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PROBLEMS OF APPLICATION OF INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN PRESCHOOL EDUCATION

Yorkinoy Khashimova Ismailovna

Researcher Of Tashkent State Pedagogical University, Uzbekistan

ABSTRACT

Preschool education has its own history of the emergence and development of a technological approach to the educational process, including teaching. From the history of our educational institutions, from the research of our scientists, it is clear that the development of this approach to the educational process can be divided into 3 stages. In the first stage, the teaching process is carried out only by the teacher, the experiences and knowledge accumulated by humanity are given to the student only through the teacher. In the second phase, textbooks and manuals began to be published. Didactic materials to help the teacher emerged. In the third stage, the teaching technology was enriched in terms of content: technical means for teachers and students, teaching machines were added, the concept of programmed learning emerged. New approaches have begun to emerge to help increase the effectiveness of education.

KEYWORDS:- Preschool education, innovation, pedagogy, methodology, technology, problem.

INTRODUCTION

The technological approach to the problem of raising the efficiency of education appeared in the 30s of the last century. During this period, the concept of "pedagogical technique" appeared in the specialized literature and was seen as a set of methods and tools aimed at a clear and effective organization of teaching. , radio, control means, methods of their use are equated with pedagogical technologies.

In the mid-1950s, there was a movement in world pedagogy to organize the educational process in a unique "technological" way. As a result, the technology of pedagogical methods, the theoretical and practical foundations of

teaching technology began to emerge. In 1961, the journal "Pedagogical Technology" was published in the United States. In 1964, the journal "Pedagogical Technology and Program Education" was published in England, in 1965 in Japan, and in 1971 in Italy "Pedagogical Technology".

UNESCO has been publishing the bulletin "Pedagogical Technologies" of the International Bureau of Education since 1971, and the Russian Federation has been publishing the journal "School Technologies" since 1997.

By the 70s and 80s of the 20th century, the design and production of a variety of teaching aids and subject-specific teaching aids had become one of the necessary conditions. Without them, it became clear that advanced methods



and forms of teaching would be ineffective, and the quality of education could not be ensured. This need necessitated a systematic study of the theoretical and practical aspects of pedagogical technologies by the 1990s. In particular, Russian scientists have published a number of works in this area. In particular, V.M. Clarin's "Pedagogical technology in the process",

V.P. Bespalko's book "Slagaemxe pedagogicheskoy tehnologii" is the result of large-scale research in this area.

Self-pertinent questions arise: Why do we know so little about the worldwide achievements in this area of pedagogical science? Why is the necessary knowledge about pedagogical technology now provided in educational institutions? Why is there not enough pedagogical literature on the subject, albeit in very small quantities?

In accordance with the Decree of the President of the Republic of Uzbekistan adopted in March 1992, the basis for the selection of entrants to higher education institutions of the Republic by means of tests and the introduction of pedagogical tests in the education system was laid. Special research on the problems of pedagogical technology has begun. The essence of pedagogical technology, its definition and role in the field of pedagogical education was first interpreted in 1993 in the journal "People's Education" by N. Saidakhmedov). Currently, a number of scientists are conducting effective research on the theoretical foundations of pedagogical technologies and their application in practice. Of these, the research work of RH Juraev, UN Nishonaliev, MS Saidakhmedov, BL Farberman, K. Ishmatov, H. Abdukarimov, K. Zaripov, T. Nazarova deserves special mention. The analysis of scientific research conducted in Uzbekistan shows that today in the Republic the study of the theoretical and practical bases of pedagogical technologies, their perfection and

their application in the educational process are considered to be measures of national importance. While one group of our experts recognizes that pedagogical technologies are the need of the hour, as well as a new modern direction, and recommends their application in the educational process with national characteristics, the second group of experts believes that the only way to overcome the crisis in education - emphasize the need to use goggles and create its perfection or to ensure that they give the desired result in different conditions. Experts of the third direction argue that pedagogical technology is a prerequisite for the evolution of education, its theoretical and practical foundations, concepts, the creation of mechanisms for adaptation to market relations, the need to look at education as the main policy. However, it is possible to point out a number of problems in this area that need to be addressed. In particular, it is necessary to clearly define the role of pedagogical technology in the current multi-level system of education, to develop its theoretical and practical basis within a single system. Manuals, developments, methodical instructions, necessary literature in Uzbek language are areas that need to be addressed. It is necessary to create promising, modern, modern technical means and determine their place and function in the system of educational technology. It is necessary to form the skills of educators, teachers, educators to use pedagogical technologies, to improve their skills, to provide ample opportunities for the dissemination of work experience of effective professionals, to create scientific and practical schools on pedagogical technologies.

Thus, a technological approach to teaching emerged in the 1930s. Extensive research has been conducted in all developed countries of the world. Although the country has made significant progress in the field of education, during the Soviet era, this area was strongly condemned as



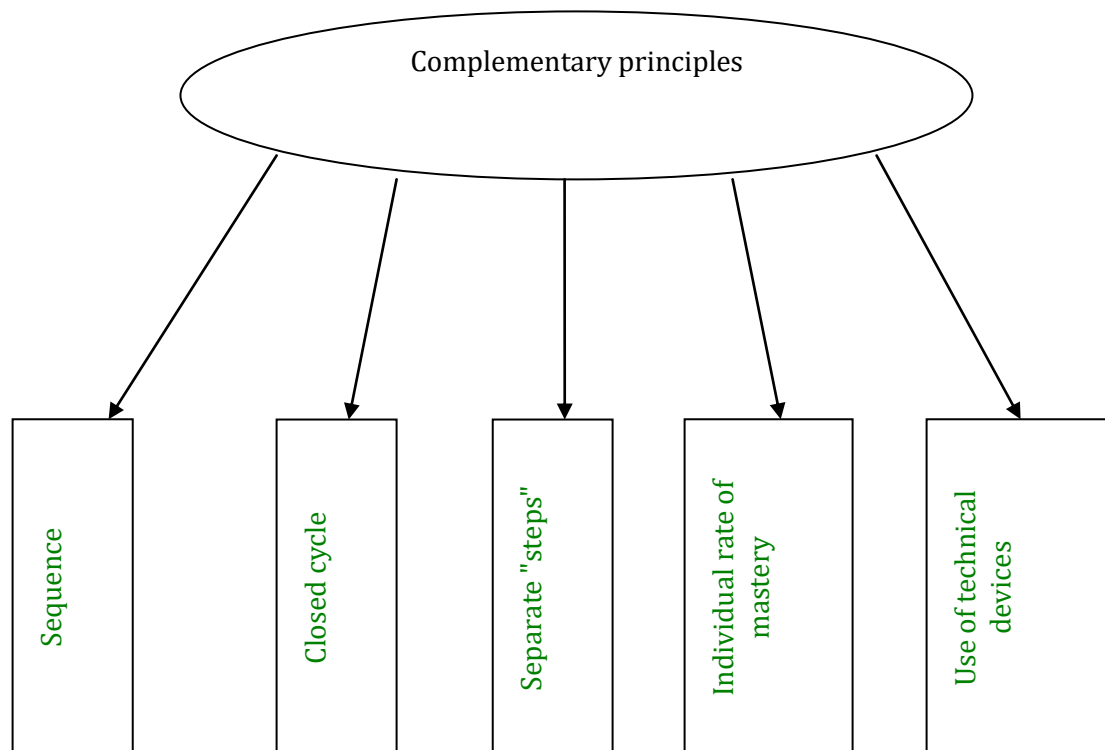
a "bourgeois" direction, and research and practice were banned. Successful work is being carried out on the application of technology in the process of teaching and education. The creation of their theoretical and practical basis has become a state order.

The introduction of innovative pedagogical technologies in the educational process is based on certain laws and principles.

Principle is derived from the Latin word "principium", which means basis, initial state, governing idea, generalized requirement. The principles of pedagogical technologies are the

general norms and requirements to be followed in order to achieve high results in the implementation of the projected educational process. In determining them, the following factors are taken into account:

- 1) Educational purpose that meets the requirements of the existing society;
- 2) Objective laws of the didactic process;
- 3) Conditions for the implementation of the educational process (N. Saidakhmedov. New pedagogical technologies, 2003, pp. 82-92).



The principle of integrity of pedagogical technology. This principle requires that when creating a technology project, all elements of the

pedagogical system are interconnected and interdependent, that is, strictly define the purpose of education (why and why?), The



content of the learning process (what?), Organizational forms (how?), facilitate the selection and selection of teaching methods and tools (using what?). it should also allow the effectiveness of the didactic process to be determined depending on the skill level of the teacher.

The principle of integrity denies the possibility of updating or modifying one of the elements that make up pedagogical technology, not touching the rest. For example, it is not possible to change the purpose of education and leave its content or teaching process outdated. Today, profound changes and reforms are taking place in the public education system of the republic. First, the purpose of education has been renewed - it is necessary to form a free-thinking citizen, a well-rounded person. Second, this social order, in turn, leads to a radical restructuring of educational content, the creation of new textbooks and curricula. Third, the new content of education requires tools that accelerate the process of transmitting information to students within a certain period of time. Since then, the creation of new pedagogical and information technologies is a cross-cutting task for scientists. Everyone involved in pedagogical work must understand these problems and take a creative approach to the educational process.

Pedagogical technologies involve the preliminary design of the educational process and the subsequent implementation of this project in the classroom. Therefore, an important principle of pedagogical technology is the principle of pre-design of the future educational process. This, of course, requires creative activity from the teacher. The designed technology should be introduced within the time allotted to the subject. Learning time is an important indicator in the pre-construction of pedagogical technology and the teacher must take it into account. It is very important that the projected didactic process is appropriate for the level of

mastery of the students in the class and understandable to all. Only then will the final result be achieved.

One of the principles of pedagogical technology is the principle of flexibility. This principle expands the scope of application of pedagogical technologies. The technology designed on this or that topic should have the property of flexibility, at least within the boundaries of the science departments. The teacher will have the opportunity to change or redesign the structure of the didactic process on the subject of science in accordance with the diagnostic purpose, with minimal effort and time. V.P. Analyzing the results of scientific research of Bepalko, B.Skinner, N.D.Nikandrov, N.F.Talizina, B.L.Farberman and others, the following principles of pedagogical technology can be distinguished (K.Ishmatov, Advanced pedagogical technologies, Namangan, 2000, pp. 62-66):

1. Creating a rigid sequence of devices, systems that control the learning activities of students. Devices that control students' learning activities work on the basis of a program pre-designed by a teacher or methodologist (methodologist). Therefore, they only control pre-programmed situations. In the management of students' cognitive activity - the teacher, with the help of a machine (automatic) and in combination with them, it is necessary to design the effective use of self-management.
2. Organize the management of the learning process for each part of the cognitive activity of students in a closed cycle (cyclical). In doing so, it takes into account not only the direct transmission of information to students, but also the receipt of information from them - feedback.
3. The third principle is the use of special steps in the transmission of educational material, revealing its essence. Fulfillment of this requirement will ensure that the program



material is understandable to all.

4. The fourth principle is that the individual rate of assimilation is called dsb. Adherence to this principle ensures full mastery of the learning material by all students (albeit at different times). At the same time, it is necessary to choose the most appropriate learning material for each student - using mental (perception, attention, thinking) and to determine the trajectory of learning that is acceptable to him.

5. The use of special technical devices in the educational process is the fifth principle of pedagogical technology. A special technical device is a technical device that performs each training step (information, operation, feedback, control).

The above principles define the specific features of pedagogical technology as a didactic system. But they do not reflect all aspects of the organization of the learning process. In pedagogical technology, traditional teaching and all the principles of didactics are used as a special case (consciousness and activity, demonstration, the connection of theory with practice, continuity in teaching, comprehensibility of teaching and thoroughness of knowledge). The principles of pedagogical technology and general didactic principles complement and enrich each other.

Rules of pedagogical technology. In the technological approach to teaching, great emphasis is placed on the interdependence of previously acquired and new knowledge. K.P. McWard argues that the accuracy of the knowledge acquired depends on the strength and scale of that connection. If there is no connection, memorization of the study material being studied does not form knowledge either. If the pieces of new and old information, as well as the connections between them, are strong (rich), then they are divided into those with strong knowledge.

The highest level of availability of these links is made according to the following rules of pedagogical technology:

1. The principle of "equivalent practice". The actions of the teacher in the teaching process and the learning actions set out in his final test must be carried out in exactly the same conditions.

2. The rule of "analog practice". Students can practice similar movements in the learning process, as required by the test (exam).

3. The rule of "knowing the result". The result of each control should be communicated to the student as soon as possible. This rule is also used in the training programmed by B. Skinner and E. Thorndike.

The principle of "positive reinforcing reactions". Every achievement of the student should be noticed and encouraged by the teacher in a timely manner. Misconduct of students is not punished. words should motivate them to work.

One of the most important issues of innovative activity is the personality of the teacher: he must be an innovator, a productive creative person, a wide range of interests, a rich inner world, a vengeance for pedagogical innovation.

Innovative activity consists of motivational, technological and reflective parts.

The preparation of the teacher for this activity takes place in two directions: the formation of innovative readiness to perceive innovation and teaching to act in a new way.

In the organization of innovative activities, the cognitive activity of students and its management is of particular importance.

The study of pedagogical processes of innovation processes, functions, mechanisms and technologies of its implementation and management principles allows to organize the educational process on the basis of achievements



of modern pedagogical and psychological sciences.

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DIRECTIONS OF PERFECTION PHYSICAL EDUCATION CHILDREN OF PRESCHOOL AGE USING THE GAMING FUNDS

Bakhtiyor Choriyevich Berdiyev

Teacher, Department Of "Sports Management", Termez State University Uzbekistan

ABSTRACT

The paper deals with the optimization of the process of physical training of children of preschool age. Based on a holistic analysis presented in the special scientific and methodical literature data we studied a number of modern ways to improve the content and organization of the process of physical education of preschool children through the use of gaming funds. It is shown that the widespread use of gaming technology in the practice of physical education of preschool education contributes to the accumulation of the motor experiences of children; improve emotional potential, physical, moral and intellectual development.

KEYWORDS:- Game technologies, preschool institutions, preschool age, improvement, optimization, physical education, game tools.

INTRODUCTION

At the present stage, the problem of human health appears as one of the most acute and requires a serious attitude to its solution with the involvement of various organizational structures. This situation is of particular importance in the system of upbringing of preschool children, since recently in Uzbekistan, as in other countries, a tendency has been revealed for the deterioration of their health.

The solution to these problems is largely associated with physical education, which is an important means of shaping the health of a person. According to leading scientists, it is physical education that is a type of activity that

contributes to the education of the best physical, moral, intellectual, mental qualities and is associated with the formation of a harmonious personality and his health. An important direction of physical education of preschool children is the use of various forms and means of physical improvement, among which an important place is given to play activity [1, p. 262].

THE MAIN FINDINGS AND RESULTS

As you know, preschool age is the most crucial stage in the development of an organism and the most important in the formation of a personality. During this period, the foundations of health, full-fledged physical development, and physical fitness are laid; the biological prerequisites for



personal development, the formation of mental processes are stabilized. The importance and uniqueness of preschool childhood is emphasized by the fact that this age stage is specific, the features of which are determined by its leading activity - play [2, pp. 405-413].

METHODS

In this context, the introduction of new progressive pedagogical technologies, namely play technologies, into the process of physical education of preschool children is of particular interest. The aim of the study was to study modern approaches to the implementation of play tools in the practice of physical education of preschool children. Analysis and generalization of scientific and methodological literature, system analysis and comparison were chosen as the research methods.

In the fundamental works of many famous scientists and researchers it is noted that one of the priority means of harmonious development, the formation of the child's motor, volitional, intellectual and moral qualities is organized play activity.

Let us dwell on such an innovation developed and tested by Zh.L. Kozina [3, p. 78]. This is a special game gymnastics "Little Wizards", where poems and fairy tales are used in story games. The purpose of the methodology is a harmonious combination of intellectual, speech, social, emotional, artistic, physical, moral, aesthetic and spiritual education of children in a single compact set of game exercises and poems about nature. The methodological features of special gymnastics are the presence of a sufficiently large number of exercises, the construction of exercises according to the principle of alternating heavy with light, purely imitative, which makes it possible to alternate loads and rest.

In the context of our research, the

implementation of gaming technologies with the use of special equipment, fixtures and fittings is of particular interest. One of such innovations is the system of game technologies with elements of sports by D. Turdimurodov [4, pp. 47-51]. The proposed technologies functionally, holistically and integrally combine various elements of teaching and upbringing of a child aged 2-4 years. The game technology of integrating the development of fine motor skills and the development of skills for systematization, classification, imagination, creativity and communication skills consists in the application of the development of outdoor games.

Another modern approach is the developed project of a children's playground that meets the requirements of a comprehensive systemic upbringing of a child, combining mental, volitional and physical development. The site has "stations" where you need to do math tasks, exercise, and the like. "Stations" have dimensions corresponding to the child's height, and therefore, in order to complete the task, the child must perform certain movements, move from station to station in any prescribed motor way [5].

The main objective of the program is to develop the physical and cognitive abilities of preschool children. The relationship between physical and mental education is reflected in the implementation of inter-subject connections, when motor actions in game exercises, outdoor games and relay races are performed accompanied by questions, poems, counting rhymes, riddles and chess games.

