consequences, to work with adolescents who are prone to depression, and to understand their identity. The formation of a well-rounded person is the most pressing issue for this period. The experimental part of the dissertation focused on one of the most pressing issues - the tendency to depression in adolescents.

Experimental research was conducted in Naryn district of Namangan region conducted at the Pedagogical College.

In the first phase of the study, its goal was to diagnose the predisposition and manifestations of depression in adolescents, emotional stress in adolescents - the state of depression and their personality traits and self-esteem. Important goals have been set, such as the study of depression, the study of depression and ways out of it, the search for ways to prevent depression. The examiners participating in the study were selected and explained to them in accordance with the guidelines.

The scale of the study of depression is adapted by TIBalashova and lasts for 20-30 minutes. Students will be given the following instructions: Without thinking long and hard about the following 20 questions, choose one of the answers: "Never", "Rarely", "Sometimes", "Often", "Almost always". they determine."

In the second stage of the survey (data collection), the respondents were given the answer sheet and the text of the questionnaire, and the answers were collected. Students answered 20 questions.

In the third stage, which consisted of analyzing the results of the study, the key to the methodology was used. The degree of depression is determined using the following formula:

$DD = W_{right} + W_{reverse}$

$W_{correct} = 1,2,3,4,7,8,9,10,13,15,19$

$W_{reverse} = 2, 5,6,11,12,14,16,17,18,20$

If the result is less than 50 points - there is no I-depression:

50-59 points - II- mild depression

60-69 points - III - subdepression, ie masked

Up to 70-80 points - IV- represents true depression.

During the study, the respondents 'answer sheet was quantified without moc to the method key.

Qualitative analysis of the results shows that the average score of the group was 43.1 points. This suggests that almost all of those surveyed did not have depression. 26.6 % of the subjects had a mild degree of depression and 74.4% had no depression at all.

predisposition to depression in adolescents and the level of self-esteem, a methodology was used to determine the level of self-esteem of the individual.

Quantitative expression of the level of self-esteem.

Necessary equipment. Words that characterize certain qualities of a person include care, carelessness, thoughtfulness, irritability, intelligence, pride, rudeness, cheerfulness, caring, jealousy, shyness, sincerity, inquisitiveness, whimsy, confidence, procrastination, fantasies, fantasies,, tenacity, elegance, ease, nervousness, cowardice, lack of self-control, attractiveness, irritability, caution, courtesy, pedantry, mobility, suspicion, principledness, poetry, envy, openness, slyness, foolishness, boldness, boldness, boldness, boldness, boldness, boldness, boldness, boldness, boldness, boldness, boldness, boldness self -forgetfulness, composure, sadness, modesty, endurance, cowardice, curiosity, perseverance, resentment, indifference, initiative.

Completion of the experiment. The following method is used to find a quantitative expression of the level of self-assessment.

The examinee first finds words from the above words that describe the qualities he or she has. Then he finds the words he wants to have in himself.

The examinee carefully examines the given words and then writes them in two lines (10-20 words per line). In the first line he writes words that correspond to his ideal, and in the second line he writes words that do not belong to him. The second line can be conditionally called "anti ideal". The words in the first line are the "positive" plural, and the words in the second line are the "negative" plural. They are the criteria.

selects the words that correspond to the qualities he has from the "positive" and "negative" plurals. In doing so, the test taker should consider whether or not he or she has these qualities ("Yes" or "No").

Results analysis. The number of adjectives selected by the examinee is counted for each plural and divided by the total number of words in the corresponding criteria series. If the coefficient on the positive plurality is close together, it means that the test taker overestimated himself and was not critical of himself. The fact that the coefficient on the negative plurality is close to zero on the positive plurality is an inadequate self-assessment.

A coefficient close to 0.5 indicates that the subject has a normal, moderate self-assessment.

-critical, without overestimating himself.

To study a person's self-satisfaction.

It is recommended to answer "yes", "no", "did not know" to the questions below.

1. Are you happy with yourself?

2. Do disagreements between people make you nervous?

3. Do you know when you took an independent step into life?

4. It's nice to feel different in different situations

do you see

5. Do you know the serious flaws in your nature, except for the crap?

6. Do you feel like you don't know what your desire is?

7. Do you know the real cause of it when you are sick?

8. Do you regret not being able to fully unleash your personal potential?

9. Can you control yourself if some issues contradict your views?

10. Do you react to some events without realizing it?

11. Are you always in a hurry due to lack of time? Do you just go from job to job?

12. Do you have anything to worship?

13. Do you believe in your will in difficult circumstances?

14. Do you think that "life has changed, people do not pay attention to good and evil"?

15. If he criticizes you, do you reject him a little without protesting?

Results analysis.

1,3,5,7,9,11,13 - 10 points for the answer "yes" to the questions, 2,4,6,8,10,12,14,15 - 10 points for the answer "no" to the questions, 5 for the answer "I did not know" points.

1. 100-150. You are satisfied with yourself, you know what you are capable of. You will successfully pass any difficult conditions. Without a strong will, some would consider it a flaw.

2. 50-99. You are not so satisfied with yourself. It often gives you a reason for insecurity. Be more demanding of yourself.

3. 0-49. You don't know your worth. Respect yourself. Try to get rid of insecurities and bad feelings. Do not be afraid to do what is necessary and necessary.

Methodological analysis of results is carried out as follows. The number of adjectives selected by the examinee is counted for each plural and divided by the total number of words in the corresponding criteria series. If the coefficient on the positive plurality is close together, it means that the test taker overestimated himself and was not critical of himself. The fact that the coefficient on the negative multiplicity is close to zero is an underestimation. A coefficient close to 0.5 indicates that the subject has a normal, moderate self-assessment. At the same time, he saw that he was self -critical, without overestimating himself. The data obtained are presented in Table 2.

A comparative analysis of the data obtained showed that adolescents with low self-esteem may be more prone to depression. Adolescents who value their own abilities and other characteristics are less likely to develop a tendency to such behavior. Depression manifests itself in the various difficulties of life, in the solution of problems in interpersonal relationships, in the ability to control oneself in failures and failures, in the perseverance in achieving one's goals.

Methods of correcting behavioral depression

Experts say there is a cure for mental depression. In this case, the full assistance of a specialist psychologist may be required. Listening to the client during the conversation reveals what psychological reasons led the person to depression. Later, the psychologist will be able to work in two directions at the same time.

The psychologist performs the necessary psycho-correction treatments. If the depression is really mental, treatment with a psychiatrist and medication is not necessary. Verbal mental support is sufficient.

Everyone should assess their mental state correctly and be well aware of the measures to prevent and prevent depression. To do this, it is necessary to organize their time properly, to maintain the joys and passions of life, to take care of the body, to have a physical culture, to work in the company of people they like the most and to be with them. should also know how to share their problems. Peace of mind and order make life easier, help it to go smoothly.

of depression prevention and psychohygiene.

Power recovery. Prevention is to carefully monitor the area where the power is lost or depleted. This happens when a person acts with a sense of duty and expends a lot of energy in this action. For example: at work, driving a car, or even washing dishes in the evening after work.

Proper organization of leisure time. It is necessary to pay attention to a good night's sleep, to organize breaks, sports, daily routines, weekly plans, to try to organize a rhythmic life. Because experience has shown that any depression is caused by fatigue.

Caring for values. In order to maintain the joy of life and passion for it, it is necessary to pay attention to pleasant things. Existence and survival in life should preserve the fundamental feeling in a person and try to strengthen it as much as possible. For this, the experience that arises from a person's attitude to values or health is important, and in this regard, the following is taken into account:

to pay attention to pleasant experiences, realizing that where there is joy, there is life. It is not enough to know these experiences, it is useful to experience and fulfill them, it is necessary to enjoy these pleasant experiences and spend time on them, to pay attention to relationships, to appreciate the basic things for a person is the culture of life, body care, It is necessary to exercise, to do sports, to pay attention to one's good physical condition. The body for the senses is like a candle, like a candle for the fire.

The depressive "ideal" pace needs to be critically changed. It is not always good to be humble and timid. Such people do not tell anyone about their pain in all unpleasant situations, they swallow it. They become depressed and have low self-esteem. Life is very difficult for them, they suffer a lot and it seems that they are unhappy.

People who are depressed, the following can be recommended: The most important thing for you and the first way to protect you is your ability. Depression is a temporary condition, so stay calm and relaxed.

learn how to protect yourself from this situation, look carefully at:

– Calm yourself; Solve the problem yourself and get out of this situation;

– Be optimistic and learn to defend yourself, not to run away from them;

– Take what you need and take out the rest; In depression, your attention is distracted, so do not solve important problems. Following these tips will help prevent depression.

Conclusions and recommendations

Qualitative analysis of the results of psychodiagnostic surveys, aimed at revealing the specificity of the state of depression in human behavior, it is possible to draw the following conclusions:

• Depression can affect many different aspects of the human psyche. This is manifested primarily in the general emotional state, that is, the person in this state of mind becomes sad, depressed, pessimistic.

• During depression, social norms and standards are ignored. He may not even pay attention to his appearance;

• Depression manifested in activity leads to decreased ability to work and increased fatigue, and frequent or prolonged depressive states can change a person's character and even create new negative character traits.

• The onset of depression, such as stress, anxiety, aggression, frustration, anxiety, and other emotional tensions, is also caused by an inability to adequately assess oneself and personal conflicts.

• Insufficient development of communication in a person is one of the main factors that cause them to be depressed.

• Frequent recurrences of failures and setbacks in activity can create the most favorable conditions for the occurrence of a depressive state.

Based on the above conclusions and practical recommendations based on the idea of educating a perfect person to prevent various negative consequences of depression. Including**:**

We believe that parents should pay attention to the following:

- Children should be given spiritual support and encouragement when faced with various levels of difficulty, and at least verbal encouragement when they succeed;

- The child should not be criticized ;

- It is necessary to create conditions for them to freely express their potential.

In educational institutions, teachers and educators should pay attention to the following:

- Development of talents and abilities of students;

- To instill in students a sense of self-confidence;

- Not to criticize students who do not master well, not to fight in front of students;

- To prevent and correct the depressive state of students, school psychologists should perform the following important tasks:

- To study the qualitative changes in the mental and personal development of children at any age, to control the "crises" of adolescence;

- Regular monitoring of children's mental development, prevention of negative disorders, taking measures to correct and eliminate deficiencies;

- Carrying out psycho-correctional work with adolescents with inadequate self-esteem and aggression;

- Advising school administrators, teachers and parents on psychological problems in education;

- Conducting individual and group counseling for students on reading, self-education, life choices and other issues;

- Development of practical measures to ensure that young people are engaged in socially significant activities, as well as their greater involvement in vocational education;

- Organization of training sessions to overcome depression; fostering a sense of self-confidence and strength;

- Development of independent thinking skills;

- Training in self-control and management in negative emotional situations;

- Every child should have a conscious attitude to his personality.

Also d **depression _ in position which was _ to people the following recommended reach can:** You for eng important and you protection do first yo ` l is your ability. Depression is a temporary condition, so stay calm and relaxed.

learn how to protect yourself from this situation, look carefully at:

– Calm yourself; Solve the problem yourself and get out of this situation;

– Be optimistic and learn to defend yourself, not to run away from them;

– Take what you need and take out the rest; In depression, your attention is distracted, so do not solve important problems. Adherence to these recommendations, as noted by the President, will ensure positive results in the implementation of such an important task as the development of a sane, free-spirited, confident person.

§3.2. PECULIARITIES OF VALUE ORIENTATIONS OF ADOLESCENTS - ACTIVE INTERNET USERS

Each society has a unique value-oriented structure, which reflects the identity of this culture. Since the set of basic values that an individual learns in the process of socialization is "transmitted" to him by society, the study of the system of value orientations of an individual seems to be a particularly urgent problem in a situation of serious social changes, when there is some "blurring" of the social value structure, many values are destroyed, social values disappear. norm structures. The lack of a clear structure of value systems in the social environment contributes to the emergence of problems in the formation of value orientations for the younger generation.

Global changes, rapid technical development in the social environment has served the emergence in the life of the individual, in addition to the traditional institutions of socialization (family, school, peer groups), another institution is the mass media, which is popular among adolescents and young men. The most comprehensive and in great demand among the constituent parts of the media today is the Internet. It is the Internet that is making an increasing contribution not only to expanding the knowledge of adolescents about the world around them, but also to the process of transmitting certain social norms and values, models of social behavior and rules of interaction. Due to the interactivity of its technological component, the Internet is also a "place of reproduction" of these norms, values, behavior patterns, etc. Actually, the Internet environment and communication carried out through it, in our opinion, is a convenient object for considering possible value differences among the teenage subculture, which is made up of active and inactive Internet users.

1. Features of value orientations in adolescence

Adolescence is the boundary that arises between childhood and adulthood, presenting a person with certain requirements regarding his entry into society. The development of a person in adolescence is proceeding at a rapid pace and leads to the appearance of certain changes covering four areas of development - *the body, thinking, social life, self-consciousness,* i.e. changes occur both at the physiological and psychological levels. [6].

Defining adolescence as a transitional link between childhood and adulthood, where under the influence constitutional shifts in adolescents, a new idea of themselves is formed, it is necessary to emphasize the emergence of such a neoplasm as *a sense of adulthood.* Here we are watching how a teenager, entering a qualitatively new social position, forms and develops a conscious attitude towards himself as a member of society. The new formations that have arisen require a reorientation from a teenager from children's norms and values to adults, which complicates the complex of his personal properties, allowing him to take a fresh look at many things, including the main point of personal development [9].