For the mental development of preschool children in the process of games in physical education classes, it is especially important to form a steady interest in the process of movements and motor actions, to evoke a feeling of joyful expectation, to teach the child to be attentive. In this case, it is not the entertainment



interest that is important, which has a short-term effect, but the interest of searching, thinking. N.N. Norboev proved the effectiveness of using the motivational-need component associated with the development of physical qualities and mental processes in the process of playing chess in physical education classes for children [6, pp. 43-47].

An important role in the development of the motor and cognitive component in children is played by the functional use of play activity through the selection of games that combine the performance of physical and mental tasks. In the study, the author proved the effectiveness of using role-playing games, which are based on the system of role-playing gymnastics. The content of this system is the synthesis of physical culture means, various types of art (choreography, dance, music, theater) [7].

The effectiveness of the program for the integrated development of physical abilities and thinking by means of game activity in the process of physical education was substantiated by Kh.A. Menglikulov. The pedagogical conditions for the implementation of the program are the complex use of mobile, plot-role-playing games and game exercises, differentiated on the basis of the predominant development of physical abilities and thinking, which are due to the time of their implementation in the daily routine. In the process of implementing the program, preschoolers consistently performed mobile and role-playing games specially selected for this purpose, as well as game exercises for the development of thinking, in which the predominant development of one of the five physical qualities was combined with one or several types of thinking [8].

The research of D.Y. Turdimurodov consists in the development and substantiation of an innovative methodology of the directed impact of outdoor games on the development of

communication skills and volitional qualities of preschool children. The experimental program consists of three groups of outdoor games (outdoor games with the advantage of the individual character of the participants' actions, pair outdoor games, where along with individual actions there are joint actions of a small group of participants, team games of a competitive nature), which are implemented using game and competitive methods in certain forms of work, physical culture and recreational activities during the day and active rest [9, pp. 1348-1354].

To activate the cognitive activity of preschoolers by means of physical education, play material is offered, aimed at the development of cognitive activity and motor qualities in preschoolers, in particular, at the establishment of elementary knowledge in physical education. In this regard, the first group included games aimed at cognition. The second group includes games aimed at learning the basic types of movements. The third group is made up of games that require knowledge of the basic terms of developmental exercises. The fourth group - games for learning the methods of ball control [10, pp. 1348 - 1354].

The formation of physical culture of the personality of preschoolers in the motor mode of the day can be effective with an increase in the total volume of games in all forms of physical education, through varying outdoor games and game tasks, different in intensity, with the predominant use of games of medium intensity. This contributes to the greater physical and intellectual development of children in comparison with the traditional planning of the motor regime of a children's educational institution [11, pp. 381-383].

RESULTS

In modern theory and practice of preschool physical education, considerable attention is paid



to the optimal combination of various forms, methods and means of teaching and upbringing, allow you to effectively solve the problems of existing programs. And in this vein, one of the important means of physical education of preschool children is folk outdoor games, in which the physical and emotional-volitional qualities of preschoolers are comprehensively brought up, as well as motor skills and abilities are formed. The author focuses on the use of elementary verbal-motor games, finger games, games-amusements for various parts of the body, which are performed accompanied by songs and poems. The widespread use of these games contributes to the accelerated development of fine motor skills and the strengthening of the muscles of the legs and trunk.

D.Y. Turdimurodov believes that outdoor folk games are an integral part of the physical and moral-volitional education of preschoolers. The researcher proposes the technology of upbringing volitional and moral qualities in the process of physical exercises. The means of physical education are precisely the environment (natural and social), role-playing games, active game exercises, games and relay races, which are subordinated to sports topics. The joy of movement is combined with the spiritual enrichment of children. They form a steady interest in physical education, respect for the culture of their native country; create an emotionally positive basis for the development of patriotic feelings, education of mind, character, will, moral feelings [12, pp. 64-74].

DISCUSSION

Studying various game innovations for improving the system of physical education of preschool children, one should focus on introducing not only mental and outdoor games into the educational process, but also information technology games. One of these

vectors of modernization is the principles of differentiation of outdoor games in the physical education of preschoolers, which determine the system of criteria for the classification of outdoor games. The main form of differentiated learning will be motor tasks created for each subgroup of children, distributed according to physical fitness into low, medium and high.

CONCLUSIONS

Analysis of scientific and methodological literature has shown that play occupies the leading place at the stage of preschool ontogenesis. A number of studies indicate the deep interest of scientists in solving the problem of developing and introducing gaming technologies into the practice of physical education of preschool children. As you can see, gaming technologies have great opportunities for the development of physical capabilities, cognitive processes, moral-volitional, social, communication skills and character of the child. Thus, a systematic approach to the use of gaming technologies will allow optimizing the process of physical education of preschool children.

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IMPROVING THE KNOWLEDGE OF ECOLOGICAL CONTENT IN PUPILS IN INTERDISCIPLINE FOR TEACHING BIOLOGY

Hushbak Babanazarovich Narbutaev

Doctor Of Pedagogical Sciences, Termez State University Uzbekistan

ABSTRACT

This article talks about the problems of introducing knowledge of the interdisciplinary content of connections in the educational process, about the importance of their development, about improving the ecological content of pupils' knowledge in interdisciplinary biology teaching, about creating problematic situations, about introducing communication in society into the curricula and programs of general education schools, the introduction of environmental tasks into interdisciplinary communications, as well as the development of ecological thinking and worldviews of pupils, about the development of content, forms, teaching methods, ways of their development, environmental protection and interdisciplinary communication, are developed in synchronous and asynchronous teaching of biology in connection with natural subjects.

KEYWORDS:- Interdisciplinary integration, natural subjects, ecological thinking, knowledge, improvement, pupils, form, method, means, ecological culture, skill, qualification, environment, man and nature.

INTRODUCTION

Consequently, integrated education provides a new approach to the content of science - based knowledge in schools, and its main goal is to form a holistic scientific view of the world and society in the minds of pupils, to form a scientific understanding of nature and the role of man in it and it consists of the compilation of scientific insights and knowledge about the role of man.

Knowledge of the surrounding nature has an influence on the comprehensive development and upbringing of pupils. Through the study of this knowledge, pupils try to identify the factors that cause environmental problems by analyzing the relationship between nature and man, the

nature of their interconnectedness and unity, their relationship to the environment, the behavior of nature conservation. This action creates the basis for the formation of interdisciplinary knowledge and concepts in pupils.

This opportunity is supplied on the basis of an interdisciplinary approach. It can be seen both as a form of integration of academic disciplines and as a method of synthesizing subjective new knowledge. The interdisciplinary approach is considered to be the most optimal direction for the science of biology in the integration of general education and natural sciences. The result of the integration of academic disciplines is based on the conceptual idea that the acquisition of new subjective knowledge that



cannot be formed when disciplines are taught without interconnection [2].

In particular, it is one of the leading natural sciences - biology has a very responsible role in shaping the scientific outlook of pupils. Therefore, the content of both school biology curriculum has great potential in shaping the scientific worldview in pupils. In teaching biology, first of all, it is necessary to acquaint pupils with the basic concepts, ideas, theories, laws of biology, their role in various sectors of the economy, the importance of biological knowledge, to use pupils' knowledge of chemistry and physics in problematic situations. An educational system is created, which is inextricably linked with the formation of ecological thinking in pupils and the formation of a conscious attitude of man to nature and society [10].

This system combines the issues of formation of scientific outlook and ecological thinking, spiritual, moral, patriotic, ecological, aesthetic, economic, physical, hygienic, labor and international education of pupils, as well as the solid mastering of the basics of science by pupils.

In the interdisciplinary teaching of biology, the principles of selection of materials on the content of improving pupils' knowledge of the ecological content were required. In this case, mainly in the interdisciplinary teaching of biology, the interaction of materials in the context of the development of ecological thinking in pupils is considered. This can be done on the basis of didactic principles.

So, based on didactic principles, to ensure interdisciplinary relevance in addition to the curriculum materials in biology; it is possible to add the required amount to each training material. Its structure and effectiveness in training; the relevance of theoretical teaching materials to practice; it is necessary to take into account and analyze the extent to which pupils

are able to master the materials provided by them, taking into account their age characteristics, and to illuminate the essence of the concepts related to the formation of ecological thinking.

Integrated education primarily involves the convergence, integration, and integrated teaching of disciplines that are close and compatible with each other. The integration of educational content is of great importance for both the teacher and the pupil, is one of the important factors in improving the quality of education, improving the activities of pupils, activating, strengthening their knowledge, stimulating them and self-development [7].

The implementation of ecological knowledge in the interdisciplinary teaching of natural sciences in the educational process should be considered as a natural process of their development and a factor in the development of pupils' scientific outlook and thinking.

According to M.T.Gafurov's research work, he proposes the issue of strengthening ecological knowledge by integrating the process of teaching related sciences on the basis of ecological goals and directing them to a single, mutually beneficial goal [3].

A.Y. Danilyuk states that the concept of integration is introduced in the context of pedagogy, but the pedagogical supplement, which is not sufficiently meaningful, does not provide to speak about it as a sufficiently well-founded scientific and pedagogical concept [4].

"Environmental Education in Biology Subject" by M. Nishonboeva's textbook focuses on interdisciplinary links in biology lessons, the use of physical concepts and laws in the teaching of biology, the formation of biophysical concepts in pupils, the conscious and deep mastery of knowledge in natural sciences. It consists of an integrated system of scientific knowledge about



nature and society, their interdependence, the laws of nature. It was noted that it is expedient to use environmental issues in the organization of lessons based on the interaction of biology, chemistry and physics [9].

In the research work of E.O. Turdikulov claimed the problem of integrated teaching of natural sciences, which is considered to form a whole about the universe, the integration of education is a high level of interdisciplinary connection, a tool that allows to create a whole integrated knowledge [12].

R.H. Djuraev's research work states on one of the most important problems of education, namely the integration and stratification of knowledge. In particular, according to the scientist, integration serves to establish structural connections between different systems of knowledge, to generalize them, to form a holistic view of pupils about nature and society.

So the history of human development, all cases of conscious attitude towards nature or harm to it have been regulated by spiritual-moral norms. At the intersection of the interests of nature, man and technology, a person's level of education and upbringing is measured by moral and spiritual maturity and thinking [6].

Ecological culture is constantly learned to secondary school pupils in the natural sciences, as well as through extracurricular and out-of-school educational activities, biological knowledge of the environment, plants and animals is instilled in children in the context of interdisciplinary connections.

It is known that the subject "Biology" is the main subject of teaching the basics of ecology. These disciplines play an important role in the formation of ecological knowledge, ecological thinking and ecological culture. It is necessary to acquaint pupils with nature, to keep abreast of

various environmental events.

Scientist I.D.Zverev claims that in order to be ecologically cultured, everyone must first acquire ecological knowledge, then - moral values in relation to nature, and finally - practical skills and abilities to protect and improve the environment. According to the scientist, the prevention or elimination of negative impacts on nature is a key indicator of environmental culture [5].

According to L.A. Mukhtarova, environmental problems have become a global problem. Therefore, the solution to this problem is not one or two states, but many countries that care about the balance of the world around us. The current environmental crisis in various parts of the globe means that we need to treat nature properly and pay more attention to it. In particular, the solution of this problem has risen to the level of state policy in our country [8].

The integrity of pupils' worldview, the interdependence of objects and events in the objective world means the interdependence of nature, society, technology, man through interdisciplinary interdependence in this educational process.

In the interdisciplinary teaching of biology, the following tasks should be performed in the formation of ecological knowledge in pupils:

1. Acquisition by pupils of scientific knowledge about the integrity of nature, the relationship between society and nature, the acquisition of environmental knowledge, skills and competencies that form the basis for the formation of a conscious attitude towards nature.
2. To explain the broader significance of nature and its components, and to distinguish between renewable and non-renewable resources.
3. Measures taken for the economical use of



natural resources, protection of the environment, landscaping and reproduction of natural resources, the formation of motives for active participation in socially useful work.

The conditions for the logical development of the curriculum in the interrelated are:

- to establish the connection between the objects considered in different educational disciplines;
- to establish the connection between related laws and theories;
- to organize of the relationship between psychological, pedagogical and philosophical knowledge, as well as methodological methods and techniques of education.

The possibilities of integrating general education, as well as special categories of sciences, are embodied in their content, which expresses knowledge about the environment, which is unique in nature.

Today, it has become a requirement of the time for pupils not only to have in - depth knowledge, but also to develop their professional skills through the acquisition of skills.

One of the important factors of the effectiveness of education is the effective organization of educational activities, the correct use of various methods, techniques, tools in the classroom, their application in an integrated manner. This is done through integrated learning [1].

The following should be given into account when teaching through the integration of disciplines:

- each lesson should be goal-oriented;
- the selected additional material on interdisciplinary connection must be connected with the subject;
- it is possible to identify ways to work with pupils in order to increase their activity;

- the lesson should be not only educational, but also aimed at educating pupils in the humanities;
- based on the content of the topic, scientific knowledge about nature, society, human thinking, development, should be aimed at forming confidence and faith in the future of our country.

Such technology teaches pupils to imagine the world differently, not to memorize the theoretical rules of connecting practice with life, to understand the harmony of the individual and society, to achieve diversity of opinion, non-standard thinking, as well as to understand ways of self-development.

The advantages of the integrated course are:

1. In this type of activity, the child begins to imagine the world as a whole.
2. The child's potential develops, he begins to study the environment with great interest, the events begin to search for a logical reason in the mind . As a result, the ability to communicate, compare, generalize, and draw conclusions develops.

Integrated lessons teach children to understand the nature of the whole worldview, the coherence of events. The science of technology can be inextricably linked with the subjects studied at school, and the educational and creative nature of labor is realized through the use of scientific knowledge.

Integration serves to unite all the components of the educational process (content, form, methods and tools) into a single system. In addition, it is an important factor in ensuring the quality and effectiveness of education [11].

The intellectual development of the pupil's personality, in-depth, specialized teaching, increasing their scientific thinking and intellectual potential is a topical issue today.



In order to identify unexplored aspects of interdisciplinary links in the educational process, the research work of a number of pedagogical scientists on this issue was studied in detail. It consists of the study of unexplored aspects of interdisciplinary relations on the basis of approaches that do not contradict the theoretically recognized laws.

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THE ROLE OF GAMING TECHNOLOGIES IN INCREASING MOTIVATION AND THE DEVELOPMENT OF ORAL SPEECH IN THE CLASSROOM ON RFL (RUSSIAN AS A FOREIGN LANGUAGE)

Mashkhura Aminovna Khafizova

Senior Teacher, Department "Uzbek Language And Literature", Samarkand State Institute Of Architecture And Civil Engineering, Independent Researcher At Samarkand State Institute Of Foreign Languages, Uzbekistan

ABSTRACT

This article reveals the basic concepts of educational technologies and considers games as one of the types of technologies. The article provides a definition of the game, the characteristics of motivation and the needs for game activity. The author presents the basic pedagogical foundations of the organization of game activity. The methodology of the article is based on the effective use of various modern pedagogical approaches, accompanied by game technologies in the study of Russian as a foreign language. The practical significance of the article lies in the possibility of further application of situational role-playing games, both in psychological and pedagogical activities and in the educational process.

KEYWORDS:- Motivation, technology, pedagogical technologies, motives, game technologies, didactic games, game functions, role-playing games, game activity.

INTRODUCTION

"We all know that Uzbekistan has rich natural resources, powerful economic and human potential. But still, our greatest wealth is the enormous intellectual and spiritual potential of our people" [1, p. 39].

Teaching the Russian language in the world as the second main language has increased the need for modernization of the content, the use of foreign experience in teaching methods in its particular issues of teaching the Russian language. Currently, teaching Russian as a foreign language is actively developing as a

relevant and promising direction. Mastering the basics of the Russian language is a prerequisite for performing educational and professional activities while studying at a non-linguistic university.

An urgent problem is to increase the motivation of students to study the Russian language, in particular in a non-linguistic university, to search for methods, techniques and technologies to improve the efficiency of the educational process, as well as to support active verbal communication during classroom lessons. The solution to this problem requires the use of new pedagogical and game technologies.



THE MAIN FINDINGS AND RESULTS

Professional motivation for teaching the Russian language is a driving factor in personal development and professional education. The problem of students' interest in mastering general education disciplines is a significant pedagogical problem both in school education and in the university. As practice shows, very few students are engaged to the fullest extent of their capabilities. This idea has been known in pedagogy for a long time. Socrates was one of the first to talk about the importance of learning motivation. Learning motivation is one of the main problems of domestic and foreign pedagogy and psychology. Now motivation is being studied from the point of view of analyzing human behavior. The intellectual level and abilities of the learner are very important in obtaining an education, but motivation is one of the decisive factors for successful learning. When determining the level of interest in the study of a subject (motivation) of a student, it is important to understand what goals are driving the student, i.e. the nature of his motives. To understand the educational motivation of students, it is important to determine the motives that actually act in a particular group, and the teacher's task is to build educational activities in such a way that the organization of educational activities corresponds to the student's internal motives.

To increase the motivation of students, V.A. Sukhomlinsky proposes to use group work in the lesson, build a lesson at a pace that is comfortable for children, create tasks on the subject that go beyond the program, with which you can develop the student's creative and abstract thinking, as well as an obligatory factor to increase motivation to study the subject, V.A. Sukhomlinsky considers the creation of a situation of success in class and taking into

account the emotional factor in connection with the mental activity of a person [2, p. 320]. According to psychologists, the motivation created by the game should be presented along with communicative, cognitive and aesthetic motivation. All this taken together constitutes the motivation for learning. The most powerful motivating factor is teaching methods that satisfy the students' need for the novelty of the material being studied, for the variety of exercises performed.

Recently, the concept of pedagogical technology has firmly entered the pedagogical lexicon. The word "technology" comes from the Greek word "techne" - art, craftsmanship, skill and "logos" - science, law. Literally "technology" is the science of craftsmanship. The concept of "pedagogical technologies" made its way into pedagogical science for several decades. With the introduction of technology into the educational process in the West, they started talking about teaching technology, linking it at first with technical teaching aids. The universities have expanded the concept of "teaching technology" to the term "pedagogical technologies", understanding by this the meaningful technique of the educational process [3, p. 344]. Pedagogical technologies and learning theory are interrelated and interdependent. Based on this position, we will consider the use of pedagogical gaming technologies in the conditions of higher education. Game technologies are an integral part of educational technologies. The place and role of game technology in the educational process, the combination of elements of play and learning largely depend on the teacher's understanding of the functions and classification of didactic games. The lack of a holistic definition of the game leads to the fact that until now, as we managed to find out, there is no generally accepted classification of game teaching methods, and in the literature there are many different names for the same games. Let's take as



a basis the classification proposed by G.K. Selevkoiv [4, p. 67], in which games are classified on various grounds. First of all, the division of games occurs according to the type of activity. Here they distinguish between physical (motor), intellectual (mental), labor, social and psychological.

The game has the following characteristics: "Is a type of human activity that can recreate other types of human activity; "A kind of unproductive activity, the motive of which is not the result, but the process itself; "An independent social structure, implying a competition between two or more opposing sides, as well as limited by procedures and rules in order to achieve the victory of one of the parties; "A formally organized system of rivalry between its participants. From an educational point of view, play is a way of group dialogical exploration of the possibilities of reality in the context of personal interests [5, p. 5].

In other words, play is an interactive method that allows one to learn from one's own experience through a specially organized and regulated "living" in a life and professional situation.

E.A. Pokrovsky believes that games are the elementary life of a class. He argues that the value of play is a factor in fostering initiative, self-activity, mental and physical qualities of a future person capable of further self-improvement, who will eventually become a worthy citizen of his Motherland [6, p. 143].

The ability to communicate is one of the main criteria for assessing the proficiency of a foreign language and is especially urgently demanded by modern realities. The effectiveness of games, role-playing games in the development of oral speech skills has been known for a long time. The teaching capabilities of this method are widely used in the teaching process. The development of oral communication skills and abilities is difficult

to achieve without mastering this form of teaching speech activity. Play, along with work and learning, is one of the main types of human activity.

In modern higher education, which relies on the revitalization and intensification of the educational process, play activity is used in the following cases:

- as independent technologies for mastering concepts, topics and even a section of the academic subject;
- as elements of a broader technology;
- as a lesson (lesson) or part of it (introduction, explanation, consolidation, exercise, control);
- as a technology for extracurricular work.

The game form of classes is created in the classroom with the help of game techniques and situations that act as a means of stimulating, stimulating students to learning activities to develop certain speech skills. Educational games allow you to solve a whole range of problems: the application of knowledge, skills and abilities in practical activities; education of independence, will; the formation of certain approaches, positions, moral, aesthetic and ideological attitudes; fostering cooperation, sociability, sociability; development of creative abilities; adaptation to environmental conditions; communication training.

In addition to the above function, we add that games help to relieve stiffness, especially if you exclude the element of competition from them or reduce it to a minimum. A shy and weak student will feel more confident and participate in the game more actively if the goal of the game is simply to have fun and not to get grades or earn points and win. And although the element of competition often adds excitement and increases activity, it is he who creates a lot of psychological pressure on the participants, they are afraid of not coping with the task, which takes shy and



laggards out of the game;

- fast, spontaneous play increases attention, revives, improves perception;
- the game allows the teacher to correct students' mistakes quickly, along the way, preventing them from deeply rooted in the memory;
- games help to memorize deeply and for a long time. Students usually remember what they enjoyed doing;
- games make the learning process, sometimes difficult and tedious, fun, and this enhances the motivation for learning;
- the participants are very active during the game, because no one wants the pleasant pastime to end quickly because of him, therefore, the games make them struggle.

Games can be used at the beginning or at the end of the lesson in order to divide the lesson into two parts, relieve tension, which is decided at the discretion of the teacher. It is important that the work brings positive emotions and benefits, and, moreover, serves as an effective stimulus in a situation when the interest and motivation of students to learn Russian as a foreign language begins to wane.

But do not forget that the game is a recreation of a conventional reality, the game is subject to strict rules, has a clearly formulated didactic goal and certain rules, therefore, the introduction of game components into a traditional lesson, and even more so the complete replacement of a standard lesson with a game one, requires serious preparation from the teacher. It should also be borne in mind that the goal for the teacher and the goal that needs to be discussed with the students may differ. For example, the goal of a competitive game for students will be to complete the task correctly and first. For the teacher, the goal will be repetition, consolidation of the language material on which the game is

based.

Language games contribute to the activation of students in the classroom, develop their speech initiative. The game form of work makes it possible to repeat and consolidate the learned lexical units and typical phrases, diversify the forms of the lesson and maintain the attention of students in the lesson. But play serves as a means of increasing the effectiveness of a lesson only when it is pedagogically and methodically purposeful.

Playing in foreign language lessons, students practice speech activity, which, thanks to this, is automated within certain and constantly expanding limits. However, all this is realized only with the correct selection and organization of games by the teacher. All games must be conducted in a methodically correct manner. This requires:

1. Repeat the same game several times (by substituting new lexical units).
2. Start a new game with the teacher (the role of the leader), and then transfer this role to a well-prepared student.
3. Give the game a competitive character in order to get the most out of the game.
4. Provide the players with various colorful accessories, objects, manuals.
5. Use a special dictionary that will help the teacher conduct the game in Russian as a foreign language.
6. Error correction is extremely important in educational games. It is desirable that it also be carried out in a playful form of "playing forfeits", "writing down points", etc.

Experience shows that play, albeit for a short period of time, contributes to the creation of a "language environment" in the lesson and outside it. During the game, students can psychologically rebuild and start thinking only



about the game, and not about the language. The game gives them the opportunity to see the practical use of knowledge, skills and abilities. The energetic pace of the game teaches them to think quickly, exercises the readiness of their language memory, and contributes to the development of the tempo of speech.

The role of play in the formation and development of these competencies can hardly be overestimated. Our research allowed us to correlate the possibilities of various types of play with one or another component of communicative competence. The nature of the game allows you to develop almost all communication skills, however, with all the obvious advantages, role-playing games are not often used in the classrooms of a non-linguistic university. This is primarily due to the fact that it is difficult for a teacher to prepare, organize and conduct a role-playing game within the few hours that are allocated for learning a foreign language.

CONCLUSION

The methodology of the article is based on the effective use of various modern pedagogical approaches, accompanied by game technologies in the study of Russian as a foreign language. Results: based on the synthesis and analysis of the motivational components and properties of cognitive games used in foreign language classes in non-linguistic universities, the main tasks and problems of enhancing the cognitive activity of students and improving the methods of teaching a foreign language were identified and considered. The article analyzes the structure, stages and functions of constructing role-playing training, games, considers the issues of organizing the educational process when studying the motivational potential of gaming technologies, and presents guidelines for the use of didactic games, a list of conditions for the

effective implementation of gaming educational technologies in universities.

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BUILDING INFORMATION AND INNOVATION MOVE MODEL FOR SMES INNOVATION IMPROVEMENT IN ARISING ECONOMIES

Triasari Oktavriana

Industrial Engineering Department, Udayana University Rectorate, Indonesia

ABSTRACT

Innovation advancements happen in stages. The stages start by finding logical information produced from fundamental exploration. The discoveries of essential exploration are utilized to create improvements related with its 'materialness', and are then evolved and tried as per information, financially applicable strategies, and actually solid (advancement measure) methodology. Additionally, top to bottom information examination (learning measure) will create advancement of gear, cycles, and items. Developments will go through a course of transformation (variation measure) to fulfill specialized guidelines, efficiency, and social impact of innovation application. This paper develops a model of practical information and innovation.

KEYWORDS:- Innovation Move; SMEs; Practical; On-going premise; Arising economies.

INTRODUCTION

The point of this review is to remake the essential components of maintainable information and innovation move and give a contemporary hypothetical and hands on work support for these variables inside the setting of SMEs in creating economies. The accomplishment of any program that tries to accomplish an exchange of innovation has a critical reliance on outside assets like the transferor and the actual program. Specifically, this exploration proposes the thoughts of whether the information and innovation move program can be presented on a manageable premise. It is fought that for the best outcomes, innovation move ought not be acted in one-off

programs; rather it should be performed on a reasonable premise.

METHODS

The fundamental contention feasible innovation move is that without any transferee ability to keep up with, fix, work and foster a specialized framework related with another innovation, innovation move turns into a one-time mediation. It is basic that an organization's upper-level administration and neighborhood the executives be associated with innovation move programs in managing social issues, for instance concerning how mediations that have



been carried out can be supported by the foundation and through friendly collaboration and constructions. Through innovation move, another information and innovation is adjusted (transformation measure). The new adjusted information and innovation would then be able to further develop the transferee innovation ability. Top to bottom information examination (learning measure) will create measure development. Developments will go through a course of variation (transformation measure) that will lead a course of advancement which then, at that point, could be adjusted once more. The aggregate of an innovation move program follows the rationale of economical cycles. As for the transferee association, maintainability is the on-going eagerness of the association to be engaged with innovation move programs; and, as far as change, the on-going course of adaptation-innovation-capacity to get self-supporting improvement.

SMALL TO MEDIUM ENTERPRISES

The justifications for why SMEs are a significant subject in Indonesia incorporate.

1. Owing to fairness issues – probably in light of the fact that ethnic relations are extremely delicate politically in Indonesia – SMEs have been utilized in advancing native Indonesian business.
2. SMEs assume an essential part in producing an economy's turn of events.
3. The global experience shows that productive SMEs create modern development and an adaptable modern construction. Taiwan regularly is held out to act as an illustration of an economy based on the establishments of a productive SME area.

The quantity of Indonesia SMEs was assessed to be 42.4 million, and they contributed up to 56.7% of Gross domestic product, represented 19.4% of all out trades, and utilized 79 million individuals. In the Indonesian assembling area, there were more than 2.5 million (99.9%) producing SMEs in 2005, contrasted with just 2,519 (0.1%) fabricating LEs (Indonesian Division of Participation and SMEs) and right now, SMEs gave work to roughly 8.5 million individuals (80% of those utilized inside the Indonesian assembling area) contrasted with LEs utilizing around 2.4 million individuals (20%). Regardless of their significant job in homegrown financial and modern advancement in Indonesia, SMEs progressively need to effectively contend in both provincial and global exchanging markets. This is a climate with complex connections, fast innovation upgrade, and contest.

Information and innovation move programs

Government-started information and innovation move in Indonesia is ordinarily finished through government services and their related offices, between service divisions and neighborhood government. Government gave preparing projects and mastery move, just as actual gear (hardware and devices) to SMEs. Huge ventures (Les) were observed to be involved and given profoundly engaged preparing projects to SME representatives. The projects have, for instance, "looked to empower further developed abilities in item normalization, empowering SMEs to then stockpile items with the necessary quality to these bigger organizations through further developed skill.

PROPOSED MODEL OF Manageable Innovation Move



An audit of the applicable writing and the consequences of the fundamental hands on work research were utilized as establishments to devise a proposed maintainable information and innovation move model exploration that will help the formation of a proposed computational model. Elements influencing manageable information and innovation move are investigated to recognize the connections among those factors that help the proposed model. An orderly and steady cycle is applied. The fundamental builds are recognized and connections between develops are separated. The consequences of these examinations will be introduced in diagrammatic structure.

Cycles

The following expansive build bunch is 'measures'. This develop addresses the primary exercises in information and innovation move. The way that the extent of this examination is limited to information and innovation move programs gives some help in producing the rundown of moving cycles. Inspecting information and innovation move, and the phases of innovation improvement writing proposes that the accompanying cycles are the central determinants of effective innovation move programs.

Manageable Innovation Move Model

The worth of a coordinating system for exploring the expansiveness of innovation move was distinguished in the fundamental speculations. Partners, Data sources, Cycles and Results are the rundown of develop groupings that are considered to be adequately far reaching to

guarantee that all striking parts of maintainable innovation move are covered.

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ISSUE BASED LEARNING SITUATION FOR TURNING OUT TO BE MONETARILY AUTONOMOUS LADIES

Anju Sharma

Institute Of Lifelong Learning, Delhi University, India

ABSTRACT

This paper underlines on the utilization of metacognition in acquiring for improvement of innovative abilities among ladies. The creator has fostered an Issue put together Learning Situation pivoted with respect to metacognition of learning and dispatched them as Mixed Learning Mediation in Huzurpaga School of Ladies in Pune City for 52 days. It was discovered that it has beneficial outcome on acquiring of Pioneering Abilities among ladies. There were three modules of the Mixed Learning Mediation. Present section portrays Market assessing out of the three modules proposed in the Intercession.

KEYWORDS:- Mixed learning; Issue based learning situation; Libraries; Self-administered learning exercises; Innovative abilities; Ladies business people.

INTRODUCTION

Learning is the most center space of financial development in 21st century. Presently a-days, learning has turned into a significant specialist during the time spent turn of events. In this way, learning turns into a day to day existence time cycle of human asset improvement. Assuming an individual is subject to others to learn, it turns into a significant obstacle in their own prosperity and social change, the inquiry is, how to turn into a long lasting student? How to turn into an autonomous student? Metacognition of Adapting some place handles these inquiries. It is a basic and simple way of turning into a free, powerful and long lasting student. 1.1. Metacognition of Realizing What is the situation with our comprehension while we learn? How does our memory cycle when we learn? How might we

apply our memory successfully to learn in a superior manner? This load of inquiries are identified with metacognition of learning. Metacognition of learning is only a comprehension of perception to learn in a superior manner. Metacognition can be characterized in various ways. Therapists propose two parts of Metacognition. One is information on discernment and one more is guideline of comprehension. How would we direct discernment to adapt adequately? These are vital inquiries concerning learning. Information on perception alludes to the number of students comprehend their own recollections and the number of them realize how to apply it in a learning cycle. What are the courses through which we learn? One piece of it is to perceive the metacognition of learning. One more part is guideline of comprehension in learning. Guideline of cognizance alludes to how much



students can direct their memory to learn. In this unique situation, Paris and others propose that the information on perception can be adequately ordered into three particular regions: Explanatory information, or one's overall handling capacities, procedural information or information like how to effectively tackle issue and Contingent information, or information like when to utilize explicit methodologies. The explanatory information is extremely unbiased and is generally memory-arranged; procedural information is reasonable and rule-situated information is valuable in critical thinking measure. These are the parts of metacognition. Metacognition of learning is a self-directed, self-inspired cycle.

the student centers associations to take care of issues. In the improvement cycle of BLI, there was an essential inquiry regarding how to build ways to make collaborations among content and the student, the student and the student and the student and the local area of practices. There is a solid conviction that making the associations is the way to viable learning. It is additionally upheld proof that learning is a substance association in the cerebrum. The surge of science addresses a significant connection among natural chemistry and brain research. Accordingly, by giving careful information on limitation of the couriers in characterized neurons a firm premise can be gotten for mental and conduct tests targeting working on our comprehension of neuronal capacity under ordinary just as neurotic conditions.

In coordinated method of learning, we can undoubtedly cooperate with the understudies. Notwithstanding, there are a few disadvantages of this mode as it becomes approach the cooperation with local area of professionals. Then again, one can undoubtedly set up an

availability outside classes and stay in contact with local area of practices through web to look for field direction. Understudies can take part in longer internet based correspondences with teachers, specialists, guides, local area of professionals and different students about the learning errands. Ostensibly, in an e-learning climate, most extreme educating learning exercises can be done on computer mediated online stage corresponding to it the up close and personal mode at whatever point it is required. Nonetheless, there is a current issue of likely detachment that understudy might experience in internet learning techniques.

The subsequent supposition that will be that, the learning is a significant specialist being developed cycle. The learning isn't for adapting rather it makes 'items' as far as information, abilities, musings, plans, things and so on Learning offers a perspective to take care of day by day issues. Subsequently, it is fundamental for realize the learning system for its better use in lifetime accomplishments. Hypothesize about the topic of 'how to realize figuring out how to learn?' Metacognition of learning is the way of knowing learning in its sensible sense. Thinking about this reason, MLM has been created to give chances of learning and persuade members to understand the most common way of learning. Metacognition advances self-guideline of learning. MLM gives the instruments, methods, procedures for self-guideline in figuring out how to accomplish explicit objective. There are such countless arrangements to act autonomously in learning. There is a self - evaluation device to test the degree of innovative abilities of the members. The student can evaluate their degree of pioneering abilities. Another apparatus is oneself administered learning exercises that give different undertakings of learning in explicit manner to meet the objective.



Strategy

This load of steps were followed while starting the ideation to make the Situation Based Learning. Alongside the immense field of techniques, four instances of fruitful ladies business people were chosen for the indepth interviews. One of them has been portrayed as a learning situation in this article as the learning situations. Attendant to it was the center gathering conversations with the learning specialists. As a piece of subjective strategy for research conceptualizing strategies and audit of written works were utilized for a similar ideation.