The formation of a sense of adulthood is largely carried out in intimate-personal communication with peers. Actually, relationships with peers begin to be of great value for a teenager, where modeling, testing and development of "adult" relationships and cooperation based on respect, equality, trust and fidelity take place [8]. On the basis of the "companion code", a teenager sets the norms of social behavior of the adult world, where the fact of "orientation towards moral qualities, which expresses the attitude towards a person in general and towards a comrade in particular" [10], is clearly visible.

The focus on the knowledge of the changes taking place in the life of a teenager is determined in the central neoplasm of the adolescent period - *the formation of a new level of self-awareness,* manifesting in an effort to understand oneself, one's abilities and

characteristics, one's similarity with other people and one's difference - uniqueness and uniqueness.

In the process of finding his place in society, a teenager sets himself goals that are aimed at the problems of personal self-determination, takes an active position regarding socio-cultural, moral values, and thereby tries to find the meaning of his existence.

In order for a teenager to easily navigate his aspirations and internalize ideas about values and norms, his life must be filled with meaningful relationships, interests, experiences that will subsequently establish his circle of stable interests. The interests referred to by the adolescent are the psychological basis *of the adolescent's value orientations.* The values and norms that exist in society help a teenager to self-determine, adapt and assert himself.

But in our time, where there is a destabilization of social life due to constant changes taking place in the socio-economic, political, ideological spheres, there are changes in the value system of society, social groups, and the individual. It is these changes that do not allow the formation of clearly structured normative models in society and present difficulties in the formation of personality value systems. The variability of subjective values and semantic preferences is associated with the objectivity of the real process of life of an individual and society, in which the system of values manifests itself, and which is their reflection.

In the formation of value orientations that develop in the process of socialization, the main guides in the life of a teenager are certain factors, which are largely due to the influence of the external environment.

2. Factors influencing the formation of value orientations in adolescents

In adolescence, when there is an active search for one's place in society and self-knowledge, many views on the world and on oneself also change. Changes are largely determined by the revision of values by adolescents, which no longer correspond to the value views of adults, which are largely conditioned by society. Considering the process of reassessment of values by adolescents, we can once again be convinced of their dynamic nature. As Yanitsky M.S. noted, "the predominance at different age stages of certain processes of development of the value orientations of the individual and the choice of preferential mechanisms for their implementation, which determine both the general level of development of the value system and its specificity, depend, in turn, on complex system of factors and conditions" [10].

Since the system of value orientations of the individual is of a dual nature, i.e. determined by the characteristics of the nature of the social environment to which a person belongs, and with the characteristics of the personality itself, it is logical to divide the factors influencing the formation of value orientations into *external* and internal.

The degree of acceptance by adolescents of certain groups of values is determined by a different level of individuality associated with a certain set of internal factors, due to the action of the corresponding psychological mechanisms that are inherent precisely at this stage of development. In this case, one can consider self-esteem, character traits, features of self-attitude, intellectual and emotional development, abilities as an example of internal mechanisms that affect the acceptance of certain groups of values at different stages of human life.

External factors influencing the process of formation of value orientations are the adolescent's environment. To a greater extent, the main source here are the values of society. In the formation of value orientations that are formed in the process of socialization, the main guides are social institutions (family, school, mass media).

The family is the primary and main institution of socialization, where adolescents receive "the first interaction skills, master the first social roles, comprehend the first norms and values" [2]. For adolescents, the parental family acts as a source that

helps in assessing the values that a person encounters in the process of his formation and thereby learns to adapt to the social environment.

Summarizing the studied literature and research, we have identified the following main factors that determine the influence of the family on the formation of a person's value system: family structure (full or incomplete composition, the presence of brothers and sisters, older parents); types of education and styles of parental behavior; conflict or non-conflict nature of the relationship between parents; social status, level of education and income of parents; sociocultural, religious and ethnic roots of the family.

The school is the second significant institution of socialization in a person's life, in which both adults and peers act as agents. The school, the main function of which is educational activity, plays an important role in the formation of individual values of a teenager. The formation of value orientations in the learning process is determined, "on the one hand, by personal characteristics, the development and awareness of one's interests and values, and on the other hand, by social factors - the values of a significant other, the style of communication with him" [10], where the common source of the formation of values is the process of communication.

Communication in adolescence primarily acts as a conductor through which information flows that allows adolescents to better navigate the social environment, teach them to fight and defend their rights in this environment, teaches them to correlate personal interests and public ones, increases the number of his social roles, expands the concept of self. In confirmation of this, I. Kon noted that "the inclusion of peers in society expands the child's self-affirmation opportunities, gives him new roles and criteria for self-esteem" [7].

It is necessary to strictly emphasize the fact that although adults in the process of socialization and the formation of value orientations play a leading role, adolescents make a significant preference in the final choice of certain value systems, based on the values accepted among their *peers.* The special value of the peer group is that it helps the teenager gain independence from adult control and thus instills in the teenager the spirit of independence and responsibility for his actions.

In our opinion, the two external factors described - adults and peers, which have a kind of influence on the formation of a teenager's personal values, are interconnected with each other. A teenager in an adult environment learns moral rules and values that are socially approved in nature, and peers help him evaluate and apply the information received in the right way, which makes these two institutions significant in the life of every individual.

According to the theory of E.A. Karpichena, "value orientations are the most important component of the structure of the personality; they summarize, as it were, all the life experience accumulated by the personality in its individual development. This is that component of the personality structure, which is a certain axis of consciousness around which the thoughts and feelings of a person revolve and from the point of view of which many life issues are resolved. The presence of well-established value orientations characterizes the maturity of a person. Value orientations are very closely related to the ideal. We can say that a value relationship arises when comparing, comparing an object with an ideal.

E.N. Tumilevich, the author of the scientific article "Value Orientations of Youth in Education" identifies the following types of values:

• traditional values of the individual **are** the values learned by the generation of parents. The refusal of children from them, voluntarily or involuntarily, also means criticism, condemnation by them of the way of thinking and life of their fathers;

• material values are any material formations capable of satisfying people's needs for food, housing, clothing, etc.;

• social values are associated with people's need for social status, a certain level and quality of life. In modern Western society, these include freedom, democracy, justice, human rights, etc.;

• spiritual values — This is about the value of the spiritual life of the individual and society. These include moral, aesthetic, religious values;

• Moral (moral) values - this is what the ancient Greeks called "ethical virtues". The ancient sages considered prudence, benevolence, courage, and justice to be the main of these virtues. Honesty, fidelity, respect for elders, diligence, patriotism are revered as moral values among all peoples. They are reflected in worldview philosophical concepts, refracted in works of art, assimilated in the process of education, fixed in various moral codes, etiquette;

• religious values, the fundamental purpose of which is moral and religious idea of salvation, retribution for troubles, hardships and misfortunes experienced by a person in earthly life. Religion and morality are inextricably linked. History shows that religion has always given the human will such strength for moral activity that man cannot find either in the natural inclinations of his nature or in the promptings of reason. Religion is unthinkable without morality, which is the correspondence of human behavior to the moral principles of a certain worldview. Religious morality preserves some cultural, national and everyday traditions;

• aesthetic values reflect people's idea of beauty, harmony, perfection. The formation of aesthetic values was carried out on the basis of an aesthetic attitude to reality, when the world, nature, society, the person himself acted as a subject of evaluation from the standpoint of aesthetic feelings and aesthetic needs.

• personal (individual) values. Much attention in the West is given to the study of personal values. This happens, first of all, because values are the most important factor determining human behavior, including his behavior as a consumer. It is the values that explain why consumers, often having the same needs, make different consumer decisions.

Given the general theme of this study, a detailed analysis of the personal values of young people is of particular importance for the author. This is due to the fact that the stable nature of values, their central role in the structure of personality, is important for understanding many situations of consumption, for example, the choice of a product and a particular brand, as well as market segmentation.

It should be noted that "personal values are significantly influenced by group values, as well as the culture of society as a whole. A person chooses personal values from the many social or other value systems that he encounters. Each person in the process of socialization sorts social values, forming his own. Personal values are manifested not only in his statements, but also in his actions. They represent a set of tasks and ways of solving them that are acceptable in a given culture.

"In the second half of the 20th century. In the Western world, research aimed at studying personal values has increased significantly. This was due, first of all, to the outpacing growth in the production of goods and the desire of manufacturers to bring their goods to the consumer. It became clear that in order to achieve this goal, it is very important to know what people value, what values they are guided by in choosing goods, and how it is possible to influence their behavior in the direction necessary for the commodity producer."

You can find the relationship between values and needs of the individual. Let us turn to the theory of M. Rokeach, which proceeds from the fact that needs ultimately find their embodiment in the form of value orientations, in particular individual ones. Values, within the framework of this theory, are considered as a person's ideas about what is desirable for him. According to this theory, there are two types of values:

• terminal (final) – ideal final states that a person aspires to, for example, comfort, a sense of achievement, peace, beauty, equality, family, freedom, happiness, inner harmony, love, well-being, social recognition, friendship, wisdom;

• instrumental (indirect) - qualities shown by a person in order to achieve terminal values - ambition, outlook, ability, vigor, cleanliness, courage, helpfulness, honesty, imagination, independence, intelligence, logic, obedience, politeness, responsibility, self-control.

"Since values are largely determined by culture, most members of a given society have the same values, but to varying degrees. These differences should be used in the implementation of market segmentation. Thus, it has been found that values are closely correlated with various aspects of consumer behavior. In particular, people who value, for example, joy or contentment may wish to drink a cup of coffee for its pleasant taste. For others who value warm relationships with colleagues, a cup of coffee is important as an element of a certain social ritual of communication. Thus, value orientations largely influence marketing activities and consumer choice.

"At each stage of personal development, the choice of the predominant mechanism for the formation of a value system is determined by a complex set of internal and external factors. Internal psychological factors and factors of the external social environment determine the features of the development of the system of value orientations, interacting with each other in the implementation of a particular activity, in the process of targeted psychological influence and in the pathological development of the individual.

Mass media. When considering the influence of the media on the younger generation, it should be noted about the great advantage of this institution of socialization - providing adolescents with an extensive search for information, allowing them to expand their range of activities, and even allowing them to directly participate in it. Ready-made visual samples presented by the media "have the property of a good impression in the mind and thus form "certain ideal models of social self-categorization" [2]. The media, in the perception of adolescents, can give completely different guidelines for development, depending on the upbringing laid down in the child from early childhood. In our work, we would like to consider in more detail such a type of media as the Internet and study its influence on the formation of value orientations of the younger generation.

3. The influence of the Internet on the socio-psychological aspects of adolescents.

Internet is one of the varieties of electronic networks (global networks) and is one of the means of communication that is dynamically developing and introduced into the life of each of us. This type of media in its content can be attributed to an intermediate link between traditional means of communication and interpersonal communication.

The prevalence of the communicative process among Internet users allows us to highlight the content structure of this process. Communication mediated by the Internet contains common features that are unique to this type of communicative activity. These features include:

anonymity - allowing users to remain unknown and present information about themselves to the interlocutor that is not entirely reliable, largely fictitious, i.e. allowing the user to design his virtual image that meets his requirements;

- *non- regulated behavior* consists in the absence of clearly defined rules due to the lack of control in the Internet environment, giving users the freedom to choose the style of communication on the Internet;

- *physical non -representation* in combination with anonymity, creating false information about the user, it becomes possible to fantasize about the image of the interlocutor, since this is a very common type of presentation, frequent users of which are

teenagers and young men. The main goal may be to compensate for their shortcomings or a way of a new entertaining type of communication;

- *compensatory virtual emotionality* is expressed "in the fact that all the limitations that accompany the emotional component of communication in the virtual space are compensated by the possibility of active use of various kinds of icons created specifically to indicate emotions ("emoticons"), or by describing emotions in words";

- *opportunity various ways of self-presentation* using various methods of network communication (chat, e - mail, social networks, etc.) [5].

Raising the question of comparing the value-oriented components of Internet users, we must decide who we should classify as "active" users. The use of the Internet is more popular among the younger generation, ranging in our time from early adolescence to middle age. The activity of using the Internet extends to representatives with a certain level of education. Starting from the senior classes (8-9), the activity of users begins to increase sharply due to the expansion of the range of needs and interests. And if the interests of adolescents turn out to be high, then the profession they choose will necessarily include interaction with technical means. The activity of using the Internet is also reduced to an aspect of the economic plan that determines the social status of users. If users can afford unrestricted access to electronic networks, then in these situations there is a significant likelihood of high Internet user activity. Where users live also determines how active the Internet is. As a rule, there are more active Internet users in large cities than in small and remote regions of the country. This is due to the inaccessibility of Internet resources, economic opportunities, and some traditional prejudices of the population.

The above socio- demographic characteristics, of course, have a certain impact on a person's use of the Internet, but one cannot but take into account the psychological characteristics of the individual, which have a dual effect: on the one hand, the likelihood of using the Internet, and, on the other, the direction of use [4].

The characteristics that determine the degree of activity of using the Internet associated with the assessment of electronic networks include:

- a low degree of anxiety, allowing users not to get hung up on the difficulties that arise when using new technologies;

- a high assessment of the usefulness and safety of use, contributing to the emergence of trust and ease of use of Internet resources;

- a high degree of self-efficacy, expressed in a person's assessment of his ability to work with new technologies.