Plan of Issue Based Learning Situation based strategy has been utilized to make the learning module. There are story-based learning situations in the present MLM, which are not fanciful anecdotal stories but rather developed through the intelligent truth of the contextual investigations. The accounts depend on detail meetings of those female members of the case study. The genuine of effective ladies business visionaries is depicted in the story. In the genuine of ladies business visionary, they have overseen everything all alone without getting any assistance from spouse or family. Most extreme ladies business visionaries made their own promoting through informal communication with the end goal of the business. They are associated with huge number of individuals through interpersonal interaction.

Plan of Learning Exercises

In the metacognition of the learning module, story-based learning situation has been created

to establish the fitting climate of learning. It is a movement based learning module. Exercises are useful to finish the tasks. The associations between the substance and self-mental motivating forces of student are the individual based cooperations. It is a course of procurement. The procurement has an element of impetus that covers inspiration, feeling and volition. One more element of the procurement interaction is content. It tends to be in the idea of information, abilities, conclusions, understandings, knowledge, which means, perspectives, capabilities, or skill, and different terms can likewise be utilized. It is a level cooperation. The communications between the accomplices are the friend based connections to take care of the issue though collaborations among bunch individuals to tackle the issue are bunch based associations and cooperations among the local area of practices are the local area based collaborations.

Logical Methodology

There are some significant logical instruments to work on learning exercises. These instruments are examination, scrutinizes, correlation, difference, appraisal, and assessment, and so forth. Students attempt to know about their place of perspectives and likewise select appropriate logical instrument to finish learning exercises under appointed systematically situated methodology. Understudies are approached to examine, reprimand, analyze, contrast, survey, and assess the given assignments. In these learning exercises, understudies can perceive the issue of a genuine circumstance, accumulate information to investigate something similar and examine it through scientific apparatuses.

A few places of content are as given underneath.



- Intelligent Considering Showcasing
- Thinking propensity for making the brand
- Information on Market Pattern
- Logical abilities of promoting
- Compelling Capacity in Promoting
- Feeling of Consumer loyalty

Learning Situation for Monetarily Autonomous Ladies

Ladies work broadly. They work in fields and timberlands; in homes and manufacturing plants and in workplaces. They pull on in life cheering in some way or another them every day. Ladies buckle down for their family. They work with everybody in the family. They accomplish difficult work for the spouse, their children, parents in law and deal with every individual from the family; however they are never viewed as top of the family. Ladies in everyday abandon a lot of things while accommodating the family. The individual is nearly converged in the recognizable talk. Subsequently men frantically need the lady to haul them out of afflictions and assist with arriving at the skyline of their accomplishment. Men head the family and appreciate power in a male-ruled society. The family foundation, Marriage Establishment is consistently great for male instead of the female.

Ladies are currently presented to this deceptive unavoidable truth. With their insight and abilities

and their priceless productive work they presently need to lead and good life.

Learning Exercises

- Meet an intelligent advertiser and take their meeting concerning intelligent showcasing. Set up a report with notes of your appearance on the meeting.
- What is your activity intend to build showcasing rate? How marking is useful to expand the pace of advertising? Clarify with appropriate outlines
- How would you notice your own promoting rehearses?
- What is your arrangement to fulfill your Clients?

CONCLUSION

At the degree of advanced education, it is fundamental that understudies foster their very own comprehension information and learning measure. This metacognition of learning assists understudies with turning into a more compelling student. In this section, creator has created Issue put together Learning Situations based with respect to metacognition in the learning system. Learning situation doesn't give readymade data to take care of the issue yet it fosters understudies' capability to create own insight for the equivalent. It gives different methods of figuring out how to from which they can choose the reasonable choice for them. It



causes a circumstance of figuring out how to discover that guides one to tackle the issue.

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THE IMPORTANCE OF THE TYPES OF MOTIVATION IN LANGUAGE LEARNING

Mushtariybonu Shoymardon Kizi Yangiboyeva

Student Of Denau Institute Of Entrepreneurship And Pedagogy, Uzbekistan

ABSTRACT

The current case study is divided into two sections. I utilized a questionnaire with twelve questions in the first step. During the second section, I invited participants from Denau Institute of Entrepreneurship and Pedagogy to write an essay or journal entry. I was able to identify their background knowledge and which motivational type is stronger among them by using assignments. Participant A began studying English at a young age and believes that a teacher is essential in motivating her in the learning process. Participant B, on the other hand, does not rely on the teacher and prefers self-study. According to my study, intrinsically driven pupils can achieve better levels of learning.

KEYWORDS:- Motivation, intrinsic, extrinsic, second language acquisition, motivated student, language learning

INTRODUCTION

Motivation is a frequently used word both in our daily work and study, as it is essential in each sphere of life. Motivation is very vital, and, the same as aptitude, intelligence and attitudes, it is an important factor which can greatly influence the achievement of learners' second language or foreign language acquisition.

The levels and kinds of motivation of any individual are different from others. In other words, not only are the levels and amounts of motivation in individuals different, but their kinds of motivation can also be different. Moreover, there are indeed three main factors which influence second language acquisition; these are age, personality, and motivation. Among the above three issues, motivation is the most significant one in second language acquisition.

Having read many articles on the research topic, I have learned the types of motivation in-depth. Based on my knowledge, I wanted to observe students' language acquisition process and their source of motivation. I tried to research how the kinds of motivation influence language learning. Much research has been conducted on the significance of motivation, but I can add to this that the amount, range, and type of motivation, starting age, learning language, and personality have an important and determining role in the learning process. Moreover, the language teacher has a significant function and role in giving motivation to the learner for learning a language.

Literature Review

While conducting research, we came to the idea that many researchers frequently define motivation. For instance, Johnstone (1999, p. 146), considers motivation as a stimulant for achieving a specific target. Similarly, according to



Ryan and Deci (2000), "to be motivated" means to progress or to be in motion to do something, while Gardner (1885) believes that with the intention of being motivated, the learner necessitates, requires, and needs to have something to anticipate, foresee, expect, and long for a reason, principle, or rationale having to do with aim or target.

When a learner is highly motivated and determined, they can show progress in the learning process. Learners' personalities and their starting age of learning have an impact on their results.

Two kinds of motivation can be observed among learners; they are high attitude, which has a positive, efficient, and useful effect, and the second one is a low attitude, which makes blocks and causes weakness for learning a language. As it was mentioned before, motivation involves two main classifications, as below:

Intrinsic motivation

Extrinsic motivation

Obviously, intrinsic motivation is mental satisfaction, which is achieved by others' praise, while extrinsic motivation is an incentive activated by external factors such as good marks and getting a reward.

It is indeed important for the teacher to know that the two types of motivation, intrinsic and extrinsic, relate to each other and are inter-relative. In addition, personal, psychological, and social factors affect increasing or decreasing any mentioned type of motivation. The teacher needs to know what the type of motivation is and how it is formed, captured, and, finally, displayed in the learner. Both intrinsic and extrinsic motivations can have two subgroups that can activate the learners. The intrinsic motivation of an extroverted learner is in such a way that the learner takes advantage of and feels satisfied by communicating with others, while in an

introverted learner, the learner uses language for meditation and personal thinking in addition to personal activities and affairs. Indeed, relying on intrinsic and extrinsic motivations for either of them, the teacher should make the classroom quiet and without any anxiety. Providing educational and academic advantages, encouraging students, and asking simple and easy questions at the beginning of class (before asking difficult questions) will increase motivation for learning. Besides, the mentioned issues will fulfill the learner's need for progress. Accordingly, the designed encouragement for the classes plays an important role in achieving a good or positive learning outcome. The learner, indeed, should know that his efforts are valued by the teacher. Thus, giving proper and appropriate rewards on account of the language learners' behaviours is the significant and indispensable point. The teacher, furthermore, should consider, pay attention, and, finally, strengthen the language learners' positive behaviors and admirable activities arising from intrinsic, extrinsic, as well as integrated and instrumental motivation (s). In effect, strengthening or reinforcing the expected and desirable behaviours in the language teaching process is accomplished and achieved by encouraging, stimulating the feeling of curiosity and inquisitiveness about the cultures of other nations, presenting and showing a movie, as well as giving chances to the students. Consequently, motivation directly influences and affects the language learner's learning methods, skills, and practices. That is, motivation has a high effect on learners' communication with foreigners, determining learning amount, in addition to developing the desired levels of language teaching such as reading, comprehension, speaking, and writing. Briefly, motivation has a direct effect on both the quality and quantity of language learning.

Hence, I assume that it could be the major



facilitator of language learning, but there are other factors, too. Edward Deci (1973) claims that intrinsic motivation can also play an integral role in learning a second language. Learners are self-determined to open new horizons in the target language and without external stimuli, they can be successful. It is difficult to portray the fact that one can become intrinsically motivated, some researchers say.

The flow theory is advocated by (Csikszentmihalyi, 1990; Egbert 2004, cited in H. D. Brown, 2014). They believe that external factors inspire people and "burn them inside out". Quite the contrary, extrinsic motivation is a learning process triggered by parents, teachers, and peers (H. D. Brown 2014).

Participant profile

For my case study, I have chosen two students who are learning the English language as a foreign language at Denau institute of entrepreneurship and pedagogy. One of them is Lobar, who is twenty-two years old and came from Bukhara. She started learning English at the age of 16-17. Her nationality is Uzbek as well as her first language. She is self-motivated and prefers self-study instead of depending on the teacher in the learning process. The second participant is Gulnoza, who is a twenty-three-year-old girl. She is from Tashkent. She began learning English before puberty. She has been learning this language for more than 11 years. Although Gulnoza's nationality is Uzbek, her family speaks Russian. Gulnoza is also self-motivated and hard-working, but she believes that the teacher's role is important in the learning process. As for their level, one of them is at an advanced level; the second one of them is intermediate. I have been working with them for 4 weeks and I am surprised by the fact that they have different levels even though they have

almost similar cultures, ages, and exposure to English. Therefore, I try to observe their learning background, motivation (both intrinsic and extrinsic), and their strengths and weaknesses.

Research design

The present case study involves two stages:

Interview questionnaire

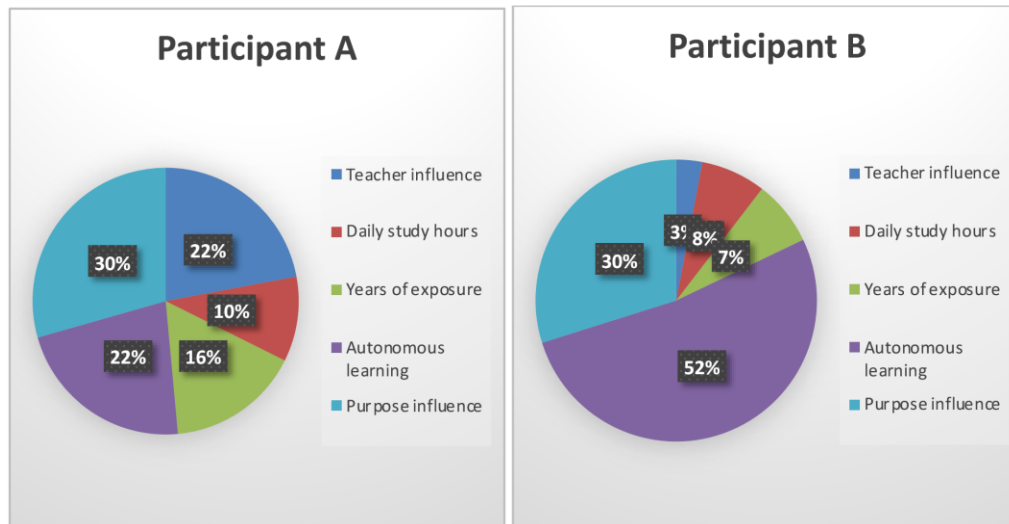
Writing assignment on essay

In the first step, I used a questionnaire consisting of twelve questions. The interviews were conducted in English and were recorded in an audio file for about six and five minutes and then transcribed. Most of the questions focused on the types of motivation that influence learners and how they overcame learning difficulties in order to know their motivational strengths. During the interview, I paid attention to the participants' answers and their speech accuracy.

In the second part, I asked them to write an essay or entry. They both wrote good essays on the topic they wanted and 40 minutes were given to write and submit. With the help of assignments, I have a chance to identify their background knowledge and which motivational type is higher for them according to their results.

DATA COLLECTION AND ANALYSIS

Although the data collection process is likely to be difficult, it is an intriguing part of my research. While working with students, I underwent good linguistic experience for a special purpose. According to their answer, firstly, I categorized them as Participant A (Gulnoza) and Participant B (Lobar) so that I could know what is successful students' source of motivation (whether they are intrinsically motivated or extrinsically motivated).



In these pie charts, based on the interview questionnaire answers, I knew that Participant A started learning English at an early age and spends many hours studying daily. Besides, she considers that teacher is important to motivate her in her learning process. As she is dreamful, she was inspired and determined to achieve her goals. By contrast, Participant B does not depend on the teacher. As a result, she prefers self-study. She started learning the language 5 years ago.

She spends almost 4 or 5 hours studying English. Her purpose also tremendously motivates her to be active.

Having collected sufficient data, I evaluated and analyzed their speaking and writing assignments through the speaking and writing rubric by Brown to check their levels. Speaking rubric



	Fluency	Pronunciation and accent	Vocabulary	Grammar	Details
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot understand

SAR

No	Fluency	Pronunciation and accent	Vocabulary	Grammar	Details
PA	4	4	5	5	4
PB	3	2	3	4	2

Writing rubric

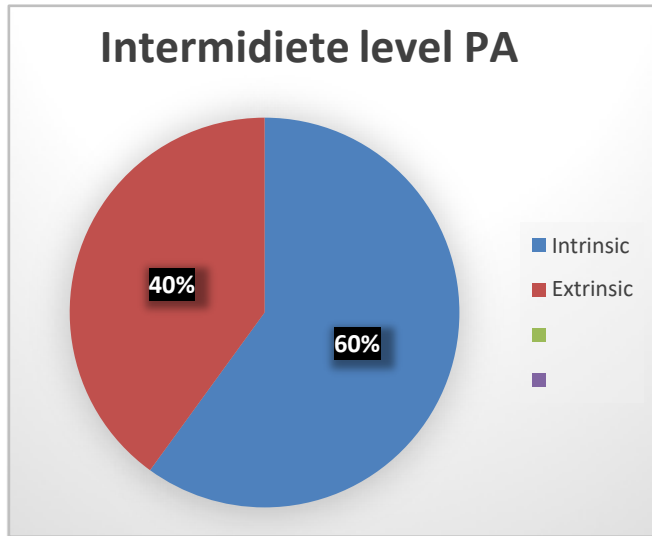


Category	4	3	2	1
Salutation & Closing	Salutation and closing have no errors in capitalization and punctuation.	Salutation and closing have 1-2 errors in capitalization and punctuation.	Salutation and closing have 3 or more errors in capitalization and punctuation.	Salutation and/or closing are missing.
Length	The letter is 10 or more sentences.	The letter is 8-9 sentences.	The letter is 5-7 sentences.	The letter is less than 5 sentences.
Grammar & Spelling (conventions)	Writer makes no errors in grammar or spelling.	Writer makes 1-2 errors in grammar and/or spelling.	Writer makes 3-4 errors in grammar and/or spelling	Writer makes more than 4 errors in grammar and/or spelling.
Capitalization & Punctuation	Writer makes no errors in capitalization and punctuation.	Writer makes 2-4 errors in capitalization and punctuation.	Writer makes 4-6 errors in capitalization and punctuation.	Writer makes more than 6 errors in capitalization and punctuation.
Neatness	Letter is typed, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with pride.	Letter is neatly hand-written, clean, not wrinkled, and is easy to read with no distracting error corrections. It was done with care.	Letter is typed and is crumpled or slightly stained. It may have 1-2 distracting error corrections. It was done with some care.	Letter is typed and looks like it had been shoved in a pocket or locker. It may have several distracting error corrections. It looks like it was done in a hurry or stored improperly.

WAR

No	Salutation & closing	Length	Grammar & Spelling	Capitalization & punctuation	Neatness
A	P 4	4	4	3	4
B	P 4	3	3	4	3

Having been aware of the results of assignments, in figure 2, I categorized participants as advanced and intermediate learners. The following pie charts describe the percentage of types of motivation in two students.

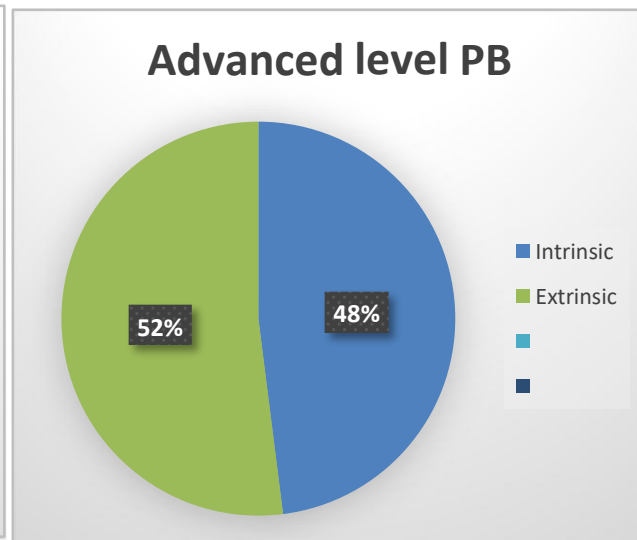


As you see, the answers of Participant A showed that she was more intrinsically motivated while Participant A approached questions intrinsically and extrinsically almost in a similar way.

CONCLUSION

In conclusion, both types of motivation play an important role in language learning. However, according to research, intrinsic motivation was more dominant in the learning process. Intrinsically motivated students can get to higher levels than extrinsically motivated students can. My findings demonstrated that starting learning a language before puberty is also vital to accomplish good results in the target language based on learners' results.

The research showed that extrinsically motivated students tend to get a break while studying, leading to some shortcomings in language achievement, while intrinsically motivated students are liable to procrastinate breaks and strive to open new horizons in the target language. Moreover, an intrinsically motivated student is highly under their teachers' influence. The only definition here could be that



intrinsic motivation may urge them to be more like teachers and follow their instructions. Besides, she spends more hours studying than an extrinsically motivated student. As a result, she reached the advanced level, while participant B stayed at the intermediate level.

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FORMATION OF GEOMETRIC CONCEPTS BASED ON INTERDISCIPLINARY RELATIONSHIPS IN PRIMARY SCHOOL STUDENTS WITH INTELLIGENCE DISABILITIES

Nazokat Abidova

Lecturer Toshkent Davlat Pedagogika Universiteti Tashkent, Uzbekistan

ABSTRACT

The article reveals the content of the formation of geometric concepts on the basis of interdisciplinary connections in primary schoolchildren with intellectual disabilities. Analysis of technology for the formation of geometric concepts based on interdisciplinary connections in primary schoolchildren with intellectual disabilities

KEYWORDS:- Mentally retarded students, geometric concepts, formation, provision, methods, exercises, system, analysis, math lessons.

INTRODUCTION

One of the main problems in preparing children with intellectual disabilities for independent living and work is to teach them mathematics and, in particular, the elements of geometry. The concept of the shape of the surrounding objects and the ability to apply them in practice is always necessary for human life. For students with intellectual disabilities, mastery is an important factor in social resilience.

THE MAIN FINDINGS AND RESULTS

Modern production and daily living conditions require students to have basic knowledge and skills that are universal for a variety of activities that they must be able to apply in a variety of contexts to solve life's problems. Research in the field of special psychology and pedagogy shows that in the process of acquiring knowledge,

children with intellectual disabilities are unable to combine the knowledge acquired during the study of different subjects and have difficulty in applying the studied material in practice [1].

The mathematical preparation of students with intellectual disabilities involves the development of their activity and independence in education, work and daily life, the formation of skills to apply theoretical knowledge in practice and the correction of deficiencies in the ability to learn. Given the tendency of children with intellectual disabilities to master mathematical, including geometric material, the intellectual and practical application of knowledge in solving life-practical problems, ensuring the accuracy and simultaneous generalization of images of geometric shapes. One of the ways to solve the problem is to implement interdisciplinary coordination of mathematics and labor lessons.

Interdisciplinary coordination helps to improve



the development and more effective solution of science-related problems in education. provides the formation of the ability to adapt to a new situation. Pedagogical research and teaching practice show that mastering geometric concepts has a corrective and developmental effect on students with intellectual disabilities, improving their cognition and thinking, and increasing all cognitive activity in general.

However, the number of studies devoted to the study of the role of interdisciplinary connections and the interdisciplinary study of practical issues in the formation of knowledge on certain topics in children with intellectual disabilities is very limited. This problem was reported by T.V. Varenova Mathematics and Professional Labor, V.V. The high school students of Heathrow Special School were studied in the example of teaching science and agricultural labor. To date, the problem of forming geometric concepts based on the interdisciplinary coordination of mathematics and manual labor in primary school has not been considered.

Thus, the need to develop and experimentally test the method of teaching mathematics (elements of geometry) and manual labor in the primary grades of a specialized school becomes clear. allows us to consider the issue of the formation of geometric concepts of students in the interdisciplinary basis on an interdisciplinary basis [2].

The study of the nature of interdisciplinary links and the search for ways to implement them as a condition that significantly affects the effectiveness and practical significance of the educational process NSAntonov, PRAtutov, SLBatyshev, NMVerzilin, GVVorobev, Sh.I. Ganelin, VAGusev, MADanilov, BPYesipov, DIZverev, VAKondakov, VMKorotov, PGKulagin, NALoshkareva, VNMaksimova, PNNovikov, ITOgorodnikov, MNSkatkin, AVUsova, GFFedorets, VNFedorova, NM Zade has been in

the spotlight of Ye.G. Schmukler and remains relevant to this day [1].

The emergence of the concept of interdisciplinary connections in the educational process is associated with the understanding in the minds of students of the obligation to reflect the world around them in a single and holistic way.

Attempts to explain the need to create a learning process based on the study of connections between objects and events, as well as to determine the role of interdisciplinary links in ensuring the successful development of children's mental development. Russian thinkers and educators AI Gersen, N.G.Chernyshevsky, K.D.Ushinsky, pedagogues V.Ya. Performed by Stoyunin, NF Bunakov, VI Vodovozov and others [3].

The result of the methodological development of the theory of interdisciplinary communication is that in the unity of emotional-practical and logical aspects of knowledge, an integral system of knowledge simultaneously with the development of mental abilities in the interaction of emotion, perception and thinking, attention and memory formation is necessary.

The long-term study of the nature and role of interdisciplinary connections in education has shaped natural scientific (neurophysiological), psychological, and pedagogical approaches to the problem of interdisciplinary connections. The theory of modern interdisciplinary relations is based on materialist epistemology, the doctrine of the general relationship of events and processes in nature and society, the interaction of forms of movement and the interaction of disciplines [4].

From a philosophical point of view, interdisciplinary connections are seen as a didactic form of the general principle of coherence. This principle is one of the



methodological principles that form the basis of knowledge in science. It requires the illumination of any object under study as a whole, with different types of connections between the objective reality and the unifying properties within the subject. An important task of the educational process based on this principle is to integrate the diversity of connections to a single abstract image.

Interdisciplinary links are designed to create a single methodological framework for the subject organization of education in a modern school.

The ability to give a natural-scientific basis for the physiological nature of the relationship between the various features of an object or phenomenon It is the result of Pavlov's theory of the reflexive nature of mental activity [1]. A series of brain reflexes, combined with connections that occur under certain conditions, form a "whole association." This is the result of the reflection of the nervous system on the objective relationships of the properties and characteristics of the object. The more often and multiple objects are viewed, the more complete and sufficient the resulting associations will be.

IP Pavlov reveals the neurodynamic basis of the process of formation of associations and distinguishes systematization as its peculiarity. [2]. The reflection of the interrelationships of objectively existing objects and events in the brain leads to the emergence of a complex system of permanent and temporary connections that ensure the consistency of knowledge about the world. The systemic principle of brain activity is manifested not only in the specific stimulus, but also in the ability to interact, to form an integral association for a complex of stimuli. The strength of the nervous system's response to an acceptable object depends not only on its nature, but also on the readiness of the previous stimuli to act. This fact underlies the process of transferring previously developed

associations to new ones if these associations are in the same relationship with each other as with the produced drivers. . This is the essence of the process of transferring previously acquired knowledge about an object acquired in the study of various disciplines to a new situation in the review of other subjects. As for the problem of interdisciplinary communication, this rule can be illustrated as follows: the acquisition of existing knowledge about this object, obtained in the study of other sciences in the acquaintance with new materials, the cerebellum associated with the activity of acquiring new knowledge to an "additional stimulus" that has a positive effect on the functional state of the shell parts. By combining knowledge about the properties of the object in the process of making connections, the teacher seeks to form a high level of associative communication. The properties of reality-related objects are similarly reinforced in the imagination. Therefore, the implementation of interdisciplinary connections in the learning process is based on the existing functional mechanisms of the cerebral cortex [2].

The neuropsychological substantiation of interdisciplinary communication mechanisms has become the basis for the explanation of psychological processes in the study on this basis.

From a psychological point of view, association is the connection between all forms of reflection of objective reality, which is based on emotions.

Psychological and pedagogical substantiation of the conditionality of the implementation of interdisciplinary connections in the learning process with the objective laws of higher nervous activity was proposed by LS Vygovsky. He experimentally determined that the activity of thinking, as a basic stage in the formation of previously emerging concepts, enters the new activity of thought by generalizing it. At the same time, he concludes that there is a clear sequence



in the formation of such generalizations: the new stage of generalization appears only on the basis of the previous ones.

Therefore, the highest form of generalization of knowledge about an object - concepts, should be formed by combining the previous stages - the concepts derived from different disciplines about the properties of the object.

LSVygotsky's concepts, along with a natural-scientific understanding of the nature of high nervous activity, were applied to DNBogoyavlensky, Y.N. Kabanova-Meller, A.Alyublinskaya, NAMenchinskaya, KKPlatonov, Yu.A. Samarin, AASmirnov, DBElkonin and other researchers. when the data were combined with previously learned knowledge and previous work experience in different areas, it was possible to conclude that all the lessons lead to the formation of new connections, associations [4].

Research shows that connections in the learning process are the most important means of fulfilling the functions of education, upbringing and development.

The basis for studying the mental activity that occurs when using interdisciplinary connections is associative connections. In separate lessons in the primary grades, the initial concepts (local associations) of objects and events that children acquire when they become acquainted with them are combined and interdependent in the learning process, reflecting the subjects more fully and from different perspectives. The use of interdisciplinary links to unite local associations provides the level of generalization needed to further shape concepts based on them [2].

One of the consequences of these rules is the requirement to combine the acquisition of this knowledge with its application. Learning and applying knowledge are two sides of the same coin. Applying knowledge to solve real-world

problems requires children to make analytical choices from a range of disciplines.

The concepts included in each subject include knowledge of a number of disciplines. They are the source of interdisciplinary connections. The teacher has a special role to play in the implementation of this concept, because his correct explanation of the interrelationships of the disciplines helps to form the most complete, accurate picture. According to BG Ananov and Yu.A. Samarin, interdisciplinary connections are a necessary condition for the formation of integral systemic knowledge [4].

CONCLUSION

Developing the ability to transfer existing knowledge to different work environments is one of the important tasks in solving the problem of establishing interdisciplinary links. Implementing them, according to P.G. Kulagin, will create opportunities for the development of advanced reflection. Developed skills of knowledge transfer allow the mind to predict some features of a new object [1].

In order to successfully solve practical problems of life, taking into account the real connection of science and events, it is necessary to use a variety of interrelated knowledge. Interdisciplinary teaching of academic disciplines is the basis for the organization of efforts to solve a new problem and the formation of the ability to implement them in accordance with the purpose due to the expectation of their results in the transfer of knowledge.

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EFFECTIVE METHODS OF SPEECH DEVELOPMENT OF DISABLED STUDENTS IN THE PROCESS OF LITERARY EDUCATION

Zulfiya Narboevna Mamarajובה

Professor, Doctor Of Pedagogical Sciences Tashkent State Pedagogical University Tashkent, Uzbekistan

ABSTRACT

This article highlights the content of speech development of hearing impaired students in the process of literary education. Effective methods of speech development of hearing impaired students in the process of literary education are considered.

KEYWORDS:- Literary education, text, speech, communication, speech situation, principles, effective methods, dictionary, system, reader.

INTRODUCTION

The development of students' speech in the process of literary education is one of the current scientific and theoretical issues. The theory and practice of speech development in the process of literary education. conquest is inextricably linked with teaching to understand national traditions, values. Scientific and methodological bases of literary education in a special school, conscious reading in deaf and hard of hearing students, formation and development of skills of literary analysis, pedagogical-psychological bases of improving the process of literary education N.G. Morozova, V.M. Boldareva, L.A. Golovchits, E. Matinya, M.I. Studied by Nikitina [1, p. 59-60].

The scientific-theoretical, methodological basis for the organization of work on the formation and development of oral speech of students with hearing impairments in a special school F.F. Pay,

N.F. Slezina, K.Komarov, L.M. Bykova, T.S. Zykova, G.A. Bakulina, K.V. Korovin, A.G. Basova, S.F. Yegorov, A.I. Dyachkov, N.M. Nazarova, G.N. Penin, H.H. Malofeyev, O.M. This is reflected in Potapova's research [2, 429 p]. Scientific-theoretical, methodological bases of literacy training, formation and development of speech and auditory perception of special school students N.Sh.Bekmurodov, HMGaynutdinov, U.Yu.Fayziyeva, DANazarova, FUQodirova, FDAlimkhodjayeva RRRustamova was methodologically analyzed in her scientific works [3, p. 20].

THE MAIN FINDINGS AND RESULTS

Although scientific research has been conducted on the problem of teaching literacy to students with hearing impairments, the issue of speech development technology for children with hearing impairments in the process of literary



education has not been specifically studied. . The study of literature is primarily aimed at educating students with hearing impairments, the centuries-old history of Uzbek literature and the main direction of the current literary process - the leading writers and their work, the history of the people and the country reflected in the work of these writers. introduce, give an idea of the specific aspects of literature as a science and theoretical issues. Knowledge of the best works of world literature in different literary and historical periods and the authors of these works, on the one hand, allows students to understand the national identity of Uzbek literature, on the other hand, enriches their knowledge of literature. VVGolubkov emphasizes that the development of speech culture is a common task of the school community, in which the main role is given to the teacher of literature: , is given as a bright, impressive form"[4, p. 237].

Lack of speech development of hearing-impaired students negatively affects the process of understanding the content of a work of art. P.M. Boskis, 1966; A.G. Zikeyev, 1976, 2000; K.V. Komarov, 1985, 1988; K.V. Korovin's 1985 study highlights the complex relationship between hearing impairment and speech development, which leads to insufficient development of a child's mental functions [5, p.170]. Scholars have identified hearing impairment in students with hearing impairments, specific development of vocabulary and grammatical structure of speech, and difficulties in comprehending the content of the text being read [6, p. 170].

These features lead to a certain degree of mastery of the content of the text of the work of art by students. Therefore, the formation of speech in children with hearing impairments in special education; preparing children to understand fiction; selection of speech formation methods for children with hearing impairments in the context of literary education; The study of

effective methods for determining the effectiveness of speech formation in children with hearing impairments in the context of literary education is a pressing issue. In the course of our research, there was a need for hearing-impaired students to study aspects of comprehension of vocabulary and the content of the text being read. P.M. Boskis found in his research that the limited speech experience that results from a hearing impaired child's inability to fully comprehend speech leads to a quantitative lack of vocabulary and a specific use of it. P.M. Boskis distinguishes between speech disorders in hearing-impaired children [7, p. 143]:

- Express a single characteristic instead of naming the whole object;
- Replacement of the whole object with its part;
- Name another object that is conditionally related to the object;
- Name the general situation in which the subject is related;
- Name a similar object according to its function;
- Name an object that looks similar.

Noting the peculiarity of the acquisition of vocabulary by a child with a hearing impairment, P.M. Boskis argues that limited speech resources and insufficient mastery of the grammatical structure of the language are a natural barrier to understanding the text being read. not being able to recognize him because of his new grammatical form makes the easy text difficult for the hearing-impaired reader.

Difficulties in mastering the content of the text are explained by the following characteristics of students with hearing impairments:

- Inadequate, sometimes even misunderstood,



word structure;

- Limited vocabulary and lack of understanding of its meaning;
- Underdeveloped grammatical structure of speech and lack of understanding of the meaning of grammatical forms.

Students with hearing impairments should actively and consciously master grammatical forms in the learning process, not by repeating them over and over again in practice, but by gradually moving from visual generalizations to speech-based generalizations. Comprehension depends on the lexical material and how comfortable (easy, understandable) it is for a child with a hearing impairment. Of course, not knowing many words can lead to misunderstandings or misunderstandings. Hearing-impaired children have the following difficulties in understanding the texts they read:

- Difficulties in understanding some words, phrases and whole phrases;
- Not understanding the pronouns used in the text;
- Inability to get direction in the text,
- Repeat the whole paragraph verbatim to answer a specific question.

Thus, children with hearing impairments focus on the story, part of it, or some words that they understand in some cases, not the whole context. All of these differences in vocabulary comprehension affect the understanding of cause-and-effect relationships in a text. The low level of speech development of hearing-impaired children makes it difficult for readers to understand, but for students to understand the words of the text, to express facts and ideas in an increasingly understandable language does not yet mean to understand the content of the work. Students need to understand not only the text of the story, but also its subtext, which requires

relatively complex mental operations. Three levels of reading comprehension are distinguished by hearing comprehension for children with hearing impairments. [8, p. 184]:

- Tushunish understand the direct factual meaning of a word, sentence, piece;
- To understand the author's idea, the idea that is not directly expressed in the speech, the story, the underlying meaning;
- Understand events, their significance for the protagonist, behavioral motives, experiences.
- Express your opinion about what is described.

Hearing-impaired students have difficulty understanding the behavior of heroes and their experiences. Understanding a word, sentence, or story is just about understanding the "meanings," and it depends on the students' speech development. However, reading a literary text requires not only the intellectual process of perception and even emotional experiences, the re-creation of this or that feeling, but also the entry into the field of motivation of human relations, in other words, a true understanding of a work of art. Insufficient speech development of students with hearing impairments is a serious obstacle to understanding the ideological, semantic and artistic richness of a literary work [9, p.85-91].