The *personal characteristics of the* Internet - active users include:

- *high self-esteem,* expressed in acceptance and trust in oneself due to the opportunities provided by the use of the Internet. The Internet allows users to overcome personal difficulties by providing such opportunities as remaining unknown in Internet communication (advantages for shy people, people with certain speech defects, appearance defects), creating a fictional image that satisfies the user himself, and thereby designing the direction of his activity in the information environment. [3];

- *the severity of the trait of openness to the new,* manifested in the user's increased interest in learning new things that appear as part of the development of technologies;

- *strong propensity to risk,* contributing to frequent use of the Internet;

- *a pronounced feeling of loneliness, shyness, introversion* also pushes people to frequent use of Internet services (research has not proven whether these types of people use to compensate for the lack of communication, or whether the Internet is for them, like other users, a source of communication);

-*anxiety* of people largely contributes to the frequent use of the Internet;

- *user identity structure.* Users who use the Internet for a long time always identify themselves with a group of active users.

An analysis of user preferences for certain types of activities, where it is possible to trace and analyze the behavioral aspect, allowed researchers to group them into three large groups: *cognitive, gaming and communicative* activities [1]. The emergence of such activities in the process of using the Internet depends on the heterogeneous structure of this environment, which provides users with a diverse service of services that they use on the basis of a choice made taking into account their interests and needs. All three activities on the Internet are diverse, but all of them have common properties that are the result of the specifics of communication over the Internet (*anonymity, vagueness and non-binding rules of communication).* In all cases, excessive user involvement leads to adverse effects - the development of dependence on the Internet.

4. Study of the characteristics of the value orientations of adolescents - active Internet users.

Value orientations in our work are considered as a largely socially determined component in the personal system of personal values of a person. Taking into account external social factors, the components of which are the institutions of socialization, we have singled out the Internet as one of the most important components in adolescence due to the popularity of its use. The increase in the activity of adolescents in the Internet environment gives us the opportunity to assume that there are value differences between active and passive (using the Internet less frequently) users due to their exposure to their influence.

Our study involved adolescents aged 13-15 (72 respondents) who used the Internet. The general selection criteria were knowledge and experience of using the Internet in everyday life. As a material for the study, we have chosen the following methods: The method of value orientations of the personality of S. Schwartz; Methodology for identifying Internet addiction K. Young; Questionnaire of behavior on the Internet Zhichkina A. E.

On the basis of a questionnaire of behavior on the Internet by Zhichkina A.E., we managed to form a group of "passive" and "active" Internet users, whose results were taken by us to compare value orientations.

According to the method of S. Schwartz, we considered the importance of such values as conformism, traditions, kindness, universalism, independence, stimulation, hedonism, achievements, power, security.

Based on the study, the following **conclusions were made:**

1.In a comparative analysis of "active" and "passive" Internet users according to two criteria of activity (activity in action and activity in the perception of alternatives), it was noted that there are differences in the sphere of adolescents' value development. Differences were identified among the following value orientations:

- *"values of hedonism":* in both categories of groups, active users assigned high values to this type of value, indicating its importance in the value structure of a teenager. It is the need for self-satisfaction of one's needs that encourages a teenager to actively act in the Internet environment and perceive it as a source of alternatives to satisfy needs.

- *"achievement values":* teenagers, passive Internet users, are more likely to highlight the achievement value at a significant level relative to the group of active users. Probably, the low significance of this value among adolescents who actively use the Internet arises due to the lack of control in the Internet environment, which allows adolescents to think little about social approval.

2. Analysis of the typology of contradictions between values revealed the following results:

- active users are characterized by values belonging to the category of " self-exaltation" (hedonism, exaltation, power), which allows us to accept our hypothesis regarding this category of values.

- no significant differences were found in the category "openness to change" in both groups of Internet users. The obtained values contribute to the refutation of the hypothesis regarding "high indicators of the value of openness to changes among groups of active Internet users.

3. Data on value orientations in relation to adolescents who, in the course of the study, were found to have inclinations towards Internet addictions indicate the existence of differences between the values of ordinary Internet users. For the Internet addicts in the research group, the values of hedonism, achievement and power belonging to the category of "self- exaltation" values were significant, while for the" non-addicts " the values of "openness to change" (independence and stimulation) were characteristic. Significant differences were found in the category of " conformity " value: a high importance was attached to this value by adolescents who are not prone to addiction to the Internet. Starting from the motivational goal (restraining and preventing urges and actions that may harm others or do not meet social expectations), this result is obvious from the requirement to restrain inclinations. It is the inability to control one's actions and the time spent on the Internet that contributes to the development of Internet addiction in adolescents.

The study as a whole confirmed our assumption about the existing differences in the characteristics of the value orientations of adolescents who are keen on using the Internet. A comparative analysis of passive and active Internet users revealed the existence of differences in the value category of "hedonism". In our opinion, the value of hedonism in adolescence is essential, but its awareness on the part of a teenager occurs only in the process of constant contact with the object of satisfaction. The Internet environment in this regard provides great opportunities, reflecting in its scope of services offered.

Conclusion. Analysis of the value orientations of adolescents made it possible to identify the fundamental categories of values inherent in this particular age category of personality. The high importance of independence and security in the personal development of a teenager, highlighted in the works of many psychologists (Kon I., Mukhina V.S., Andreeva and others), was once again confirmed on the basis of an analysis of the adolescent's value preferences (high indicators of the values of independence and security).

The theoretical and practical analysis of value orientations formed under the influence of external influences, which include the Internet, allows us to once again be convinced of their influence in the process of socialization of the individual. But it is necessary to note both the positive aspects of this influence, and the negative ones. The media being a translator of social norms and values, allowing adolescents to easily navigate the choice of personal values based on the analysis of their approval by social structures. But the information presented through the media is not always of a corrective nature, leading to the risk of distorting the value structure of the individual.

We cannot assume about the possible results in the formation of the value sphere of the personality, taking into account only the category of media influence, since this process also includes other institutions of socialization, the significance of which is important in the development of a teenager's values. It is not entirely correct to reduce the formation of a person's value sphere only to its formation under the influence of only external factors, without taking into account internal factors that introduce an individual character into the system of values of each person. It is on the basis of taking into account all aspects of the external and internal plan for the formation of value orientations that

the results can be brought together into one common system, which makes it possible to single out a clear system of social and personal values. We can reduce the absence of a clear formulated system of values to the results of changes taking place in the process of globalization of society, which always push psychologists to study them and thus do not lose their relevance in their study.

§3.3. PSYCHOLOGICAL FEATURES OF ATTENTION DEVELOPMENT IN PRIMARY SCHOOL STUDENTS

For a long time, the study of attention abroad in practice has been seen in the context of cognitive psychology. All created attention theories in the cognitive paradigm can be grouped as a selection filter (structural-functional theories) that filters insignificant information in the process of receiving and processing information, as a mental resource based on attention perception. Energy, the amount of which depends on current operational requirements (economic theories), as it is coordinated in the process of receiving and processing data in the context of managing external and internal operations and solving the problems they face (activation theories). Cognitive psychology is a trend that emerged in foreign (mainly American) psychology in the early 1960s at the intersection of Gestalt psychology, neuhevorism, and systemic linguistics. So far, it is one of the leading areas of foreign psychology.

The analogue of cognitive psychology in modern science and technology is the computer. The latter rule of cognitive psychology has been dubbed the "computer metaphor" and is the most challenged by researchers of cognitive processes pertaining to other directions and approaches. Representatives of the cognitive-information approach derive from the ability to accurately quantify the process of knowing knowledge as a process of information processing [7].

The process of cognition is considered a complex multi-stage and step-by-step, in which individual cognitive processes (attention, memory, thinking, etc.) occupy a certain place and perform certain functions. In cognitive psychology, to date, several models (theories) have been proposed by various researchers to describe and explain attention. The beginning of their research in the framework of this approach began with the sensational English psychologist D. at the time. It is associated with the publication of Broadbent's book Perception and Communication (1958) [167].

However, electronics engineer K.S. Cherry (1953) proposed his own method for studying auditory attention - the dichotic listening method (shading method) and was the founder of a new approach to the study of attention. K. Cherry tells us about the limited size and selectivity of our minds. He emphasized the point made by James. Models of filtering, selection (selection) of data from outside and processed by man have emerged and explained the selectivity of their perception [157].

There is a "narrow space" in the structure of information processing, but different models imply different spaces. Therefore, three groups can be distinguished among the selection models: 1) early selection models (D. Broadbent's filtration model); 2) late selection models

(double Deutsch model and D. Norman's relevance model); 3) compromise model of early selection (agreement) (A. Treysman's distinguishing model). Dozens of experiments have been conducted to confirm the above theoretical models of attention, but the advantage of any of them has not been proven to date [156].

In addition, these experiments revealed many facts that could not be explained using selection models. To solve this problem, whole cascade filter models have been proposed. These did not clarify the understanding of the essence of attention and led to the rejection of the idea of filtering and the emergence of other views on the nature of attention. This is U.Naisser's approach, which encouraged attention to be viewed as a creative apperceptive positive synthesis process (constructive), d. Instead of postulating "narrow spaces" in information processing, it is appropriate to cite Kanneman's approach to the limitation of a person's ability to perform general mental work [107].

Structural-functional models promote the idea of "narrow space" of selection and link it to a constant clear functional level of stimulus processing. There are two ways to look at the "location" of a filter. According to the first, the management of incoming data, its selection and processing is carried out in the initial stages. In the second context, the controlling, selected role of attention is interrelated with the stage of selecting a response to an existing situation. This group may include early and late filtering theory, relevance theory, multiple and flexible selection model, character integration theory, and active synthesis model [8].

D. Broadbent created the first "filtering model," in which attention was seen as a selection mechanism. He points out that the human central nervous system is the only communication channel with limited capabilities that can transmit a certain amount of information per unit of time. D. Brodbent noted that in the first version of his model, selection is based on the physical properties of the stimulus, and that the shift in attention is not related to the content (meaning) of the message. In this case, the selection of information is made immediately, at its input, ie in the early stages of its processing. The filter works on the principle of "everything or nothing", that is, if some information is selected, the rest will be completely "dropped", acting on sensitive channels at the same time as the selected [9].

Subsequent processing of information occurs only after attention is paid to it, and it is transmitted to the "channel with limited throughput" through the selected filter. Since there is more data in a data processing system than is processed by a channel with limited bandwidth, D. Broadbent believed that the selected channel could be transferred to another touch channel to avoid overloading the system [10].

In the late 1950s, the results of some experimental studies were published abroad, which called into question the integrity of the early selection (selection) model. E.Treysman suggested modifying the model with filtering. He presented his ideas in the form of an attenuator model. He concluded that, unlike sensory material, sensory processing data is stored elsewhere and at short intervals, the messages are compared at the next stage of material identification, which involves distinguishing and knowing features and meanings. According to his model, the analysis of incoming stimuli is initially performed by parallel sensory processing. The signals then enter a selective filter (attenuation system), which regulates the intensity of the message, acting as an intermediary between the signal and its verbal processing. E. Traysman's model logically explains why adults focus on immediate meaning rather than immediate physical features [156].

The two variants described in the early selection theory are compared with the late selection models. The first model of this group was E. Doych and

Proposed by D. Doych. In their view, the constraints in the processing system lie much closer to the output part, i.e., in the awareness, decision-making, and response phase. According to their model, all signals reach the logic analyzer, where the specificity of each of them is analyzed. Each signal is fully processed according to all the cues, regardless of whether attention is focused on it. The combination of certain features activates the appropriate vocabulary combination. The more important a signal is to the organism, the clearer the activity of the logical analyzer neurons it receives, regardless of its initial strength [166].

Alternative model to the early selection model is the pair E. Doych and D. Proposed by Deutsch and later revised by D. Norman one of the key concepts of the model is the concept of data relevance, which is why it is called the "relevance model". The basic idea of this model is that all signals entering the senses are first analyzed and then only the data are selected for further processing [17]. In other words, data filtering is carried out in the later stages of the information processing process, rather than as considered by

proponents of early selection ideas. The difference of this model from the A.Treysman model is that, according to the authors, this or that stimulus occurs at the stage of selection of the reaction or earlier. In other words, a large number of insignificant stimuli need to be processed using long-term memory before a decision can be made to select the required data. All sensor (sensory) input signals are "parallel processed " [18].

The limitation of system properties is manifested only after the incoming sensor (emotional) signals are somehow processed, with the priority of important and up-to-date messages. D. Norman considers important signals to be important and relevant in order to achieve the goal. Physical signals begin their presentations in the storage system while igniting the mechanisms of analysis of the sensory (sensory) system and stimuli. Analysis of previously encountered materials, expectations, rules - these are the basis for determining the relevant information. All signals are recognized (even if the control is received by the signal), but even after the person confirms it, the control is not able to process the information from the channel [19]. Thus, even in D.Broadbent 's model, D. Norman and the couple also acknowledged that the ability of Docs to process incoming data was limited [108].

However, there is disagreement between them as to exactly where the elephant is located, dropping some of the data, and transmitting the rest.

D. The main objection of Broadbent and his supporters to the late-chosen model is that the brain is a D. of "compatibility". Norman, the savings you see in the double D moon ch model won't work for you. In cognitive psychology, attention patterns such as information selection have been e experimentally studied and tested by various researchers. However, it is always clear that the facts identified in one case can be explained from the point of view of one model, and in another from the point of view of the second or third model. In other words, none of the models of attention under consideration has its superiority over the others so far. did not prove the explanatory value [20].

Among the sets of experiments, in particular, the experiences of Johnston and his colleagues can be singled out. They sought to distinguish between the A. Traysman and Norman-Deutsch models and proposed a more sophisticated model that selects e - shit data in several stages. But the most important thing in their hypothesis is that the choice of information should occur as early as possible, that is, the person can process more information to solve a problem that can be solved more [23].

Thus, the question of the nature of attention has not been resolved within the framework of a selective approach in cognitive psychology, which has led to the emergence of concepts of attention that differ sharply from selection models and criticize them.