For this reason, a number of conditions in the development of methods to ensure the speech development of students with hearing impairments in the process of literary education: the nature and content of the subject, didactic tasks, the level of preparation of students, their speech development taken into account. Perceptual methods aimed at restoring the content of the work read have been introduced into the methods of speech development of students with hearing impairments in the



process of literary education. These methods determine the development of independent intellectual and verbal activity, promote mental development and the formation of creative imagination in children. Among the methods of this group, we pay special attention to the method of creative development of the child. This method organized the creative activity of students using various teaching aids; students think, compare, generalize, draw conclusions, weave; education is accompanied by a high level of interest in reading; education identifies and guides students' aesthetic, cognitive, and self-motivational motivations that contribute to the development of reading thinking and personal development. The highlighted descriptions allow for a variety of ways to engage students in reading and literary activities in their teaching practice, while creating the conditions for a sense of joy in success.

When using the method of creative development of the child, we see the opportunity to develop individual experiences, observations, analytical thinking, reading impressions, artistic talent, speech creativity, the need of students to work with literary texts. In this group of methods, the method of creating speech situations of communication is important. This method creates learning situations that allow students to focus on reading situations (why they are learning to read, what reading gives them, what to look for when choosing a book); understanding their personal life impressions, language tools, independent choice of characters, thinking about the situation in which they act, building a desire to build an independent sentence by constructing their own sentence composition. Another method included in this group is the essence of the prediction method, which is not only to understand the content and the author's idea at the time of direct perception of the work, but also to anticipate and predict events, behaviors, events that have not yet

begun. Reading, which is accompanied by hearing-impaired reading activity, creates in his imagination a holistic image of the work, his own fable. By working on the title of the work, illustrations, focusing on unfamiliar words, searching for hidden questions in the text, we achieve a setting that allows students to anticipate the content of the text and control the subsequent perception of the text.

In this group of methods, the project method is distinguished, which is based on the idea that students' learning activities are focused on the results obtained in solving a particular theoretical or practical problem. The project method includes a set of teaching methods that allow students to acquire knowledge and skills in the process of planning and completing assignments independently. Well-organized design activities have a significant pedagogical impact on the development of hearing-impaired students. As part of the pilot training, the design method was used in literary reading lessons (comparison of works) and extracurricular reading lessons (publication of manuscripts and e-booklets, creation of cartoons, creation of photo albums, staging of theatrical performances). The main way to use a group of methods that provide the organization and implementation of reading and literary and creative activities is the basic exhibition. This method is used in education as a source of knowledge based on the use of the structure of questions or phrases, the expression of basic connections and relationships, the construction of foundations that allow to distinguish between micro-topics, different types of texts, ideas, dialogues and schemes. In the category of methods aimed at shaping, motivating and motivating reading and literary-creative activity, the method of forming interest in learning takes the lead. The implementation of this method in education provides a positive perception of reading and literary and creative activity, its



content, forms and methods of implementation.

Emotional state is always associated with excitement, excitement: response, sympathy, joy, anger, surprise, and so on. It is important to note that engaging students in deep inner experiences, remembering them, and engaging them in cognitive processes will make these processes more dynamic and effective in terms of the results to be achieved. The main ways to develop an interest in learning are: success, innovation, fun, creating situations of surprise, using playful situations. The group of methods that provide control over the literary and creative activity includes the method of improving the text. The main method of realization of this method is editing, the importance of which is determined by the fact that the method is an active tool for the development of thinking, emotional and volitional spheres [10, p. 87].

Students edit the title sentence according to the idea as they edit their sentences; to exclude one or more sentences that do not correspond to the topic and the main idea; performs exercises to add sentences to help clarify the topic and main idea. The importance of using the editing method is determined by the fact that it leads the hearing-impaired child forward in the development of his speech. Given the specificity of mental development of students with hearing impairment (slowing of cognitive processes, difficulties in the formation of cause-and-effect relationships, difficulty in transferring the acquired methods of activity to its new location, the specificity of the emotional sphere), we assumed that the results would be noticeable a little later compared to hearing students. Performing these exercises will help to understand and comprehend the artistic material, to develop and enrich the speech of children with hearing impairments in the process of literary education, to develop

children's interest in reading and auditory perception.

The use of the above methods in the development of speech in hearing-impaired children in the process of literary education emerges as a tool to ensure the completeness and integrity of the process of understanding the work of art and the world around it by students. In the process of literary speech, children with hearing impairments have the opportunity to demonstrate the multifaceted world of fiction in the development of speech, which leads to the formation and development of emotions and cognitive activity of students with hearing impairments. The proposed methods have become a way for each student to acquire knowledge and skills through an optimal combination of his personal needs, auditory function characteristics and level of speech development, and the individual's intellectual, creative abilities, inner activity, self-esteem. contributed to the development of the ability to develop and self-improve.

CONCLUSION

In the process of literary education, the purpose of developing the speech of students with hearing impairments is not only to develop students' speech, but also to teach them to read, to introduce them to the world of fiction, to master the laws of literary language, to fully comprehend works of art formation of skills, development of communication and communicative culture skills, love for the book, arousal of interest in independent reading. In addition, the purpose of this pedagogical system is to determine the characteristics of the psychological development of students with hearing impairments. Therefore, it includes the correction of cognitive and emotional deficiencies, the formation of compensatory processes, and represents the general goal of the



pedagogical system for the development of speech in students with hearing impairments in the process of literary education.

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PEDAGOGICAL APPROACHES OF EASTERN THINKERS ON COOPERATION IN FAMILY EDUCATION

Laylo Nurmukhamedova

Associate Professor, Phd Tashkent State Pedagogical University Tashkent, Uzbekistan

Iroda Abdukhalilova

Master's Student Tashkent State Pedagogical University Tashkent, Uzbekistan

ABSTRACT

The Republic of Uzbekistan, following the path of building a democratic rule-of-law state, ensures human rights and freedoms, spiritual enrichment of society, integration into the world community. Implementation of such complex but responsible work as social rehabilitation of disabled people, improvement and improvement of their working environment, correction shortcomings, their professional orientation and training through special correctional and pedagogical work is a requirement of our time.

KEYWORDS:- Family education, oriental thinkers, views, pedagogy, collaboration..

INTRODUCTION

The Republic of Uzbekistan is pursuing the path of building a democratic state governed by the rule of law, ensuring human rights and freedoms, enriching society and integrating it into the world community.

Along with the prevention of disability, it is a modern requirement to carry out complex but rewarding work, such as social rehabilitation, improvement and rehabilitation of their working environment, special correctional and pedagogical work, correction of deficiencies, their professional orientation and training. It should be noted that a lot of work is being done in our country to bring up the young generation in a harmonious way.

THE MAIN FINDINGS AND RESULTS

The national training program has been adopted and is being consistently implemented, with a special focus on educating the younger generation. In other words, the education of high-spirited, educated people who meet the requirements of the times is becoming a priority of our state policy. As long as you have a family, you have a precious gift called a child. Every conscious person, thinking of the happiness and perfection of his beloved child, always lives with noble dreams and desires, and wants his offspring to be healthy and well-rounded in all respects. The dream of a healthy child, a healthy generation is an eternal aspiration that has been passed down to us from our ancestors. If we look at the way of life and thinking of our ancestors,



we see that they paid great attention to human lineage, the purity of the seven breasts, the health of the offspring. A healthy child is the fruit of a healthy and harmonious family. lib, only a healthy mother gives birth to a healthy child. I don't think there is any need to explain this fact, which has been confirmed for centuries.

L.S.Vigotsky, A.Zankov, S.Ya.Rubinstein, H.S.Zamsky, A.N.Gaborov, T.N.Golovina, M.S.Pevzner, V.I.Lubovsky, V.G.Petrova, T.A.Vlasova, from the former Soviet scientists on the education of children with developmental disabilities, Important information is given in dissertations and methodical manuals of I.G.Eremenko, V.V.Voronkova, R.I.Lalaeva, N.N.Shkolnikova, A.Mshcherbakova, G.N.Mersiyanova, G.M.Dulnev, V.I.Antipov, V.I.Karvyalis, Ya.Ya.Kravalis, S.L.Mirskiy, E.A.Kovaleva, V.F.Machihina, N.P.Former Soviet scientists such as Pavlova, Vashinkarenko and I.P.Freytag conducted research.

Leading scientists V.S.Rakhmonova, M.P.Pulatova, L.Sh.Issues such as education of children with developmental disabilities in the country, the elimination of their defects, the pedagogical features of raising a child with disabilities in the family S.Sh.Aitmetova, L.R.Muminova, I.G.Radisheva, G.B.Shoumarov, D.A.Gordienko, S.G.Kim, A.Soatov, Z.B.Em, G.A.Sodiqova, R.Sh.Shomakhmudova, P.M.Pulatova, D.A.Nurkeldieva, M.P.Khamidova, L.Sh.Nurmuhamedova, Sh.M.Amirsaidova implementation of correctional and pedagogical work at home with the child, methodological, pedagogical approach to the development of the child's personality and worldview, various activities, interaction between family members and the child with disabilities. Family, school and community cooperation is an important factor in the implementation of correctional and pedagogical work aimed at ensuring that the child with disabilities can find his or her place in

life in the future. As a result of research and analysis.

We have come to the conclusion that the process of educating students with developmental disabilities and family-school cooperation in education is a very complex, multifaceted socio-pedagogical problem that requires a systematic approach. Improving the quality of education for students with developmental disabilities depends on the interaction and consistency of the family and the school at all levels of the system of continuing education. Special institutions in the upbringing of children with disabilities provide an opportunity to summarize the work experience of the partner, to draw appropriate conclusions, to make the necessary recommendations and suggestions for cooperation between school, family and community in the education of students with disabilities. Education in special schools - the search for effective forms and methods of education, the creation and establishment of family and special institutions in the education of students with developmental disabilities is of great importance today.

Family and family relations in Central Asia In the scientific, philosophical and moral views of Central Asian thinkers, caring for family members, showing compassion and charity have become both religious and human traditions. Special attention is paid to issues such as relationships, family upbringing, responsibility and duty of family harmony, respect for the child, the child's respect for parents. The family is a great policy not only of one country, but of humanity and the state as a whole.

One of the most important tasks of the family is to connect the human race with healthy and talented generations. One of the priorities of modern society is the recognition of the uniqueness and values of human life, the development of a spiritually mature person, the



right of the child to development, the guarantee of satisfaction of educational needs. In Rizouddin Ibn Fakhruddin's book *The Family*, it is becoming increasingly clear that the upbringing of a child should be done not with bad intentions, but with patience, perseverance, kindness, endurance, compassion and sensitivity. This does not mean that the child should be left as an uncontrolled animal [1]. It is a great mistake to keep a young child unsupervised. Maybe he should be brought up between hardness and softness, with justice. "

Ibn Sina, the sultan of medicine, repeatedly emphasizes the importance of personal example in the process of educating a child to be well-mannered and physically healthy. The deep meaning and practical significance of Ibn Sina's ideas on family upbringing can be seen in the following words. "Particular attention should be paid to maintaining the child's behavior in moderation, which is achieved by protecting the child from severe anger, fear, sadness and insomnia," he said. You just have to be more discriminating with the help you render toward other people. There are two benefits to this work. On the one hand, it affects the child's psyche, the child grows up to be kind from an early age, and gradually kindness becomes a habit.

On the other hand, it benefits the child's body, because bad behavior occurs in a variety of client disorders. Also, if bad behavior becomes a habit, it can lead to customer disruption. For example, anger heats up, grief weakens, and sadness tends to be indifferent. As a result of moderation, both the soul and the body become healthy, "said the scientist. [2] Another big mistake in parenting is that the parent is aware that everything in parenting is conditional and causal, parenting is a long process, and in the process there are a number of interrelated links, tools, and methods that can be used to they do not understand that the fall of the joint leads to a disruption of the

educational process.

Another mistake that negatively affects the process of upbringing in the family is the lack of a single requirement for upbringing by parents, grandparents, etc. In such families, children try to adapt to the opposing views of adults, which leads to the formation of negative qualities in the child. As mentioned above, the organization of a child's education in the family is a complex and important process. The family is an integral part of society. If we bring up the young generation without any shortcomings, we will lay the foundation for the future generation of a harmoniously developed generation that will live for the prosperity of the country, the people and the family. Abdullah Avloni, one of the greatest enlighteners of our time, believes that human perfection is in his mind, physical health and good manners.

He said that upbringing is an important factor in determining the path of a child's life: "Education is life or death, salvation, happiness or disaster." Abu Ali Ibn Sina's views on upbringing are reflected in almost all of his works. In his book, *Tadbir Al Manozil*, he lists the main methods of upbringing and expresses the idea that if the family can apply this method of upbringing correctly, the children in the family will quickly achieve happiness in their lives. According to Ibn Sina, the gentleness and sweetness of the parents in the family spoils the nature of the child. The head educator in the family is considered to be the "father". According to him, the father is a factor in the upbringing of children, up to the point of punishment and, if necessary, punishment. He believes that women are not only a worthy companion of a man everywhere, but also his closest helper in strengthening the family and raising children.

The *Laws of Medicine* focuses on the role of the mother in child rearing. For example, it suggests that a breastfeeding woman's emotional



experiences, such as "anger, grief, fear," can be detrimental to her development. It is recommended that he be as calm, compassionate, and patient as possible. In the formation of a child's morality, he must keep his promises. he finds his upbringing to begin with naming him, and considers the choice of a well-deserved name for his children to be one of the first noble duties of a parent.

Abu Ali Ibn Sina emphasizes the formation of diligence in the spiritual and moral upbringing of the child in the family and at school, encourages parents to teach their children the profession, and praises labor. In particular, the views of Abu Ali Ibn Sina on the unity of mental, moral, aesthetic and physical education and the ways to implement them are still of social significance today. as a navigable value [3].

According to Abu Ali Ibn Sina, moral development is a process unique to human beings, because the intellect, based on the great power of reason, can not only determine the boundaries between truth and falsehood, but also distinguish between friend and foe. While intellectual maturity is necessary to discover the inner essence of things, it is not enough for moral development. level. There can be no doubt about it, because "the pursuit of beauty and moral perfection is a characteristic of the human race."

People are not born with good manners, personal qualities, habits and skills. Such qualities are gradually formed in their social life under the influence of personal and other experiences, parents, ancestral traditions, education. It is necessary to focus on the acquisition of a certain profession and art that will benefit you in life. and to accept the words of others and to teach them the sciences and morals from the moment of the (natural) inclination to what is being studied».

Abu Ali Ibn Sina, based on ancient traditions, prefers to start by diligently studying the Qur'an,

the purpose of religion, and the grammatical rules of language. Abu Ali Ibn Sina, as a humane, enlightened scholar, recognizes the infinite possibilities of human moral development. But its realization depends on the capabilities of the individual and society. Alisher Navoi was one of the great leaders of the Enlightenment in the second half of the 11th century. His literary legacy and his contribution to education have been so great and important that they have penetrated the horizons of humanity and gained universal meaning.

If you look at the life of A. Navoi, the founder of Uzbek literature, you will see that he shared his life's findings with the hungry, the orphans, the needy poets and scientists, and treated them with fatherly love. Alisher Navoi's works focus on education. He highly valued human thinking, intellect, knowledge, and scientific research. "Knowledge and wisdom are the adornment of man," he wrote. Navoi attaches great importance to the upbringing of the child in the family and the formation of him as a person, describing the child as a "beacon of life." A child is a gift that brings happiness and bliss to the family. Navoi shows that children should be educated from an early age, and that boys and girls should be given to educators from the age of six. They emphasize the need to master science and crafts from an early age. According to him, the humanity of man is to act with reason and justice, honesty and purity. Therefore, special attention is paid to the role of parents in the development of the child at an early age. It is emphasized that they should pay special attention to the factors that affect the education and upbringing of their children.

In his work, Mahbub ul advises young people to form good qualities in people, especially young people, to walk away from evil, to avoid evil. Factors influencing the moral, spiritual and social recovery of a person. The family is the leader among them. The role of the family can not be



compared with the activities of any social institution, because the formation of the person takes place in harmony with the family members. The family performs reproductive, educational, psychotherapeutic functions.

The family and its members influence the development of the individual, first of all, by creating a favorable moral and psychological environment. The great scholar Alisher Navoi agreed with all the thinkers that it is better to start raising children in the family at an early age. considers it necessary [3]. Memorization, memorization and frequent repetition of the studied knowledge play an important role in the process of education and upbringing, strengthens the child's memory, provides access to the source of knowledge, forms a certain discipline in the pupil, debates. Alisher Navoi's recent works on education include the educational ideas put forward by Mahbub ul Qulub, as well as many theoretical considerations. serves as a unique source and foundation for today's generations in an objective understanding of our spirituality.

The book Avesto, written by the great thinker Zoroaster, also contains a number of ideas and views on family education. should be taught to write. He must be taught from an early age to plant trees, to make household utensils, to cultivate the land, and to raise livestock in order to show that the root of labor is pleasure. In the works of one of the most famous and encyclopedic talents, the preacher Kashafi, the issues of social and moral life, spirituality played an important role.

They promote the ideas of humanity, nationalism, high spirituality, and cultural progress. His works, such as Ahlaqi Muhsiniy, Akhlaqi Karim, Iskandar Oynasi, Javohirnoma, and Tafsiri Husayn, are the leading ideas of moral education. He condemns the negative moral qualities and shows with a series of stories

and narrations that they cause great harm to human life and society. Abu Abdullah Rudaki's works He has repeatedly emphasized that love for the people, friendship between people and mutual cooperation are important for a society of individuals. He believes that true friendships do not prevent people from belonging to different religions.

The Uzbek people have created a great spiritual heritage of education in the family and have brought up hundreds of generations of improved humanity in the spirit of universal values and virtues such as humanity, kindness, diligence, courage and decency. In particular, the encyclopedic "Pandnoma" created by the people, the great scholars created in various genres of folklore, close to the heart of our people; Abu Rayhan Beruni, Imam Al-Bukhari, At-Termizi, Saadi, Ahmad Yugnaki, Amir Temur, Yusuf Khos Khojib, Alisher Navoi, Zahiriddin Muhammad Babur, Ulugbek, Ahmad Yassavi, Ahmad Donish, Bahovuddin Naqshbandi, Abu Ali Ibn The rare and masterpieces left by dozens of great poets and thinkers, such as Sino, Al-Farabi, Mahmudhoja Behbudi, Abdullah Avloni and others, have not been given enough attention by our scientists and officials [4].

The views of these thinkers on the upbringing of the child in school and in the family as a moral, ethical and all-round development are unique and distinctive. They pay special attention to the education of young people in the spirit of diligence, to the thorough acquisition of knowledge, and say that the wealth gained through hard work brings happiness, and a scientist is not despised. In their works, great thinkers encourage students to be polite, to work honestly, to be kind to their parents and to work honestly.

In his pedagogical views, Abu Ali Ibn Sina states, "According to al-Farabi", [4]: "The victory of man and society, the attainment of goodness, the



attainment of moral and intellectual direction, is in the hands of man and society”, “It is not enough to become a human being under the influence of natural primary education”. In order to bring up children as described above, we need to study extensively and comprehensively the rich scientific and cultural heritage created by our ancestors, to enjoy them in the process of educational hours for students of special schools. The compatibility of the relationship between the individual and society with the principles of social development depends on the vital position that guides the activities of the individual. The life position is formed in the process of upbringing. For this reason, from the time of the primitive community system, the upbringing of the individual was controlled by society, and this task was entrusted to the wisest people.

Farobi believes that the pursuit of happiness is not the only one, but the joint efforts of many people, the activities of the people, the humanist living in this country, the love of man, the desire to be under the influence of high moral people. According to Farobi, he must have certain intellectual and moral qualities, know the general laws of governance, and be able to follow the people of his country, educate them, and strive to guide them to the common good. 'gits are important. His Treatise on Psychology and The Method of Raising Children state that the criteria for upbringing are childhood. The child absorbs everything, good and bad, because his mind is indistinguishable. He therefore stressed the need for a patient approach to child rearing in the family without rushing.

Conclusion

If the advice given to the upbringing of a child in the above family is used in the experience of today's parents and educators and is connected with today's new scientific views, it is certainly possible to get good results. Thus, the upbringing of a person in the family has always been an

important part of determining the place of a person in life, teaching him to live, the activities of society. The social function of upbringing is to teach a person to do something useful. Now everyone must contribute to strengthening the independence of Uzbekistan. Therefore, it would be useful for parents, together with the whole country, to use new forms and methods of raising mentally retarded children in the family, to connect the concepts of children's hearts and psychology with modern concepts. The theoretical ideas and pedagogical theories of encyclopedic scholars, great ancestors, thinkers and educators of the XIX and XX centuries, who lived and worked in Central Asia, have not lost their relevance today. Their use in modern pedagogy, especially in special pedagogy, is effective.

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PEDAGOGICAL-PSYCHOLOGICAL APPROACHES TO THE PROFESSIONAL PREPARATION OF THE FUTURE MUSIC TEACHER

Umidjon Yuldoshevich Yuldoshev

Senior Lecturer, Phd Tashkent State Pedagogical University Tashkent, Uzbekistan

ABSTRACT

This article discusses the requirements for modern music education, pedagogical conditions for improving higher music education, pedagogical techniques, pedagogical communication and the peculiarities of pedagogical training of future music teachers and pedagogical-psychological approaches.

KEYWORDS:- Music education, higher music education, practical performance, analytical-theoretical, talent, action strategy, continuing education, pedagogical competence, psychology, pedagogical communication.

INTRODUCTION

As a result of the growing prosperity of our socio-cultural life, it can be observed that in our society there is a growing interest in professions in the field of culture and art. This requires a higher level of professionalism and knowledge of specialists trained in these areas. In turn, this situation has led to the formation of new relationships in the system of music education, and the requirements for the professional level of trained professionals are growing day by day.

Article 9 of the Law on Education states that "the education system of the Republic of Uzbekistan is unified and continuous". This normative document substantiates the responsibility of all subjects of education, including highly qualified personnel trained in accordance with the principle of continuity in higher music education, to ensure the effective operation at all levels.

THE MAIN FINDINGS AND RESULTS

Music education is the process and result of the acquisition of musical knowledge, skills and abilities, and involves the mastery of musical phenomena in practical performance or analytical-theoretical. It is important that the future music teacher has a deep understanding of the social nature of the task of mastering, developing and transmitting to the younger generation the samples of musical experience accumulated in society.

It is the responsibility of the music teacher of the secondary school to select the most talented children, to organize special classes with them, to direct them to music and art schools. Therefore, one of the priorities is to provide music education with highly qualified teachers.

Annex 1 to the Decree of the President of the Republic of Uzbekistan Sh.Mirziyoyev dated February 7, 2017 "On the Strategy for further



development of the Republic of Uzbekistan" Improving the quality and efficiency of higher education institutions on the basis of education", he said.

In order to fulfill these tasks, a number of measures are ahead of higher music education. In particular, all state educational standards, curricula and qualification requirements in higher education are currently being reviewed and improved in terms of new approaches. The main emphasis in the training of future music teachers is on ensuring their professional and pedagogical competence, the widespread introduction of advanced pedagogical technologies and recognized foreign methods in teaching practice, and thus the training of competitive professionals.

The pedagogical practice of students is also a big task, which allows to predict and correct the level of future professional training, taking advantage of the opportunity to apply the acquired theoretical knowledge in practice. In addition, the pedagogical and psychological training of students is important, the ability to organize pedagogical communication with students at the required level, the ability to effectively use the necessary pedagogical skills in practice will be developed.

At the same time, "Theoretical analysis of the educational process, the study of the experience of advanced teachers, the division of the lesson into different stages also gives positive results" [3].

Today's music teacher is able to consistently use the opportunities of modern pedagogical and information technologies to instill in students a wide range of knowledge and skills in the field of national and world music, to develop the ability to listen to works of high artistic level and educational value. They need to have a specialist who nurtures a musical taste.

In music education, the task of "acquainting" students with music has changed, and now the task is to create more opportunities for each student to expand their artistic potential, to listen to musical works selectively, to express analytical opinions about them. The realization of this pedagogical goal imposes a greater responsibility on the music teacher, his spiritual and creative activity.

These requirements include, first of all, professional knowledge and pedagogical skills of a music teacher, performance potential, changes in music art and pedagogy, the ability to analyze innovations in terms of modern requirements, fluency in foreign languages and work with scientific literature, increase the effectiveness of training. - free, full use of communication technologies.

Second, regular self-study, initiative, organization, the ability to establish a positive, positive-psychological relationship with the teaching staff and students, the need to have the skills to be ready for all pedagogical requirements.

In the professional training of music teachers, the main focus is on the results of pedagogical work. Theoretical knowledge acquired in the course is reflected in practice, ie in various forms of musical and aesthetic activity of students, and is aimed at increasing the musical knowledge of students through various forms and methods of work, the formation of artistic and aesthetic taste in them (see drawing).

Methods of teaching and educating music - the interaction between the participants of the educational process, through musical activities should lead to the acquisition of knowledge, skills and abilities of the student and the development of musical and aesthetic qualities. Methods of teaching and educating music reflect the holistic creative nature of the educational process.



It is helpful for a music teacher to know different ways to behave in a good, businesslike mood. These include expecting students to be motivated for a well-organized lesson, creating satisfaction from the cheerful part of the lesson, an exciting piece of music, and the fun of the lesson topic.

In particular, "in the current social environment, where there is a tendency to mix Eastern and Western cultures, it is important to arouse students' interest in our national music and create a positive atmosphere". It is desirable that these features be systematically formed in students.

Of course, a music teacher doesn't just go into a classroom in 45 minutes to "catch up" or get a clear singing. One or more lessons are just one part of the process of introducing students to the art of music. Therefore, it is necessary not only to sing in a literate and expressive way, but also to be able to express one's thoughts and dreams, imagination, experiences, as well as attitudes through it.

Positive psychological qualities for high-level organization of the lesson: distribution of attention - control of the quality of students' performance in both singing and group singing, transfer of attention - free transition from singing to mastering theoretical materials or listening. "Every teacher-educator, before entering the pedagogical activity, must first have the skills to organize it independently, to create personal experiences".

It is expedient that music education today be organized on the basis of "interaction" rather than "pedagogical influence", and the pedagogical competence of the teacher is crucial in this.

The teacher must "prepare" himself for the lesson before each lesson. To do this, it is necessary to get rid of all unnecessary stimuli

(fantasies and thoughts) by the power of will before the lesson. That is, it is expedient to create a "working pedagogical vacuum" around themselves, to regulate the nerves, to create a positive mood.

In preparation for a music lesson, the teacher should estimate his or her capabilities and organize the work on this basis, taking into account where the piece of music to be sung or listened to is a little empty, and where special emphasis should be placed. Measuring this type of opportunity determines a teacher's physical condition, level of professional training, and pedagogical ability. The amount of integrity of personal and professional (professional) qualities indicates the limits and range of pedagogical capabilities of a music teacher. As a result, the professional training of a music teacher becomes a huge motivating factor in school work.

In addition, it is important for the teacher to follow the laws of reflection, to analyze their own behavior: that is, from time to time it is advisable to videotape a particular lesson and analyze the material from beginning to end.

The teacher's tolerance and optimism are important in the lesson. After all, musical activity is an activity that is carried out through experience and emotion. If the teacher has set himself the goal of helping the student in the learning process, then the artistic tasks assigned to the student will bring him closer to the teacher.

The music teacher's approach to the class community is highlighted in science. The teacher's stable-positive style is manifested in caring for students, helping in times of difficulty, a work-positive reaction to shortcomings in learning and behavior, and calmness in communication with children. A teacher belonging to this group is characterized by a bright pedagogical talent, respect for children



and can achieve high pedagogical efficiency, performance results.

A teacher with a passive-positive pedagogical style is characterized by an ambiguous emotional-positive attitude towards children. Such a teacher may manifest in team performance by not analyzing the quality of each student's performance, failing to correct deficiencies, and not encouraging students to perform at an excellent level (see picture).

The unstable style in the teacher's attitude towards children is manifested by situational dependence and general emotional propensity. Teachers belonging to this group are sometimes bound by their moods and experiences. It is recommended that future music teachers implement pedagogical communication in a sustainable positive way.

Since the language of music is the language of emotions, communication has great potential in accurately expressing experiences and situations, introducing students to the mysterious world of musical tones, and conveying to them the artistic idea of a work being studied, listened to, or analyzed.

The question arises - how does a pedagogical performance differ from a concert performance? It does not differ in terms of sound, but it certainly differs as a teaching performance, in terms of its delivery to the listener, its interpretation, its emphasis on certain points. In this regard, the technique of pedagogical performance is reflected in the effective organization of the learning process by the teacher. It is a set of performance skills and abilities used by the teacher in the implementation of the performance repertoire at a high level of requirements.

Also, pedagogical techniques allow the teacher to choose the right way of behaving when communicating with students. Behavior, style of

communication with students, diction, facial expressions, correct choice of gestures, all this is part of pedagogical techniques.

One of the pedagogical factors that ensure the success of musical activity is the art of communication. They consist of several views.

1. Flexibility in solving artistic tasks. This means the ability to quickly adapt to the team of students when performing performance activities with the class team. After all, this opportunity is an important factor in the success of interactive music activities.
2. Being emotionally compromised. Various psychological and emotional situations are encountered during the course. Sometimes there are mood-depressing, negative situations: if they are less noticeable, ignoring them, if they are bigger, you need to calmly address the issue and move quickly to the topic analysis.
3. Compassion. The mood of the students is important in the successful organization of a music lesson. Therefore, it is important to monitor the mood of each student before and during the lesson and, if necessary, to support and sympathize with them.
4. Be prepared for problematic situations. Different situations can be encountered in the effective organization of student interaction. Problematic situations should be resolved lightly.
5. Subject-subject communication in communication.

Exercises that simulate situations that require emotional states, which are necessary in the process of pedagogical communication, can be performed with students. At the same time, students can be offered situations, analyze the answers received and select pedagogically



acceptable options.

The first situation. The lesson has begun. You (the teacher) have taken over your desk. The door opens. You look at the student who comes in and say, "Sit down quickly" or "I didn't expect it", in a disgruntled tone, "Are you sharing an opinion", "Are something wrong?" in the case of "goodness!" you might say.

The second situation. You call the student to the board, he says he didn't do the task. Then you say sadly, "I understand, you're uncomfortable" and then you say, "It's not right" and then you keep quiet for a while, "What happens now, how do you explain that?" you can say, or wonder, "How many times is this?", or indifferently, "I don't care anymore".

It is expedient to cite situations that justify themselves in solving these tasks. All situations can be performed by students in the role of teacher or student and the results can be compared. Importantly, it is possible to work on the mimicry options required in certain situations by determining what effects these reactions have on the partner.

The teacher must pay close attention to his / her pedagogical skills, intellect and culture, check the level of his / her ability to perform his / her professional duties, and regularly look for optimal ways to penetrate the minds and hearts of students.

CONCLUSION

After all, a teacher not only equips his students with knowledge, but also influences them with his behavior. His intellect and culture, his honesty and humanity, his spiritual qualities should be accepted as a standard by the students. The teacher should also be able to determine the development prospects of the student body and each of its members.

Formation of the above-mentioned professional

pedagogical qualities and qualities in future music teachers - creates ample opportunities for the successful implementation of the tasks set out in the Action Strategy for the further development of the Republic in higher music education.

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SCIENTIFIC AND METHODOLOGICAL BASIS OF EDUCATION OF CHILDREN WITH SPEECH DISABILITIES IN SPECIAL PRESCHOOL INSTITUTIONS AND FAMILIES

Madina Jalilova

Phd Student Tashkent State Pedagogical University Tashkent, Uzbekistan

ABSTRACT

Emphasis was placed on expanding the network of preschool education institutions and radically improving the conditions for the full intellectual, aesthetic and physical development of children in these institutions, significantly increasing the coverage of children with preschool education and providing access to it, improving the skills of teachers and professionals.

KEYWORDS:- Special school, methodical, upbringing, family, child, inclusive education.

INTRODUCTION

Resolution of the President of the Republic of Uzbekistan No. PF-4947 of February 7, 2017 "On the Strategy of Actions for the Further Development of the Republic of Uzbekistan" [1], September 30, 2017 No. PF-5198 "On Preschool Education" Decree of the Cabinet of Ministers of the Republic of Uzbekistan dated July 19, 2017 No. 528 "On measures to radically improve the management of preschool education institutions", September 9, 2017 PP Resolution No. 3261 "On measures to radically improve the system of preschool education" and the implementation of the tasks set out in other regulations related to this activity. strengthening the social protection system, protecting the rights of children with disabilities and engaging them in inclusive education are being implemented by UNICEF. This ensures that children with severe speech impairments in

preschool receive a modern education based on international legal instruments developed by UNICEF [2].

THE MAIN FINDINGS AND RESULTS

Emphasis was placed on expanding the network of preschool education institutions and radically improving the conditions for the full intellectual, aesthetic and physical development of children in these institutions, significantly increasing the coverage of children with preschool education and providing access to it, improving the skills of teachers and professionals. It is important for a child to grow up in an environment of happiness, love and understanding in the family, in the educational institution, in the community, so that he can develop into a well-rounded and well-developed person. This is especially important for a child with special needs and developmental disabilities. Because such a child needs special attention and help from his relatives. Speech



plays an important role in the comprehensive development of a child's personality. If the child does not receive new, clear impressions, if the necessary conditions are not created for the development of his actions and speech, then the physical and mental development of the child is left behind. So, the correct content of speech depends on the speech of others, speech experience, correct speech environment and education. But for some reason, the child's speech development slows down and lags behind.

One of the most pressing issues today is the important role of children with developmental disabilities in need of social protection and the state of the system.

The attitude of nations towards people with disabilities in need of special protection is reflected in the moral and ethical indicators of society. Article 23 of the Law on Education establishes special educational institutions for the education, upbringing and treatment of children with physical or mental disabilities, as well as children and adolescents in need of long-term treatment. Admission and expulsion of children and adolescents from these educational institutions is carried out with the consent of parents or representatives of other legislative bodies on the basis of the conclusion of the psychological, medical and pedagogical commission.

Collaborating with and assisting the family in overcoming, correcting, and developing speech-impaired children is of paramount importance, and the state-guaranteed family is tasked with educating, developing, and correcting the child with a speech impediment. Based on these requirements, educating and adapting children in need of support requires a child-centered approach with special knowledge and speech disabilities. The fact that educating children with speech disabilities is one of the main tasks of

preparing them for life as an active person, but the fact that this area of the problem has not yet been developed by scientists, highlights the urgency of this problem.