Signal is assessed experimentally. The work of a logic analyzer is not controlled by the mind. Only data from it will be accepted [25]. In their view, the selection of the most important unit is done by comparing the pairs of signals according to the significance parameter. Thus, it follows from the psychologist Deutsch model that all stimuli go into a process of complete perception and parallel processing, in which the subject can distract attention.

The Doych hypothesis formed the basis of a series of studies aimed at testing the hypothesis of complete processing of insignificant messages. One of the main ideas of the concept in Yu. Used by Norman, he developed his theory of attention, which was related to late selection theories and called "relevance theory" [27]. According to this model, all alerts go through a primary automatic processing phase, where the physical signals are rewritten in a physiological form. In the second stage, special, only sensitive features of all signals are isolated using various operations and transformations. The psychological processes of interpreting them begin with the third stage of automatic analysis [108].

Each of the touch outputs automatically finds a matching image in the "memory" system. In the next step, the signal is selected with maximum activation of its function in the memory system. D. Norman hypothesized that it would take time to further process a mechanism with limited capabilities called "attention", and that the choice of response would be influenced by the expectation and preliminary analysis of the physical signs of the signals [29]. Thus, he introduced the assumption that the repetition of recognition processes q when added to a stimulus and response.

In general, the general trend in the development of late selection models was to reconsider the concept of stimulus selection in the information processing system. After the theories described in Yu Qori were published, a large number of experiments were conducted, on the basis of which various researchers obtained data that speak in favor of early selection and late selection theories.

In 1969, E. Traysman proposed a flexible and multi- p selection theory. Following others, he speaks of the presence of analyzers for certain stimulus characteristics (size, tone, color, position, shape, etc.), resulting in a combination of these analyzers giving an object image. A analyzers can be organized in a series and parallel analysis system [31].

The study of cognitive processes shows under what conditions and q ay method a particular ability is manifested. In modern psychology, it is common to distinguish several levels of reflection of objective reality: sensory, perceptual (primary images), level of imagination and imagination (secondary images), and level of speech thinking. Attention psychodiagnostics is a set of techniques and methods aimed at the psychological study and measurement of attention traits (its distribution, concentration, stability, and mobility).

The difficulty of studying attention has long been recognized by psychologists who have tried to understand its phenomena, to determine its specificity. Many psychologists are currently concluding that it is not possible to find an answer to the question of the nature of attention by conducting experimental studies. It is necessary to formulate this problem on a broader database and a solid methodological basis, and to seriously discuss it, to address a set of theoretical questions that cannot be achieved for direct experimental verification.

Attention is a special feature of the human psyche. It cannot exist independently of thought, perception, memory, and action. A person can simply be attentive e mas - just be attentive by doing something. This is why it is called selectively directing the mind to do a particular task. The forms in which attention is manifested are diverse. It can be directed to the work of sensory organs (visual, auditory attention), memorization, thinking processes, etc. [41].

1. There are a number of challenges in the process of attention research. It has long been recognized by psychologists who have tried to understand its phenomena, to determine its specificity. Many psychologists are currently concluding that it is not possible to find an answer to the question of the nature of attention by conducting experimental studies.

2. High-validity diagnostic methods were selected to perform the tasks identified in the study.

The following is a list of times younger students can use this feature in the learning process:

when performing an interpreted text (the student must say what he or she is writing at the same time and complete the writing process);

her work (the student should read the written text and at the same time look for the spelling, check and check what is written in the notebook);

in performing mathematical dictations, and so on.

the following conclusions can be drawn from the results of the correlation between the manifestations of attention and subjective-objective causes in primary school students :

1. Age differences were observed in the correlation between the factors influencing the development of attention. In Grade 2 students, only one of the simplest features of attention, its stability, was identified. Positive correlations were observed among other features of attention as 4th grade students developed at a young physiological level.

Positive association between attentional stability and choleric and sanguine type of temperament was found in 2nd grade students of primary school age. Choleric and sanguine temperament type is strong, balanced, agile has a nervous system and has rapid excitability. Therefore, our study showed that this feature of attention is developed only in strong types of the nervous system.

Negative correlation between attentional stability and melancholic type of temperament was found in 2nd grade students of primary school age. The melancholic temperament type has a strong, unbalanced weak nervous system and is distinguished from other temperaments by its slow-moving tempo.

Positive correlation between attentional stability and learning motivation was found in 2nd grade students of primary school age. Learning motivation of the student is one of the important features in the reading activity and shows a sense of interest and responsibility towards the lesson. Therefore, the learning motivation of the student has a positive effect on the development of the stability feature of his attention.

Negative correlation was found between the liberal style of the teacher and the mobility of attention in 2nd grade students of small school age. It is well known that the liberal style of government means fragmentation, haus. If the teacher conducts the lesson in a liberal style, it leads to student chaos. This in itself causes them to shift their focus. There will be many situations during the lesson that can distract the student.

6. A positive correlation was found between the distribution of attention and the choleric type of temperament in 4th grade students of primary school age. Distribution of attention is a subjective experience in which a person focuses on objects that are not the same at the same time.

7. A negative correlation was found between attentional mobility and the melancholic type of temperament in 4th grade students of primary school age. In our study, a negative correlation with factors affecting the development of attention in melancholy-type students was identified in both 2nd and 4th grade students.

As a result of research on the dissertation on "Psychological features of attention development in students of primary school age" we came to the following conclusions :

1. The low level of attention development in a small school-age student has an impact on the optimal development of other cognitive processes. As a result, low mastery in a small school-age student leads to negative consequences of communication with the teacher. As a result, a positive environment is not created for the formation of the process of psychological socialization in a small school-age student.

2. Studies have shown that attention development is age-related, with complex features of attention requiring mental maturity. Gender differences were found in the manifestation of attentional features in students of small school age. The distribution feature of attention is more strongly developed in girls than in boys. Stability of attention and mobility of attention were more pronounced in boys than in girls.

Negative correlation was found between attentional mobility and the liberal style of the teacher in 2nd grade students of primary school age. In the lessons of liberal teachers who have left students alone, the attention of learners is scattered, moving to everything. A positive correlation was found between democratic style in primary school

teachers and students 'learning motivation. In the lessons of teachers who conduct the lesson in a democratic style, students will have a strong motivation to learn, interest in learning.

4. A positive correlation between attentional stability and choleric and sanguine temperament with negative, melancholic temperament was found in 2nd grade students. Pupils of the choleric and sanguine type also have a longer period of attention because of the strong excitatory processes. They can point to an object.

Positive correlation was found between choleric, sanguine temperament and attentional stability, mobility, and distribution in 4th grade students of primary school age. A negative correlation was found between melancholic temperament and attention span, mobility. A positive correlation was found between phlegmatic temperament and attentional mobility.

6. Correction of attention development is effective through mechanisms such as achieving a state of mastery of a particular skill and competency by reacting to the child using stimuli and means.

Failure to develop attention in a timely manner in young school-age students has led to serious problems in his academic and work activities. Because attention is the hole in all cognitive processes, its poor formation is a barrier to knowing and understanding the whole universe. Later, as a result, there are deviations in the mental state and characteristics of the person.

recommendations based on the idea of educating a perfect person, to prevent various negative consequences associated with the impact of attention on personal activity, cognitive processes. In particular, we believe that **psychologists** should pay attention to the following when working with children with developmental delays:

1. If a psychologically impaired or hyperactive student is studying at the institution where he / she works, he / she should consult with the student's parents and recommend that he / she be examined by a neurologist in order to make a definite diagnosis.

2. The psychologist should explain to the teacher of the underdeveloped or hyperactive student that such children are not "bad" and "harmful". Below we offer a systematic mechanism for working with a psychologist's attention deficit and hyperactive student:

Work in the field of mental development of students:
- To develop the student's ability to self-develop;
- To develop the student's ability to self-control and manage;
- Development of programs for socio-psychological adaptation of students;
Work in the field of socialization of students:
- To form an adequate attitude of the student to his personality (self-esteem, pride, conscience);
- The student develops the ability to plan and follow their work and to be disciplined, self-regulating;
- To prepare students for social autonomy, to form the ability to interact in a team.

We recommend the following to **parents** to work with a child with low attention span :

1.If you want your child to be attentive, always focus on the object of attention when communicating with him. The child needs to focus on something specific (ask him or her about it) and also remember something specific (remember the phone number, address, poem, story).

2. Don't share his thoughts when the child is expressing his thoughts. It is important to talk to the child and discuss together what is happening at school and outside. Ask to retell a fairy tale or story, try not to interrupt.

3. When your child is tired during the lesson, relieve fatigue by practicing fine motor skills of the hands (fingers, art crafts, buttons or other small separation exercises, etc.).

4. Use the "positive model" approach to your child. If your child deserves it, praise him or her in any situation. Don't worry, a low-attention or hyperactive child will reject reprimands, but a little praise is too important to him. Encourage him to engage in any activity that requires concentration.

5. Keep a diary that your child can control. Keep a diary of your success with your child at school and at home. Include clear graphic examples of homework and homework assignments.

6. Create a quiet environment at home for your child. It is advisable to provide a separate room for children with developmental delays or hyperactivity. There must be minimalism in this room, free from things that attract the child's attention. Room colors should be in soothing tones, not bright colors. It is effective if a sports corner is organized at one end of the room.

To develop students 'attention, **teachers need to do the** following We recommend:

- It is advisable to use a more democratic approach to the organization of the teaching process;

- The student's temperament should be taken into account in the process of giving examples, problems, new tasks and demanding them in the classroom;

- In dealing with the student, the teacher should take into account the student's temperament in motivating him, and encourage the small success of students in phlegmatic and melancholic temperament.

§3.4. PSYCHOLOGY OF LONELINESS

In the explanatory dictionary of the Uzbek language "Loneliness-1. Being alone, loneliness, loneliness. 2. Living alone [21]. " According to the explanatory dictionary, the first meaning of loneliness is the isolation of an individual, the separation from others and being with himself, that is, the social loneliness of the individual. In the second sense of loneliness, physical loneliness refers to living alone. In our study, we sought to explore social loneliness.

At present, there is no single view that the phenomenon of loneliness is the norm or pathology. However, in a variety of psychological approaches, loneliness is assessed as a severe emotional experience that occurs as a result of a person's lack of understanding of other people, emotional intimacy, and communication needs.

In the teachings of Sufism, too, the concept of loneliness is recognized as a separate category as a means of man's attainment to God.

Al-Jullabi, an 11th-century mystic, in his chapter al-tajwiz wa'l-tajrid (Kashf al-Mahjub), singles out the virtue of loneliness, including lust, and emphasizes the way to get rid of it: The condition of loneliness is that if you turn a blind eye to immorality, if you do not see things unworthy of seeing, if you do not think of evil thoughts, and if you extinguish the fire of lust with hunger, these are the means that lead you to spirituality. [1, 48-49], [2, 478]. It was a great virtue and a rare deed of a hermit to live a solitary and solitary life, to be with Allah alone, and to engage in his prayers day and night. Zahid, on the other hand, did this with great will, perseverance and tamkin on the basis of special exercises.

Sheikhs pay special and special attention to loneliness. If they were alone, they would strive to be individuals like Allah and expect great virtues from this ladder. According to Sheikh Ahmad Hammadi, the issue of marriage, that is, marriage to a woman, is considered by the sheikh to be an overload, and he denies his intimacy with this woman from his Sufi life and considers loneliness to be the most important factor. [1, 50], [2,476-477].

There are two ways of mysticism, or rather, two kinds of tendencies: one is the tendency to express emotional, noisy, spiritual experiences in riots, and the other is calm, restrained; tend to hide the majestic, serene, inner power of pain like the bottom of a deep river. The great representatives of the First Mayl were Boyazid Bistomi, Mansur Halloj, Abu Said Abul Khair, Farididin Attar, Jalaliddin Rumi, Shams Tabrizi, Babarahim Mashrab. Among the supporters of the second inclination are Junaid Baghdadi, Najmiddin Kubro (though not completely), Saadi Sherozi, Bahauddin Naqshband.

Regarding his sect, Hoja Bahauddin, with indifference to the peoples of Jahr, solitude, solitude, samo ', jamu', tafrika, governance, gossip and peace, erroneous sukr, in turn, made a new method of dhikr called "solitude in the assembly" the main direction of Naqshbandi teaching. Indeed, from the fourteenth century onwards, this phrase became famous in the history of mysticism and became the main rule of the Naqshbandi series.

As Hoja Bahauddin himself said, this "solitude" is not to sit alone and turn away from everything, but to be with the community and to occupy the mind with the thoughts of God. This means that Naqshbandi's "secrecy in the conference" should not be taxed or everyone should be left alone, away from the profession, away from public conversations, especially in savmaa, caves and khanaqahs, bowing day and night without feeling tired., it is important to live and breathe with the people [1, 179], [5, 96].

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[21]Annotated dictionary of the Uzbek language. -T.: State Scientific Publishing House "National Encyclopedia of Uzbekistan". www. ziyouz. com library _ B.33.

Loneliness is often expressed through the meaning of the terms solitude or solitude. By the way, we would like to quote the opinions of Islamic scholars and eminent sheikhs about the benefits and harms of the solitary 'or uzlat'. Imam al-Ghazali, who studied religion, mysticism, and philosophy from the point of view of the human psyche and needs, in his book "Kimyoi Saodat" dedicated a separate chapter entitled "Uzlat", showing six different benefits and six harms of this phenomenon. First of all, according to al-Ghazali, uzlat is a necessary need for thinkers, who want to be alone, to be alone with themselves, to be immersed in the river of thought, to be temporarily free from worldly worries, to be absorbed in thinking. For those who are burning in the work of God, this aspiration is even stronger. Their spirit longs for constant loneliness because the events around them distract their point-oriented mind.

The more highly developed man and humanity are, the more severe the feeling of loneliness in him becomes. Two concepts of loneliness can be distinguished: the introvert is focused on his inner personality, and the extrovert is always trying to be among people. While being alone in public is typical of introverts, extroverts quickly become acquainted with strangers. He never suffers from loneliness. Introverts can have one or two real friends. If he loses a trusted friend for some reason, it will be very difficult to find a new friend instead and he will start to feel lonely. It is well known that there are no pure extroverts and introverts, and anyone can observe a mixed type, both introvert and extrovert. That is why everyone feels lonely at least once in their life.

When a person is born, he does not have a feeling of loneliness. in the first year of his life he is surrounded by his mother's love, then plays with the children, never feeling alone. With the formation of the child's understanding of his "I", he develops a unique system of relationships. It is from this period that a feeling of loneliness may arise. If the child is brought up properly, if the conditions are created for his free development, the feeling of loneliness in him may not be clearly expressed.

Loneliness is such a sharp emotional experience that it reflects a certain form of self-awareness and shows the disintegration of the system of relationships in the inner world of the individual.

Forcing parents to perform behaviors that are inconsistent with the child's inner nature (e.g., forcing them to learn music without musical ability) creates a state of emotional fear in the child. On the one hand, he loves his parents for creating all the conditions for him, on the other hand, a feeling of hatred begins to form for them for preventing them from fulfilling their wishes. Hostility is not allowed in the child's mind, so there is a sense of anxiety, but it is also squeezed out of the subconscious. Gradually, various psychological defense mechanisms begin to take shape, one of which is a socially approved role. In the mind, however, a feeling of loneliness, abandonment, and misunderstanding remains, and this feeling may not leave the person for the rest of his life. Even if there are a lot of relatives, colleagues, friends around, this feeling continues to haunt him.

Even in a well-organized upbringing, a person may not feel lonely. In this case, this feeling becomes an invariable feature of the person. People cannot live without each other. On the other hand, he always feels lonely. He is always forced to communicate, to breathe the oxygen of communication. Spending time in vain is of no importance to the development of the individual. It can't even be called real communication. Time can pass very quickly, but the feeling of loneliness becomes more pronounced. A person may feel abandoned and sooner or later become ill. In many cases, people like to travel to get rid of boredom or loneliness, but they can't escape it even if they go to the other side of the world.

There are many types of activities that are important for personal development. They can include reading, creativity, physical education. Man not only communicates to

receive something from others, but also to give them something. In a successfully organized learning process, there is a desire to share the acquired knowledge with others. Effective creative activity is valued. As a result, people get closer to each other. If the student is grateful to the teachers for the knowledge given to him, the teacher will be happy that the student has mastered and developed the knowledge and ideas given to him. Employees who create collaborative discoveries become very close to each other. Imagining that in the development of a person he is waiting to meet so many good people does not allow him to think about the existence of a feeling of loneliness.

According to statistics, the largest cities in the world have a high proportion of single people. A very small part of the population of any major city is made up of indigenous people, while the rest are migrants who come to the big city from different places. Although several generations live in the city, they try to preserve in their families the customs, traditions, and rituals inherited from their ancestors. Every village, aul, or town has its own set of norms of behavior, its own dialect, a sign that only the locals understand. This is why many city dwellers face difficulties in finding a suitable partner or interlocutor. As a result, the number of single people in large cities continues to grow.

The feeling of loneliness is so dangerous that it may not be felt at first. When people end their work day, when all the houses are scattered and the streets are empty, when the phone calls stop, they start to feel lonely. To overcome this loneliness, nightclubs have been set up in cities where people can go there after work and socialize with others. Night calls are also important for city dwellers. In big cities, the phone is not just a means of sending messages, but a means of communication. One of the most important measures to prevent depression and suicide is to provide every home with a hotline.

Loneliness is not a bad thing at all times. There will be situations where a person will need to be alone with himself. The problem arises when loneliness begins to torment a person. In psychology, there is the concept of sensory deprivation (emotional-information thirst). If a person does not have the necessary amount of information and impressions, then problems of a psychological, psychiatric and somatic nature arise. That is why a person feels thirsty for information and communication.

Philosophers, theologians, and scientists have been dealing with the problem of loneliness. Although psychology does not have a long history as an independent science, loneliness-related views, theories, and research can be found in all its branches.

One of the reasons for the feeling of loneliness is the feeling of wanting to maintain one's ability to do many things. Such qualities begin to take shape in childhood. Therefore, in relations with children, special attention should be paid to the satisfaction of social needs, the formation of communication skills.

It is important not to deepen the feeling of loneliness, not to allow it to turn into emotional deprivation. When left to its own devices, it becomes increasingly difficult to find a solution to any problem. In humans, there is a gradual deterioration of behavior, deterioration of interpersonal communication.

The feeling of loneliness is an objectively existing phenomenon, and arguing over and studying its nature has its own ancient traditions, but it is also a controversial issue. Theories about its essence, development, and manifestation are still controversial.

In the research of S.G. Korchagina, loneliness is considered as a result of violation of the mechanisms of identification (identification, simulation, equalization) [11]. According to his interpretation, loneliness is a state of mind in which a person is provided with a disturbance of the dynamic balance between the mechanisms of identification. In this case, the person does not want to adequately understand his relationship with society, or society, or subjectively feels the lack of opportunity. Usually, a person who feels lonely has limited opportunities to escape the effects of his or her empirical views, thoughts, and restorative fantasies. This, in turn, prevents the correct perception of the

future, the restoration of the missing and lost, reduces the recovery of the person's internal reserves, creates a feeling of "emotional thirst" or constant dissatisfaction.

Diffuse loneliness is a type of loneliness that manifests itself in the subject's identification with other people, social groups, different ideas. A person who identifies himself with others refuses to show aspirations and interests of his own true characteristics. He not only imitates, but lives "not in himself," but in relation to the object that identifies him. In this situation, he has two options, first, to find a way to improve himself, and secondly, to copy the behavior of those who are satisfied with life [67]. Self-improvement is a complex process that requires volitional and mental effort as well as emotional stability.

According to OV Khukhlaeva, diffuse loneliness can be included in the second dangerous group of psychological health. The author emphasizes that the fact that individuals are adaptable to the social environment, but do not have a positive attitude towards themselves, is characterized by a low level of reflexive abilities. Diffuse loneliness, expressed in self-identification with one or more people, distances the subject from the personal world. This, in turn, not only leads to loneliness, but is also manifested in a great deal of fear [12].

True subjective loneliness is usually manifested in symptoms and affective reactions specific to mental disorders. Some lonely people regularly complain of anxiety and depression in themselves, while others feel both fear and anxiety, as well as misery. The more real relationships affect the feeling of loneliness, the more strongly the perceptions of what they should be.

A person who feels a strong need for communication wants to be in a relationship with many people, not just one or two people. Loneliness is also often accompanied by certain symptoms. Often, lonely people may feel psychologically isolated from others, incapable of normal interpersonal relationships, and incapable of establishing intimate relationships such as love, friendship.

A lonely person is a person who is prone to depression and depression and believes that he or she lacks communication skills and competencies. A lonely person sees himself as less attractive, less loved and more respected. Such an attitude towards oneself creates feelings of special negative emotions - hatred, sadness, unhappiness. A lonely person avoids social connections, isolates himself from those around him. Feelings of impulsiveness, paranoia, affectivity, fear, anxiety, frustration prevail over others.

Lonely people are pessimistic about others. They look at themselves with pity, expect evil from those around them, cannot imagine the future in positive colors, and value the lives of others and themselves as meaningless. A lonely person speaks little, behaves calmly, calmly, does not like to attract the attention of others, often appears sad, tired and sleepy.

People who feel lonely when there is a mismatch between real and imaginary relationships perceive this situation differently. Feelings of weakness and anxiety manifest as a reaction to the situation. If a person blames others in this situation, then he will develop a feeling of hostility towards others. If he feels guilty and finds it difficult to change, then he becomes depressed, and gradually this feeling turns into chronic depression.

If a person is convinced that loneliness is calling him to vigilance, then he realizes that he must actively fight against loneliness and make efforts to overcome it. From time to time it is overwhelmed by negative emotional states - experiences such as boredom, sadness, feeling unattractive, weakness, dreaded fear, depression, hopelessness, self-pity, irritability, feelings of abandonment. Lonely people don't like sociable and happy people. It is their own defensive reaction that prevents them from establishing a sincere

relationship with others. Loneliness can sometimes also lead to alcohol and drug abuse. Such people focus all their attention on their problems and experiences.

Alone, in the process of communicating with others, they talk more about their problems, often changing the topic of conversation. They do not pay much attention to the opinion of the interlocutor in the conversation, become overly aggressive, unreasonably critical, put psychological pressure on others. They don't trust others much, they hide their opinions from them, they become hypocrites, they find it difficult to control their own behavior. Alone, people can't sit around in different circles, find it difficult to come up with something on the phone with someone, solve necessary personal and business problems. Such people become very impressionable and stubborn in resolving interpersonal conflicts. They are more concerned about the problem of personal communication and getting to know others, they consider themselves unfit for many fields. They can correctly assess that problems in establishing interpersonal relationships are related to their own incompetence. Issues related to the establishment of relationships in the intimate sphere cause them a high level of sensitivity, a decrease in activity.

If we look at the history of mankind, we can see that the problem of loneliness has always existed. As the science of psychology develops, different interpretations of loneliness are put forward. For example, in ancient times three forms of loneliness were distinguished:

1) loneliness associated with customs, ritual requirements;

2) loneliness as a punishment. (Social restriction of the individual at different stages of development of society is considered the most severe punishment, the punished person is condemned in isolation from society as a person, not this or that behavior).

3) voluntary loneliness - to leave the world. (for example, "giving up one's inclinations and desires and leaving the world in the way of Allah", the purpose of such loneliness is to improve one's heart, inner world, to achieve spiritual maturity); Different religions have their own approaches to the problem of loneliness.

In Christianity, loneliness is described as a form of appeal to God. Being alone with God plays an important role in a person's spiritual development. In a human society, those who have left the world unhappy among people often follow religious beliefs and choose to pray. In the Middle Ages, however, specific views emerged that contradicted these concepts. At the same time, loneliness began to be interpreted as spiritual purification, freedom, and joy. In their time, the Romantics contributed to the development of this idea. For this reason, the concept of looking at loneliness as a socio-psychological phenomenon has emerged. The romantics of the seventeenth century adopted loneliness as their motto. The savages of the human world preferred to live in solitude, escaping the hardships of life. For artists who are directly engaged in creative activity, there is an opportunity to create in solitude, to show their individual -psychological characteristics in the process. Thus, it became clear that physical restraint is not the only condition of loneliness. A deep scientific understanding and justification of the problem of loneliness began in the second half of the XIX century.

Observations show that when a person is left alone, anxiety and depression increase. The longer a person is alone, the more the need for communication with people increases.

The philosopher and writer Henry Thoreau expressed his views on the problem of loneliness in the nineteenth century. He regarded loneliness as the first step on the path to the vision of God. When a person is left alone, the idea is put forward that he focuses only on enriching his inner world, analyzing his own behavior.

Henry Thoreau sees loneliness as a means of protecting the individual : "loneliness enriches the individual spiritually and serves his socialization [11].

Henry Toro's contemporary Syoren Kerkegor takes a different view on the problem of loneliness. According to the scientist, "man's understanding of his inner world is a process in which no one but God can interfere." He urges people to believe in God, but these views were different from traditional views. Confidence sharpens the mind, so it is necessary to believe that it is not necessary to be alone, for man is born alone.

The European philosopher E. Gusserl supported the views of C. Kerkegor. According to this philosopher, who created the late nineteenth and early twentieth centuries, loneliness is a special case in itself. Imaginations that constantly pass through the human mind have no effect on the outside world at all, because the mind must be cleansed of all things. All the phenomena that remain outside the mind are images reflected in the human mind, and the scientist believes that there is an insurmountable alienation and loneliness between man and the outside world [11].

Twentieth century, Jean-Paul Sartre declared the study of the problem of loneliness to be the main idea of his work. According to Sartre, "as a person strives to understand himself, he goes beyond his 'I,' but life does not give man such an opportunity." The feeling of loneliness is the basis of human life, says Sartre.

In his article "Loneliness" B. Miyuskovich tries to reveal this problem in detail, to make a scientific analysis. In this process, the scientist relies on the theory of Z. Freud. B. B. Miyuskovich said, "Children are afraid of the dark because it is a symbol of loneliness. "Children are not afraid of falling asleep and not waking up again, but of being alone in their sleep."

Man feels a feeling of loneliness in his mind, in his imagination, he is afraid of being alone. According to B. Miyuskovich, loneliness is not a disease, both medically and socially, loneliness exists in the inner world of man, in his mental state.

Martin Buber concludes in his article, The Human Problem, Prospects: "A human being feels at one time alone as a human being (like a rejected child) in a world of noisy personality [10].

An in-depth analysis of the phenomenon of loneliness, the scientist Odi Dj.Relf expresses his views in his book "Man - a solitary being, the biological roots of loneliness." It is necessary to distinguish long-lasting loneliness when a person is simply left alone. Sometimes there is no harm in being alone, but if the condition persists chronically, it can lead to psychological pathology. According to Odi Dj.Relf, it is normal to be alone from time to time, but it can be dangerous if it is repeated often and lasts a long time. Man sometimes wants to be alone on his own. Some people go into their own fantasy world, even if they are not alone. A lonely person needs to interact with people from time to time. Often, lonely people lack the love of their loved ones, and conversely, being in close contact with people they don't like can deepen their loneliness. "Psychological loneliness takes the form of not communicating voluntarily, an inner pity for one's own personality, avoidance of human relationships. People in such a state are characterized by inactivity, weakness, depression [11].

In their scientific works, the above-mentioned scholars consider the phenomenon of loneliness as a negative phenomenon in human life. These scholars analyze loneliness in relation to the state of emotional, social constraint in the context of economic relations.

§3.5. SYSTEM APPROACH TO PREPARING PUPILS OF ORPHANAGES FOR SOCIAL LIFE

One of the main problems in the organization of social education in the homes of "kindness" is the upbringing of children in the spirit of national values in terms of ethnic and national origin. Almost all orphanages in the country are of different nationalities and ethnic groups. The fact that students are brought up in the spirit of internationalism, the formation of a sense of tolerance in them is a positive thing, of course. However, from a psychological point of view, a person must be able to express the characteristics of the national psyche, the national mentality. Therefore, in the process of educational and spiritual-enlightenment work in these educational institutions, it is expedient to identify measures to find a positive solution to this issue.

Particular attention was paid to the placement of activities aimed at promoting national values and their essence among the pupils of the plan of spiritual and educational work in the homes of "Mercy", where the experimental work was carried out.

In the course of the research, it was explained to the pupils that it is expedient to be aware of the rules of greeting and strictly follow them in the correct organization of interpersonal relations and communication. Through the explanations, the pupils were informed about the rules of greeting:

1. According to the ideas of Islam, it is sunnah (salutation) to greet, and it is obligatory to respond to it.

2. It is narrated in the hadiths that the frequent greeting of strangers by Muslims is a means of creating and strengthening consequences between them.

3. According to the characteristics of national upbringing, openness and sincerity of greetings are important in greeting.

4. Saying "Assalamu alaykum" with the right hand on the left breast when greeting is considered the most beautiful.

5. It is expedient to give the full answer, that is, "Valaykum assalam."

During the conversations, the children of the "Houses of Mercy" were also informed about the situations in which they should not be greeted. These are the following situations: It is not permissible for people to greet each other in the bathroom, toilet and cemetery. In this regard, based on the hadiths, the views of Eastern thinkers and modern approaches, the issue of kissing and greeting, which is widespread among young people today, was also discussed.

It is known that from a hygienic point of view it is impossible to kiss. It was explained to the pupils that kissing is possible only in the following cases:

1) with a relative or brother of a close person who has returned from a long trip;

2) the mother with her children.

In these cases, too, it is hygienically safe for loved ones to embrace their siblings.

Adherence to certain rules, even when men and women greet each other, signifies good manners. For example, during a greeting, a woman can shake hands only if she shakes her hand. If the members of the opposite sex do not want it, it is enough to greet them verbally with sincerity (as much as possible with a smile). It is also advisable to pay attention to the handshake: not to shake hands, not to shake, but also to greet with a sincere, warm greeting.

It is also important for an individual to be able to behave in the right way to organize interpersonal relationships and communication. Following the following rules will ensure the effectiveness of the conversation or communication process:

- adjusting clothes, self-regulation, tie or hairstyle (such actions can be done at home, in a hotel and in special places);

- Shaving and styling;
- silent tooth cleaning;
- finger grunting;
- rubbing the palms together;
- pulling clothes;
- to sing;
- to express dissatisfaction with rude, insulting words;
- Put your hand in your pocket, pull it back or cross your chest to the napoleon; to sit;
- shaking hands;
- Shoulder strain;
- nodding in denial;
- enrich speech with various gestures;
- click on something with a finger, play with a ring, necklace or bag tie, wrap a strand of hair around the finger;
- pushing the interlocutor, putting a hand on the shoulder or knee, tapping on the shoulder, holding the button on the sleeve or jacket;
- turn your back on the interlocutor;
- yawning, looking at the clock often (this means that the interlocutor has touched your soul and wants to end the conversation as soon as possible);
- end the sentence with a loud laugh;
- speak loudly during conversations (especially in public places);
- It was concluded that one of the important factors in ensuring the full development of students is their warm, sincere attitude to the environment in which they live, their positive attitude to the institution, their love for it. Based on this conclusion, practical efforts were made to ensure that the lives of students are in harmony with the activities of the educational institution. Since most of the practical activities are aimed at forming a positive attitude towards the educational institution in the trainees, most of the exercises consist of training and self-training, which is discussed in detail in the third chapter of the work.

During the research, the following qualities are developed in the trainees in the protection of nature and the environment:

- a sense of beauty through close acquaintance with nature and the environment, responsibility, care, knowledge to preserve and enrich the existing beauty;
- initiative, dedication, thrift, awareness in the organization of activities in the field of nature and environmental protection [40, 29-30].

Attention was also paid to their ecological culture. As a result of theoretical and practical work carried out in this direction during the research, a sense of responsibility and care for nature and the environment was formed in the pupils. Their approaches to nature and the environment were evaluated on the basis of the following criteria developed by F. Berdanova:

1. Understand the causes and consequences of socio-environmental change.
2. Understand that human activity is a key factor in environmental change.
3. To be able to assess the current level of socio-environmental changes in a particular region.
4. Understand the nature of activities aimed at organizing the protection of nature and the environment.
5. The need and interest in the acquisition of environmental knowledge.
6. Awareness of environmental knowledge.
7. Rational use of natural resources, care for their reproduction.

8. Ability to work independently in the field of nature and environmental protection

9. Active participation in the organization of social activities aimed at the prevention of environmental change, as well as the elimination of environmental risks.

It was considered expedient to use the recommendation of the doctor A.Usmonkhodjaev and psychologist F.Akromova in the decision of mental stability in the pupils of "Houses of Mercy". After all, this recommendation contains ideas that help students to be spiritually stable, as well as to be kind to the institution and its community. In the course of experimental work, a creative approach was taken to the use of the recommendations proposed by A.Usmonkhodjaev and psychologist F.Akromova. In other words, the content of the recommendation included the pupils of "Houses of Mercy". The following is the recommendation:

1. Although difficult, admit one fact: The House of Mercy is your home, your abode. So try to love this place, to love it. Remember that a person receives love from someone for whom he is kind!

2. Force yourself to like and love the educational institution and everyone who is a member of it. Try to spend your main time with them. Only then will you feel happy, happy.

3. Convince yourself that every day you spend at the institution will be a happy, blissful one. Remember, not all children living in full families are happy! Where and with whom to be happy depends on the individual.

4. Turn every minute of your life into happy moments. Do your hobbies without getting depressed! If you get bored of one session, replace it with a more fun second session! Connect with more peers, people you like more than anyone else! Help them set up their business!

5. Convince yourself that you are an equal, free member of the team! Demonstrate that you deserve it with all your efforts!

6. Accept the fulfillment of your duties and responsibilities as the simplest rule of life. Remember, life is meaningless without them! Do not take them as pain in the performance of tasks, but rather convince yourself that they will give you pleasure, vitality, high spirits, spiritual freshness and happiness!

7. Help the people around you. Everyone has a need for altruism. Take practical steps to meet that need. Remember, in this way you: first, increase your self-esteem; secondly, you realize that you are needed by those around you, and thirdly, eliminate the physical and psychological tension that arises in your soul and body.

8. Try to observe yourself, determine exactly what will positively or negatively affect your mood. Strive for what the servant of goodness can make you happy.

9. Be physically active! After all, due to physical activity, the human brain produces natural substances (endorphins) that give a person pleasure. Therefore, physical activity gives a person a feeling of happiness.

10. Don't let your life go smoothly, instead try to enrich it with news. Make sure you spend your free time, especially after school, interesting and informative.

11. Get rid of feeling overwhelmed, unhappy as much as possible. Keep in mind that a person's destiny is often determined by his or her mental state. When you consider yourself worthy of happiness, you call yourself luck, success; if you think you are unhappy, failure will become an integral part of your destiny. So always feel like a happy, lucky person!

In preparing students for social life, it is important that they have healthy lifestyle skills. The formation of healthy lifestyle skills in a person is "the organization of pedagogical activities that provide them with practical skills such as healthy lifestyle,

based on the theoretical knowledge of health, as well as social, spiritual, moral and physical development."

One of the important results is that the children of the "Homes of Mercy" acquire the following habits in order to acquire healthy lifestyle skills:

1) get used to walking clean and tidy (bathing once a week (twice a week in summer), changing clothes, especially underwear at least once a week, always keeping fingernails and toenails short);

2) teach to wash your hands thoroughly before and after meals;

3) be sure to wash your hands with soap after going to the toilet;

4) get used to eating raw vegetables and fruits, first boiled, then washed in cold water and rinsed;

5) training to drink only boiled water from open water basins (ditches, wells, canals, lakes and rivers);

6) protection of food products from harmful insects (mosquitoes and waterfowl), training to prevent their presence and reproduction in dwellings;

7) develop the ability to use only personal items in washing, dressing and eating;

8) It is also important to have an understanding of the harmful effects of kissing - a habit that has become increasingly popular among the population, including young people, in recent years.

They must also achieve the following conditions, which are important requirements for a healthy lifestyle:

1. Have an agenda.

2. Follow the rules of hygiene.

3. Hardening of the body.

4. Proper nutrition.

5. Avoid bad habits (smoking, alcohol and drug use).

6. Have the skills to prevent various types of injuries and injuries.

7. Have first aid skills.

8. Compliance with the rules of sanitary protection.

9. Achieving the right way of sex life.

10. Adherence to the requirements of psychohygiene.

11. Voluntary organization of leisure time.

The research conducted by A.Isimova emphasizes that it is expedient to assess the level of students' acquisition of healthy lifestyle skills on the basis of the following criteria:

- Students have an independent agenda and adhere to it;

- to strengthen the body on the basis of active movement and regular sports;

- be aware of the rules of proper nutrition and consciously follow them;

- follow the rules of personal and general hygiene;

- comply with the requirements of psycho-hygiene;

- Awareness of the basics of sex education;

- have the skills to prevent various injuries.

The following topics were selected for the pedagogical activity organized using the forms found to be effective in the process of experimental work: "Fundamentals of family life", "On the threshold of puberty" (interview); "Peculiarities of puberty" (meeting with a gynecologist), "Sayings to the ear" (meeting with a urologist); "Can you run a family business effectively?", "Ways to prevent family conflicts" (questions and answers); "Conditions for the proper organization of family relationships", "AIDS: factors and consequences" (mini-report); "Are you ready to get married?" (competition with girls), "You are the pillar of the family, boys!" (competition with boys); "Adolescent Mistakes," "What Is Important in Family Life: Love or Confidence?", "Reproductive Health: How to

Maintain It?" debate; "Modern family: what should it be like?", "I think a happy family is...!" (debate);

"Five important conditions for effective family relations", "Basic rules of rational use of family budget funds" (training).

The effectiveness of pedagogical projects, interactive methods, active participation of students, their independent thinking, organized in various forms of pedagogical activities in order to prepare students for family life in the period of research, guaranteed their effectiveness.

The organization of events on the basis of the above projects will help to effectively prepare the children of "Homes of Mercy" for social life.

Thus, a systematic approach to the organization of experimental work allowed to achieve increased results. The fact that the activities are based on specific technological projects, while increasing their effectiveness, ensured the interest and activity of the trainees.

In modern society, the preparation of orphans and children for the organization of social relations, ensuring their social adaptation remains one of the most pressing socio-pedagogical problems. In the early stages of stepping into independent life, any teenager feels the need for social support. This need is usually met in a family environment. However, the preparation of children and adolescents without parents or deprived of their care as independent individuals requires a great deal of effort on the part of the state and society.

Socialization of children from orphanages is provided only when upbringing and educational work are carried out in harmony.

The main task of orphanages is the socialization of children. To do this, it is advisable to organize events that reflect the family relationship. In the course of such activities, they ensure that adults take care of the little ones; treat adults with respect; respect for parents; to have a sincere relationship with parents, senior members of the family; they should be able to acquire qualities such as understanding each other and respecting each other's thoughts.

In order to achieve education and spiritual and enlightenment work in the homes of "Mercy" based on national values and principles, it is important to positively address the following tasks:

- Development of a differential (class) pedagogical and psychological program for the establishment of national education;

- Consistent work on inculcating the idea of national independence in the minds of students, that is, in the classroom, in extracurricular activities;

- Adequate coverage of national ideology, the idea of national independence and national education in curricula, textbooks, recommendations and manuals;

- Development of a set of educational hours for the implementation of national education at the level of today's requirements;

- The organization of special courses on the problems of national education in the faculties and institutes of retraining and advanced training of teachers to raise the morale of teachers.

As a result of studying the personality of children and adolescents brought up in special institutions, they can be divided into two groups. That is:

1) children and adolescents who have become orphans due to the death of a parent or one of them, separation from the breadwinner of the family, accidents;

2) children and adolescents who, despite having parents, are considered "neglected" as a result of deprivation of parental rights, unhealthy lifestyle, indifference to the life and fate of their children.

The type of psychological assistance provided to children in orphanages should be determined after a thorough study of their identities. After that, one of the main tasks to be performed is to develop an annual work plan for the psychologist of the House of Mercy. The annual work plan of the psychologist is developed independently and approved by the director of the institution in coordination with the regional diagnostic center. The psychologist of the House of Mercy in drawing up the annual work plan is based on the following directions:

1. Psychological enlightenment and propaganda work.
2. Psychological prevention.
3. Psychological diagnostics.
4. Psychological correctional development work.
5. Psychological counseling.
6. Career guidance and preparation for family life [180, 5].

The following typical cases, mentioned by EM Borisov, also indicate the need to work on the advice of a psychologist in the vocational guidance of children in orphanages:

1. Lack of clear interest and inclination not only to a specific profession, but also to a certain type of activity.
2. Occurrence of the need to limit the choice of profession in the humanitarian and technical field.
3. Lack of confidence in becoming a mature professional due to lack of ability, education and knowledge chosen for a particular profession.

Practical work aimed at directing children to professional activities in the homes of "Mercy" is carried out in the following two areas:

1. Information and educational work.
2. Work with students individually, diagnose, make corrections, and support

Organize tips to give k.

In the "Homes of Mercy" a practical psychologist should be able to perform the following tasks:

- work together with respect for the knowledge, potential, abilities of other specialists (educator, teacher, defectologist, supervisor, etc.);
- to get acquainted with the rules of use of modern psychodiagnostic methods and pay attention to regular training;
- have professional qualities such as attentiveness, organization, sense of responsibility, analytical intelligence, emotional stability, the ability to remember figuratively, good speech, logical thinking, erudition (extensive knowledge), endurance in the work process;
- work on the basis of general ethical principles of the profession, such as respect for the individual, protection of human rights, sincerity to students, caution in the use of psychological methods and conversations, and perseverance in the process of work and achievement of goals.

General conclusions and recommendations.

Theoretical study confirmed that in modern conditions, the effective preparation of children in orphanages for social life is an important basis for their formation as a perfect person. The creation of a single system to protect the children of "orphanages" from various negative social influences, to form in them the skills of survival and resilience is of particular importance.

The need to take into account the impact of biological and social factors in the preparation of foster children for social life has been fully confirmed on the basis of monitoring the activities of institutions.

A characteristic feature of the mentality of the Uzbek people is tolerance, assistance to orphans, their material, spiritual and moral support, as well as their

adoption by completely foreign families, which is evident in the study of the history of "Mercy Homes" in Uzbekistan.

Founded in the first decades of the twentieth century, the House of Mercy has improved over time. However, high efficiency in preparing students for social life has not been ensured. Official data fully confirms that large-scale practical measures are being taken in the Republic of Uzbekistan to improve the activities of "Houses of Mercy" and effectively prepare children for social life only in independent conditions.

The study of the experience of countries such as Russia, Germany, the United States and the Republic of Ukraine confirmed that they have developed an excellent system of social assistance to the population, including those left without parental care and "orphans." One of the important features of the system is that in modern conditions, social orphans are supported materially, spiritually and spiritually. The current establishment of social emergency centers in these countries not only significantly reduces the number of orphans and social orphans, but also proves that a new perspective is being created for their effective preparation for social life.

A close acquaintance with the activities of the "Houses of Mercy" testifies to the emergence of new traditions for the effective preparation of children for social life. It was also determined to take into account the objective and subjective factors in the preparation of students for social life, the factors influencing this process and their impact were identified.

The scientifically and pedagogically correct organization of research has shown that it is necessary to clearly define the directions of preparation of pupils of "orphanages" for social life.

Clear definition of the directions of pedagogical activity aimed at preparing the pupils of the "Houses of Mercy" for social life allowed to form the ideas of the methodology recommended for practice.

As a result of the historical-theoretical analysis, it became clear that the issues of improving the activities of the "Houses of Mercy" in the conditions of Uzbekistan, the effective organization of educational and spiritual-educational work were studied. However, the fact that some aspects were not taken into account in the mental, spiritual, moral, physical and spiritual development of the pupils showed that the expected results in preparing them for social life were not achieved.

In the organization of future socio-pedagogical education in the "Houses of Mercy" it is expedient to take into account the following:

- Identification of promising areas, search for forms and methods of preparation of pupils of "Houses of Mercy" for social life;

- The organization of a series of additional classes for students in educational institutions on the proper organization of social and economic relations;

- study, generalize the best practices of foreign countries in the provision of practical psychological assistance for the purpose of psychological support of pupils and their wide application in the practice of the Republic "Houses of Mercy", taking into account national and local characteristics;

- Involvement of ethics, economists, psychologists, physiologists and pedagogical scientists, as well as representatives of medical, religious and tax authorities in the activities of orphanages in order to achieve high efficiency in preparing them for social life;

- In order to bring children closer to the family environment, with the support of the Republican Fund "Mahalla", the Scientific and Practical Center "Family" and community gatherings to organize "Family Day" in the "Houses of Mercy", as well as arrange for children to be in families on holidays;

- Organization of methodological assistance in preparing students for social life on the basis of cooperation between the "Houses of Mercy" and higher education institutions;

- mahallas, a continuous educational institution operating at all levels in order to attract the attention of the general public Achieving consistent implementation of the charity event "Muruvvat" among bees, industrial enterprises, enterprises, organizations, farms, private entrepreneurs.

§3.6. READING IN ORGANIZING A HEALTHY LIFESTYLE IN THE FAMILY IMPORTANT FACTORS

Today, the state pays special attention to the development of reading in our society, especially among young people, and a lot of effective work is being done. In particular, the Decree of the President of the Republic of Uzbekistan dated January 12, 2017 "On the establishment of the Commission on the development of the system of printing and distribution of books, the promotion and promotion of the culture of reading and reading", September 13, 2017 "On a comprehensive program of measures to develop the system of publishing and distribution of book products, increase and promote the culture of reading and reading" and "On May 12, 2018" Our great scholars, writers and thinkers Implementation of a number of organizational and practical measures aimed at the development of reading culture in the country on the basis of the decisions "On the organization of reading competitions among young people in order to widely study and promote the creative heritage" laid the groundwork for a positive change.[22]

The book is an inextinguishable light that illuminates the paths of life, a source of happiness that gives meaning to human life, a faithful friend who accompanies him in any situation. There is no tool as powerful as a book in ensuring the spiritual maturity of man. Therefore, from time immemorial, the leaders of enlightenment, the people of knowledge, have called on all mankind to read books and learn the secrets of science from them. Today, children are often accused of not reading books. But the need to recommend them colorful literature is sometimes overlooked by parents, teachers, librarians. To do this, teachers are required to be well aware of students' interest in books and their needs. One of the reasons why students don't read books is that the parents in the family, the teacher at the school can't instill a love for the book, or there is a lack of interesting fiction books to read. In the negative attitude of students to reading and reading, as mentioned above, the publishers who create the organizational, material support of this process, parents, teachers who are not able to organize theoretically, pedagogically and practically rationally, effectively, and the responsibility of the social organizations responsible for the sector cannot be denied.[23]

Therefore, raising the educational process to a qualitatively new level is associated with improving the organizational and pedagogical aspects of the formation of a culture of reading in students.

So, the most effective way to fight all the obstacles in the way of young people today is knowledge and enlightenment. Therefore, in our country, great attention is paid to improving the quality of education, the spiritual and educational development of young people. This means that in order to be able to differentiate between good and bad, between good and bad, it is necessary to constantly study and constantly improve one's

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[22] Resolution of the President of the Republic of Uzbekistan "On a comprehensive program of measures to develop the system of publishing and distribution of books, increase and promote the culture of reading and reading" (September 13, 2017) // lex.uz/docs/3338600.

Decree of the President of the Republic of Uzbekistan "On the establishment of a commission for the development of the system of printing and distribution of book products, promotion and promotion of the culture of reading and reading" // 'ttp: //uza.uz/ oz / documents / book-products-print-and-spread-system-rivoz'-12-01-2017 .

[23] People who do not read books are doomed to ignorance // h ttp: //ufy.uz/2017/11/13/548.21 benefits of reading //'ttps://zamin.uz/life-style/14196- 211 benefits of reading. h tml.

The miracle of reading is the culture of reading - the core of cultures // 'ttp: //betakrorbuxoro.uz/en/2018/07/ 06 / otvolodiev-interviewed.

knowledge. The role and influence of the family is important. Only then will we be able to contribute to the development of our children into worthy children of our Motherland.

Indeed, the book is a great force that lifts man from earth to heaven, increasing his spiritual power. It is a torch that strengthens the historical memory of mankind, the spiritual and enlightenment world, the scientific basis, and the bright future.

The innovative policy developing in our country has set important and responsible tasks for the family and education. In carrying out these tasks, parents and educators are required to approach their profession responsibly. Therefore, we approached the "System of pedagogical advice to the family in the formation of reading skills" so that every parent and educator could learn the specifics of reading and apply it in their work.

Scientific novelty of the research: -   The content of improving the mechanism of formation of reading skills in the family has been developed and the pedagogical conditions have been identified.

- The process of improving the system of pedagogical advice to the family in the formation of reading skills has been developed.

-      Effective forms of improving the system of pedagogical advice to the family in the formation of reading skills have been identified

- Practical-methodical recommendations on   the formation of reading skills in the family have been developed and criteria for assessing the level of formation of reading skills have been established.

If we achieve our goals and objectives, we will achieve the following results:

- The effectiveness of improving the mechanism of formation of reading skills in the family ;

- To increase the attention to reading in the family by providing pedagogical advice to the family in the formation of reading skills;

- To strengthen the sincerity and kindness in the relationship between parents and children through the formation of reading skills in the family;

- Development of practical and methodological recommendations for the formation of reading skills in the family and orientation to a healthy lifestyle.

Review of the literature on the research topic (analysis): Reading, the importance of reading for society and the individual, socio-individual aspects of the development of reading, the formation of reading skills, its pedagogical, psychological, methodological requirements, family reading and issues of organizing extracurricular reading A.Abdulazizov, A.Abdullayev, E.Yuldasheva, A.Umarov, Yo.Kayumkhodjaeva, B.Ganieva, A.Abdullaev, GKAmanova, H.Davron, It has been studied by such researchers as N.Norboboev, A.Saidov, G.Shirinov, D.Kuronov, F.Tajibayeva.

SIAbakumova, AV Avdeeva, I.Agapova, M.Davydova, LIBelenkaya, GIBondarenko, Ye.V.Buneeva, ANVoropaev, AA S tolyarov, VVGerbova, Ye.I.Golubeva, T.Yu.Konkova, NAKustova, Yu.P.Markova, MBNabatova, Ye.V. Posashkova, VARojina, MDSmorodinskaya, NFStanislavchik 's works reflect the interest of primary school students in reading, their reading skills, the specifics of the development of culture, traditional and modern technologies of reading, foreign experience in this area..

Research methods:

The study of relevant sources and theoretical analysis of the literature, observation, interviews, questions and answers, debates, tests, pedagogical experience, mathematical statistics were used.

One of the important tasks is to educate the citizens of the renewed society in the conditions of radical reforms in the social, economic and spiritual life of the Republic due to independence. After all, the democratic foundations, order and discipline in any civilized society, its economic prosperity, depends on the moral level of the population.

laid the foundation for the Uzbek people to regain their dignity, culture and

traditions, religion, language and spirituality, to develop national pride and national thinking, feelings of love for the Motherland. In other words, we recognize our rights, rely on our own strength and capabilities, take an independent approach to the events around us, and at the same time see our personal interests in line with the interests of the country and the people. we realized in particular that we need to nurture free, harmonious people in every way.

In order to fulfill this task, in the formation of the spirituality of the younger generation, they should instill in the minds and hearts of the idea of national independence, love and devotion to their homeland and people, self-awareness, education in the spirit of national and universal values. It is important for them to change their consciousness, worldview, thinking, to understand the essence of the reforms taking place in our country. From all this arises the need to protect the younger generation from the occasional exposure to foreign influences, to bring them up as believers, believers, broad-minded. Such a generation, of course, is first brought up in a family environment.

The spiritual thinking of a person is determined by his scientific potential, his level of reading. This means that the cultural and spiritual development of the younger generation also depends on books and reading. That is why it is very important to educate the younger generation on the basis of the ideas of independence and ensure that they grow up to be selfless people in our society. The rapid changes taking place in our social life in recent years, in turn, are directly related to the education of the younger generation., creating more effective pedagogical and psychological approaches. The family is also responsible for inculcating the ideas of independence in the minds of young people and giving them a thorough and thorough knowledge of the history and spirituality of the nation.

A healthy outlook. In this sense, the family is the main basis for the formation of youth spirituality. The Uzbek family has a unique experience in shaping the spirituality of young people in the family and at school. It should be noted that:

– Uzbek family to himself specific national education directional have;
– of human character plays an important role in the family and at school ;
– The Uzbek family is an inexhaustible source of human behavior;
– in children and the expression of their independent opinion begins in the family and at school ;
– Uzbek family raises three socially active people in the society.

This means that the Uzbek family has a unique national experience in shaping the spirituality of the individual.

It is known that each family has its own tradition, rich creative and intellectual wealth. In order to study this spiritual and cultural wealth, to use it in the development of society, to pass it on to future generations, it is necessary to start reading in the family and at school as a source of knowledge and thinking. According to our scientists, raising children through books is a very difficult process. In this process, all the events in the books are understandable to parents, other members of the family and children, cultivate human qualities in students, impart knowledge, guide them to a sense of goodness. necessary. Only in this case, reading helps to form the spirituality of reading. The spiritual world, behavior, dreams, life experience, traditions and profession of the parents help a lot.

Because the book, along with the child's understanding of the world, shapes the scientific worldview, its character is formed, understands how to deal with the contradictions of life and life. Every student who possesses these qualities grows up to be a highly spiritual person.

The book's unique role in human life, the spiritual development of human society has long been known. It creates a sense of acquaintance with the world, of arousing love

for beauty, of enjoying it, of hating evil by imparting knowledge. Parents have an extremely complex and responsible task in organizing children's reading. For this, parents themselves must have a high culture.

The Uzbek family has a tradition of reading. Because the family has a unique national experience in educating the younger generation through books. From ancient times to the present day, the book has been considered sacred in the Uzbek family. In the Uzbek household, a book is a spiritual property that is revered after bread.

By the time of independence, the Uzbek family began to see freedom and development at the level of reading. This is reflected in the fact that the basis of educating the younger generation in all respects is knowledge, as well as the process of learning, enlightenment and spiritual education is directly related to the book.

The formation of a culture of reading in the individual, the assignment of systemic tasks of various nature in the development and the presence of activities guarantee the achievement of effective results.

How to read books? Recommendations for using books.

1. Before reading the book, choose and get what you like.

2. From time to time, read and understand little by little according to the plan.

3. Understand the true meaning and purpose of the event or events in the book.

4. Don't put any marks on the book, don't touch the pen, get used to bookmarks without folding its pages.

5. Whether you get a book from the library or a personal book, keep it carefully. If it has moved, glue and patch it.

6. Don't mess with the book, because it will be used by others.

7. Strictly follow the book's appeal to readers.

8. Try to remember when and where the event in the play took place, who the protagonists of the play are.

9. Write down what you like about the work and what areas are impressive.

10. Habit of writing a brief synopsis of what you have read.

11. Tell your family members and friends about what you read. The teacher should be strong in organizing such fun activities. Because the teacher teaches students to explore independently by engaging them. As a result, the student can become more active and the author of new ideas. Most importantly, the student can assimilate a lot of information in search of a given task.

Tips and advice for parents:

1. A child is born in a family, so the knowledge of parents is very useful for the child to be educated. Therefore, it is important to give important advice to parents about reading first.

2. The fact that children read more books depends on the attention of the parents.

3. If a parent brings a book to his family and reads it with his children, he will express his personal opinion to the heroes of the book and create a consensus in the family.

4. In the family, parents get to know their children's interests and characters through their interest in books.

5. Parents should visit schools frequently, keep in touch with librarians and teachers, and keep abreast of news.

6. Parents should spend at least 20 minutes every day on their children's attitude to books.

7. The school library should also have shelves with the theme "The book that changed me", "Single bookcase", "Book read on time".

8. Regularly review literature and participate in interviews at parent meetings, conduct surveys among students and their parents to help stimulate family reading.

9. The fact that the competition "Dad, Mom and I - a family of readers" has become a tradition in schools, and the participation of parents in these competitions with their children, will greatly help the child.

10. In the family, parents should encourage and explain their children's attitude to books.

The competition shows that reading in a place where parents study becomes a favorite pastime for children, and problems with the intellectual development and upbringing of children are significantly reduced. The book assumes pedagogical functions.

An experiment on the formation of reading skills in the family works

Today, many textbooks and literature are available in electronic form. We do not want to deny this at all. However, using the book in its original form, feeling its warmth while enjoying the art, allows a person to gain a deeper understanding of the information provided in the source. The main goal of our research is to encourage parents to teach their children in the family, teachers in educational institutions to use literature in accordance with modern norms and a healthy lifestyle, and to use pedagogical literature effectively, taking into account the age of youth. Of course, our successors will contribute to the prosperity of society and become just people who will rule our country.

Experimental analysis.

An experiment was conducted to determine the means of forming the intellectual potential of parents and students and their effectiveness.

Objective: To determine the level of formation of intellectual potential of parents and students. (determine their interest in reading, use of pedagogical literature and make recommendations).

Main functions:

1. To diagnose the level of formation of intellectual potential in parents and students through interviews and questionnaires.

2. To study the system of spiritual-educational and educational work carried out at school.

3. Monitor the activities of class teachers and science teachers aimed at the formation of intellectual potential in students.

In-class and out-of-class educational work in general education schools, the level of intellectual development of students, in-class and out-of-class work were observed. The conditions created for spiritual and moral work in the school and in the family were studied. The level of formation of intellectual potential in students at school and in the family was studied on the basis of the following requirements:

- The degree of formation of attitudes to mental and intellectual activity in the family and students;

- Level of national character in the family and shooters;

- Desire to acquire modern knowledge in the family and students, to learn foreign languages;

- Reflection of intellectual potential in the behavior and activities of students;

- Students' interests, attitudes to creative self-improvement.

The first interview was conducted with the families and students participating in the experiment. The interview was attended by 30 parents and 30 students, in which the following questions were used.

Questions for parents.

1. What books on parenting have you read or are reading? **write--------**

2. Have you set up bookshelves in your family?

Yes. No. Not much

3. Do you often bring books to your children?

Yes. No. Not much

4. Are the books read in your family analyzed?

Yes. No. Not much

5. Does the school your child attends have reading activities? **Yes. No. Not much**

6. Do you encourage your children to read books? **Yes. No. Not much**

7. Are you satisfied with the books in the bookstore?

 Yes. No. Not much

8. What kind of books do you want for your children? **write---------**

Questions for students.

1. Are there bookshelves in your family?

Yes. No. Not much

2. What subjects are you interested in? Why-----------

3. Do your parents bring you a book?

Yes. No. Not much

4. Are you interested in the lives of your peers who read a lot of books?

Yes. No. Not much

5. What do you do in your free time outside of school? **write----------**

to learn foreign languages, information technology?

Yes. No. Not much

7. Have you planned your future activities?

Yes. No. Not much

8. Do you regularly participate in clubs and sports sections?

Yes. No. Not much

9. Are textbooks satisfactory in your mastery of education? **Yes. No. Not much**

10. What books do you like to read? **write----------**

11. Do you like to read books in their original form or use the Internet? From the Internet in the original case

12. Are you satisfied with the competitions, contests and other events held at the school**? Yes. No. Not much**

The results of the interview were summarized on the basis of criteria for determining the formation of intellectual potential in students.

Forming stage.

Purpose:

Development and implementation of forms, methods and tools to increase the effectiveness of the formation of intellectual potential in the family.

Functions:

1. Organize a lecture with parents, students and teachers participating in the experiment on "Youth of Uzbekistan - the builders of the future."

2. Conduct a test (in order to ensure self-assessment) to determine the level of formation of intellectual potential in students.

3. Recommend to students the agenda and the rules of its formation.

4. In order to ensure the implementation of the 5 important initiatives of the President, to involve students in the circles according to their abilities to form creativity

5. To give recommendations for effective planning and spending of free time outside the classroom.

During the experiment, parents, The following activities were carried out with students and teachers according to the plan:

1.Lecture on "Attention to reading in the family."

2.Organize a discussion on my capabilities and terms of use.

3."How do I envision my future?" roundtable discussion on the topic.

4.Interview with a psychologist on "Parent-child relationship".

5.Sharing experiences on "My agenda...".

6.Trainings formed to do

Effectiveness of experimental results aimed at the formation of reading skills in the family

Control phase.

To determine the effectiveness of work on the formation of intellectual potential in the family during the experiment and compare it with previous results.

Main functions:

1. Observation of attitudes to reading and labor activity in the family.

2. Determining the effectiveness of measures aimed at the formation of intellectual potential.

3. Comparison of the levels of formation of intellectual potential.

the behavior of parents, shooters, and attitudes towards the activities carried out were reconsidered. They were interviewed. Intellectual skills at the beginning and end of the experiment far q i was compared. The results of the analysis of the data allowed to divide them into 3 groups:

1- group. Those who are well aware of their intellectual potential and strive for self - realization. (high level)

2- group. He is well aware of his intellectual potential and families who do not make regular efforts to self - help. _ _ (intermediate level)

3- group. Those who do not know their intellectual potential well and do not have a mechanism for self - direction. (low level)

Attitude of families to the formation of intellectual self - determination, they are in the field of self - intellectual and spiritual - moral development, in the organization of work in this area. indicates the presence of certain difficulties. All science teachers, group leaders, trainers, and parents need to help students overcome these challenges. Solving this task allowed the shooters to develop a spiritually mature personality.

Determine the level of intellectual capacity in families, we differentiated based on the following questions at the beginning and end of the experiment.

1. I ntellektual salo h iyat what? Uni how roads with take over is it possible

2. Science and enlightenment about how fertilizers Did you read? From a book? or from the internet?

3. This until which books did you read

4. In the family book mutolla to do your child the future definition do you know

5. Current kunda students educated and polite be for how tips do you get

The results were summarized according to the number of parent responses to the questions at the **beginning and end of the experiment.**
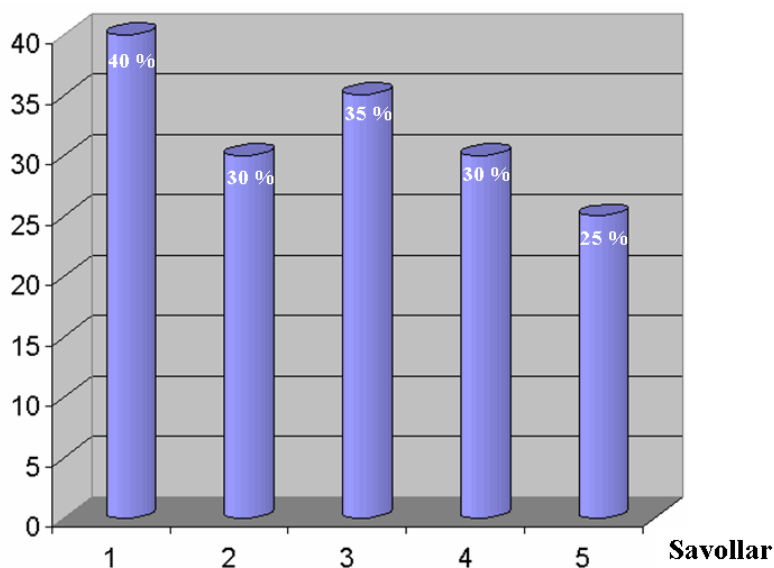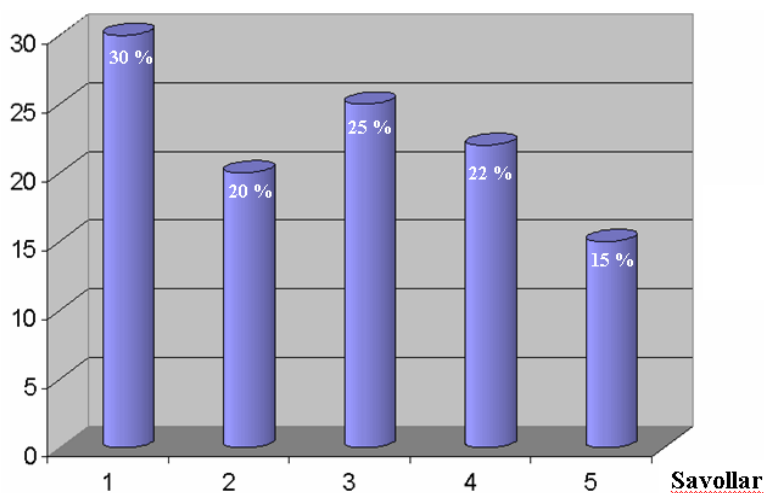
End of experiment

The results show that the difference in the effectiveness of educational work with 30 parents at the beginning of the experiment was as follows: positive answers at the beginning of the experiment were positive for 15 out of 30 parents, and at the end of the experiment - 30 24 of the parents were actively involved. Thus, in order to increase the effectiveness of the formation of intellectual potential in parents, it is necessary to take a new approach to the content, forms, methods and tools of spiritual and educational work on the basis of modern possibilities.

At the beginning of the experiment, 15 out of 30 parents responded positively - 50%.

At the end of the experiment, 24 out of 30 parents answered positively - 8 0%.

CONCLUSIONS AND RECOMMENDATIONS

In order to fully develop the intellectual potential of students, educators and parents should pay attention to the following: required.

Intellectual potential means the harmony of intellect, mind, perseverance, and perception with enlightenment, spirituality, and moral values. Therefore, it is important to pay attention to the priority of values in school and family. All this can be done on the basis of modern possibilities of using pedagogical literature.

Ensuring the participation of students and supporting participants in exhibitions, Olympiads, competitions, festivals, held in our country and in prestigious countries, is one of the main requirements of today. It is necessary to spend their free time productively after school, to ensure their regular participation in various clubs, training courses and spiritual and educational activities.

Formation of attention to reading in families is one of the most pressing issues of our time and is in line with socio-economic requirements.

In our research, we have come to the conclusion that the study of pedagogical and psychological aspects, if the individual's abilities are taken into account in the classroom, if they are approached individually, involved in extracurricular activities, science clubs, competitions, trips. I think that if it is organized quickly, if modern pedagogical technologies are widely used, as well as studied in a system that covers all types of education, its educational value will be high.

Today, many textbooks and literature are available in electronic form. We do not want to deny this at all. However, using the book in its original form, feeling its warmth while enjoying the art, allows a person to gain a deeper understanding of the information provided in the source. The main goal of our research is to teach students to use literature in accordance with modern norms and a healthy lifestyle. Encourage the effective use of pedagogical literature, taking into account the period of youth.

Recommendations:

- First of all, existing teachers and parents should explain the information about the book to young people in an interesting way;

-Should recommend the child to choose the right book for his age;

- It is important to constantly monitor the training in the correct and moderate use of the media;

- As educators and parents hear and debate about the books they read, the younger generation becomes more interested in books;

-Students should know the importance of patience, research and hard work in achieving any positive success. The result of this must be explained by parents and educators. Only then will we be able to fully realize the intellectual potential of our future generations.

The more books a family reads, the healthier a life will be in the family.

Parents should always be responsible for their child's future. A little indifference can lead to irreparable mistakes over time.

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Chapter 1. Modern education system

§1.1. THE IMPORTANCE OF GAME TECHNOLOGIES IN THE TRAINING OF FUTURE
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