Family upbringing is the life of parents, participation in the elimination of speech defects in cooperation with specialists on the basis of healthy lifestyles, preparation for school and the basics of worldview, moral, aesthetic, spiritual impact. process is understood.

It is inextricably linked to the relationships and characteristics that develop between parents and children with speech impediments in the family. These factors can have a significant impact on a family's internal environment, relationships, and parent-child relationships, and vice versa, in a child with a speech impediment. A child with a speech impediment in the family requires special upbringing and an individual approach. Parents always need the advice of a speech therapist.

However, no special research has been conducted to study the characteristics of parents and children with speech disabilities in families from a special pedagogical point of view. In addition, the available literature on the subject is poorly translated from other languages into Uzbek, and there are almost no manuals that can provide methodological assistance.

It is natural for children to be cared for in any healthy family. Children need the care of adults, and adults have a strong desire to take care of children. And for some as a baby gets older, he or she will outgrow this. He loves everyone, he believes that everyone loves him and that everything around him is good. However, the most difficult problem in the family is the problem of an unhealthy child, that is, a child with a speech impediment. These children have the same rights to development as their healthy peers. That is, children with developmental disabilities also need love and support from their parents, special education. In particular, there is



very little research in the country on the upbringing of such children in the family.

It is important to take a comprehensive approach to the correctional and speech therapy work with children with speech defects in special preschool education: adaptation of educational activities of teachers, methodological support of various issues in educational thematic and long-term plans, correctional development and systematization of practical materials that teachers can use in different areas of pedagogical work.

Many preschools in Russia have adopted the program "Correctional education of five-year-old children with speech impediments" by T.B. Filicheva, G.V. Chirkina (M., 1991). The authors of this program recommend that speech therapists and educators work together to determine the minimum amount of vocabulary that children should possess in order to determine the level of demand in the existing independent speech of 3 children. The program includes recommendations on basic mathematical concepts, construction, creative arts, physical culture, labor education. The correctional education program includes three consecutive periods of education.

There are also recommendations for educators YFGarkusha, TATkachenko, NAKrilova, VVKonovalenko, SAMironova to plan a systematic approach to solving problems related to speech correction and speech development in children with speech defects in special preschool education. (M., 2003).

The main tasks of correctional work in the education of children with speech defects in special preschool education are their speech; is the development of lexical-grammatical aspects.

Many theoretical, practical and methodological materials related to the development of lexical and grammatical aspects of speech in children

with speech defects in special preschool education have been studied by scientists.

The program of education and upbringing of children with speech defects in special preschool education clearly shows the structure of lexical and grammatical aspects of speech, frontal training for development.

Speech therapy is carried out in the following areas:

- Formation of a thematic combined passive and active vocabulary
- Development of pronunciation skills
- Development of phonetic comprehension, sound analysis and synthesis skills
- Teaching to compose words, to compose different sentences in fluent speech.

Speech therapy work aimed at increasing vocabulary and grammatically correct speech at the same time helps to improve the lexical-grammatical structure and phonetic structure of speech in the native language, which is used in children's general education schools in both native and Russian languages. creates conditions for reading.

The goal of teaching in groups of children with speech disabilities in a special preschool setting is to eliminate or compensate for speech deficits and secondary symptoms caused by developmental delays.

Speech therapy, child rearing and teaching are performed by a speech therapist, and speech and language therapy is performed by a speech therapist, educator, and music teacher in close communication with the child's parents.

Special preschools should take a holistic approach to the following tasks:

- initial diagnosis of children enrolled in special education and upbringing in the process of in-depth study;



- Ensuring the full development of children through the creation of pedagogical conditions and the creation of equal opportunities for children through a comprehensive approach to education;

-Correct implementation of pedagogical and educational work, taking into account the nature of speech disorders and the nature of the shortcomings, the preparation of children for school;

Speech correction is determined by the effectiveness of educational work, accurate planning of children's time in kindergarten, the correct distribution of activities during the day, the correct coordination of the work of the speech therapist and the educator.

In accordance with the Regulations on Institutions of Preschool Children with Speech Impairment, a one-rate speech therapist and a two-rate educator are approved for each special group.

The speech therapist's work schedule and type of training depend on the individual characteristics of the children, as well as the speech and correction tasks to be solved in the process of education and upbringing. The following types of classes are offered:

- Rhythmic speech training;
- pronunciation training;

The number of these classes varies depending on the period of study.

In the first period of training, small group general lessons on the formation of lexical and grammatical devices of the language and the development of fluent speech are held five times a week. Pronunciation is done individually with each child.

In the second stage of education, children's speech improves: general lessons on the formation of lexical and grammatical devices of

the language and the development of fluent speech are held 5 times a week.

In the 3rd stage of education, the focus is on the independent development of children's fluent speech, not only on the stability of spoken sounds, but also on the acquisition of sound analysis and synthesis by children. Such general work is carried out 6 times a week: 4 times - on the formation of lexical and grammatical devices of the language and the development of fluent speech; 2 times to form the correct pronunciation of the sound. The system of special education in Uzbekistan needs to develop on the basis of universal values and using the achievements of civilization. Special education for children with disabilities in the family, in special schools and preschool institutions, improvement of correctional-rehabilitation, development work, elimination of existing barriers and shortcomings, implementation of integrated education, determine the basis of our work.

The fact that the issues of family and child rearing in the family have become the object of research for educators, sociologists, psychologists, physicians, philosophers, shows that this issue is extremely relevant.

Raising a child with a speech impediment is one of the most difficult tasks and requires a lot of attention, care, trust, knowledge and kindness from parents and family members. In addition, the child should have a thorough knowledge of the physiological laws of normal and abnormal development of physical and mental development at different ages.

CONCLUSION

One of the most important issues in the science of speech therapy is to determine the educational responsibilities of children with speech defects in the family. The basic principles of the family in



the upbringing of children with speech disorders are the formation of personal qualities and speech of children, adherence to the common goals, objectives and principles of education.

Parents of children with speech disabilities should work closely with health care providers and a number of speech therapists to find ways to nurture and adapt the child's speech.

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THE MAIN FEATURES OF PROVIDING EMPLOYMENT FOR YOUNG PEOPLE WITH DISABILITIES IN UZBEKISTAN

Abdullo Abdukhalilov

Doctor Of Philosophy In Sociology (Phd), Associate Professor, National University Of Uzbekistan Named After Mirzo Ulugbek, Uzbekistan

Indira Khudaykulova

Master Student, National University Of Uzbekistan Named After Mirzo Ulugbek, Uzbekistan

ABSTRACT

In this article, the main features of employment of young people with disabilities in Uzbekistan are analyzed. Based on the findings of the study, the conclusion and disallows were made.

KEYWORDS:- Disabled person, inclusive higher education, labor market, Disabled rights, graduates with disabilities

INTRODUCTION

The draft resolution of the President of the Republic of Uzbekistan "On the state order for the creation of new jobs and the promotion of employment in 2021" has been published. The purpose of the draft resolution is to comprehensively promote the increase of employment and incomes of the population, the introduction of new mechanisms to promote the employment of the unemployed, especially youth and women, graduates entering the labor market for the first time, creating favorable conditions for attracting the needy population to work, as well as stimulating the activities of business entities creating new jobs.

457 127 jobs should be created in the Republic of Uzbekistan in 2021. In solving this problem,

various stakeholders, including regional authorities, entrepreneurship, political and public organizations, educational institutions, will take part.

The decree of the president of Uzbekistan "on measures to radically improve the system of state support of Persons with Disabilities", adopted onberember 1, 2017, provides for measures to provide benefits for persons with disabilities for the entrance examination to higher education institutions. That is, the state applications a measure of positive disiminimation, deviating from the rule of creating equal conditions for all, that is, it provides for strict special benefits that substitute a deficit in terms of disability, race, gender.

METHODS



The serious problem of university graduates in finding a job is that they are unable to analyze the real situation in the labor market and lack of opinions about their employment prospects and technologies. This problem is of particular importance for persons with disabilities.

The main way to solve this problem is now inclusive higher education. Inclusive is an approach to the organization of the process of higher education, in which all young people, regardless of their physical, mental and other characteristics, are taught together at the University. Persons with disabilities receive education along with their peers, but at the same time their special educational needs are taken into account, including support in the field of providing the necessary employment.

In the inclusive higher education system, higher education institutions should support the employment of graduates with disabilities. First of all, it is necessary and sufficient to help the future graduate to determine his professional preferences in time, to assess himself and the possibility of professional self-awareness and professional self-esteem, which includes the psychological and psychophysical qualities of a person, if he has special knowledge, skills and qualifications, to achieve a socially acceptable work efficiency of a person, in addition, Factors of professional competence are abilities that are significant for the implementation of appropriate professional activities, as well as positive professional motivation.

Analysis and results

The purpose of monitoring the labor market (quota jobs) is to successfully solve the problem of employment of graduates with disabilities who have graduated from higher education programs in a higher institution.

To achieve this goal, it is necessary to solve the

following tasks:

- Study of the regional labor market and assessment of the state of the labor market for people working with young people with disabilities;
- Creating conditions conducive to expanding employment opportunities for graduates with disabilities based on their individual needs and rehabilitation programs;
- Formation of a data bank (register) of vacancies for graduates with disabilities;
- Formation of a data bank (register) of students and graduates with youth with disabilities, a database of employers' organizations, personnel services, employment centers;
- Development of social partnership for the purpose of employment of graduates with disabilities;
- A variety of sources of information about vacancies for people with disabilities;

On December 1, on the eve of the International Day of Disabled People (December 3), President of Uzbekistan Shavkat Mirziyoyev signed a decree "on measures to radically improve the system of state support for persons with disabilities." The document was adopted by the commission for the preparation of proposals aimed at radically improving the system of state support for persons with disabilities, after a comprehensive and in-depth study of the state of affairs in the field of early detection and prevention of disability, provision of medical and social assistance to persons with disabilities, their vocational training and employment.

More than 710 thousand disabled people live in Uzbekistan. Many disabled people face various difficulties in everyday life, which negatively affects their active participation in the political, social, economic and cultural life of the country,



the official commentary to the decree says.

Practical activities are being organized to prepare for the ratification of the UN Convention on the Rights of Persons with Disabilities. A draft law "on the rights of persons with disabilities" will be developed. Changing the attitude of people to people with disabilities, informing others about their full and equal participation in society is an extremely important and priority step in solving the pressing problems of people with disabilities. For this purpose, the concept of "disabled person" is being withdrawn from circulation, and taking into account the fact that this is primarily a person, the generally recognized term "person with a disability" is being introduced.

In the decree, the following main directions of improvement of the system of state support of persons with disabilities were defined:

- to prevent discrimination on the sign of disability, to ensure equal conditions in the realization of the rights, freedoms and legitimate interests of persons with disabilities and the inevitability of liability for their violation;
- national legislation on the implementation of universally recognized international norms and standards in the field of ensuring the rights of persons with disabilities;
- to increase the level and quality of medical and social assistance to persons with disabilities by expanding access to high-tech specialized medical and social assistance;
- to create the necessary conditions for interaction of persons with disabilities with family, society and the state, their being in a comfortable environment, free use of urban passenger, social and other infrastructure facilities;

- improving the inclusive education and employment system, which ensures the involvement and active participation of persons with disabilities in the socio-economic life of the society, etc.

In order to widely stimulate the employment of persons with disabilities, as well as create conditions for engaging in entrepreneurial activity by persons with disabilities themselves, from January 1, 2018, a preferential tax rate is established for persons with disabilities of groups I and II engaged in individual entrepreneurship, as well as individual entrepreneurs employing persons with disabilities of groups I and II as employees.

In order to increase the literacy of persons with disabilities, special courses on teaching the Braille alphabet on the basis of secondary schools are organized in the Centers of Regions and districts.

Starting from the 2018/2019 academic year, additional two-percent quotas are introduced for persons with disabilities from the total number of admission of applicants to higher educational institutions.

The activities of the universities on the employment of graduates with disabilities and support after graduation should be conducted in the following directions:

- Monitoring the quota of permanent jobs;
- Build vocational school-oriented jobs with students and parents, including employment market monitoring data-taking into account recommended vacancies in the region;
- Orientation of prospective students towards higher education in demand;
- Interaction of educational institutions with employers to more accurately characterize the requirements for higher professional



qualifications and to declare vacancies for a particular position;

- Conclusion of contracts with employers on Organization of internship of students with disabilities;
- Retraining graduates with disabilities taking into account the peculiarities of the labor market there is an increase.

There are no global differences in socio-psychological well-being parameters between disabled students and non-disabled students, which creates favorable conditions for further expansion and development of inclusive higher education. Belonging to one socio-typological and age group, as well as the general type of leadership activity, leads to the fact that all students experience the same or similar problems. The successful solution to the problem of employment of young people with disabilities is the development of inclusive higher education in the higher education system.

CONCLUSION

In conclusion, according to the results of the study, it is necessary to carry out the following tasks in the employment of young people with disabilities:

1. creating conditions conducive to expanding employment opportunities for young people with disabilities, taking into account their individual needs and rehabilitation programs;
2. vocational orientation and employment in accordance with the needs and interests of young people with disabilities;
3. increase their competitiveness in the labor market as a result of increasing the standard and quality of life of persons with disabilities.

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THE DIRECTOR'S WORK ON MONOLOGUE AND MISE-EN-SCENES

Boltaboyeva U.

Associate Professor, Fergana Regional Branch Of Uzbekistan State Institute Of Arts And Culture, Uzbekistan

Khalilov Yu.

Teacher, Fergana Regional Branch Of Uzbekistan State Institute Of Arts And Culture, Uzbekistan

ABSTRACT

This article tells about the director's work on monologues and mise-en-scenes. Mise-en-scene is the setting and casting of actors on stage. Arto, on the other hand, called the mise-en-scene "the language of space and place on stage." If we look at this phrase from the point of view of theatrical art, it is a form of content of the performance on the stage. Director is a French word that literally means management, distribution.

KEYWORDS:- Director, actor, jadids, monologue, decoration, costume, mise-en-scene, play, tragedy.

INTRODUCTION

The concept entered the Uzbek National Theater with a group of graduates of the Moscow Theater Studio, led by Mannon Uyghur. Up to this time, in plays such as "Padarkush" (by Behbudiy), "Is Advocacy Easy? (by Avloniy)", and "Poisonous Life" (by Hamza) staged by Jadids, the director himself or a literate amateur acted as the director, teaching the actors the distribution of roles, where they should appear from, how to speak, and so on. In most cases, the actors themselves memorized the words of the poem and performed. The organizer (director) controlled who wore what, where the lights were on, and where the music was played.

To this day, it is no secret who the director is. When asked "What does he do?", the answer is without hesitation "staging a play.

But not everyone can find a clear answer to the question of what is meant by staging.

First of all, the director's task is not limited to just distributing the role and teaching the actors how to perform it. Because the director creates the mise-en-scene. More precisely, the mise-en-scenes are invented.

A monologue is a Greek word that refers to a speech addressed to the participant of the work himself or other participants to the audience.

Talking to two people (dialogue) makes it easier to create a stage for discussion. In the monologue, one person has to speak. Perhaps it is better to remove the monologue from the play.

So how do you remove the monologues of Hamlet, Jamila, Gafir, Rustam, Othello, Lear from the classic works? What to do with the plays that are created only for one performer?



If it is thought deeply, the monologues in the ancient poems are not absolutely obsolete. On the contrary, the interpretation of scenes related to monologues is outdated.

Before starting work on monologues, it is advisable to divide them into four groups.

A monologue performed by the protagonist alone on stage.

This scene, like other scenes, is rich in mental and physical action, and the events take place in front of the viewer's eyes. The director's task is to avoid this many vocabularies and turn it into an action-rich scene. Here are all the elements except the companion (partner): decoration, music, lamp. The lamp may change. There is also a theatrical costume. All of this serves as a companion for the theater director and executive actor. To make up for what is missing on stage, the director must use imagination and thinking. Well, a natural question may arise as to what the relationship will be like. The attitude, in Stanislavsky's words, is that the environment surrounding the actor on stage should be done through decoration, costumes and inanimate objects. In addition, it includes the actor's intuition, his inner state of mind. This means that the director has at his disposal all the necessary things to establish a relationship, and not to go into a dry rhetoric. When we talked about public scenes, we called on the director to limit his will as much as possible. Maybe it would be appropriate to let go of those desires here? No, here, too, desires and aspirations have to be curbed even more. True, gestures such as noise, running, and grabbing in public scenes cannot be used here. The viewer's attention will be focused on one person, not many. The main expressiveness of the monologue scene should also consist of limited movements. One step, half step, half turn, half turn, slightly forward, backward, and so on.

As if during a one-on-one shoot, we know full

well that the audience expects something from the lone man standing under the shadows of the lights. This means that the entire responsibility and weight of a hall full of people falls on the sole actor. The actor's monologue should not start suddenly, but be a continuation of the events that took place on the previous stage. From a technical point of view, this scene should be constructed in such a composition that the actor feels that he is at the center of all events. A monologue is an open expression of thoughts hidden in the web of the heart.

As an example, consider a scene with the following content. The beautiful girl, dressed in a wedding dress, is getting ready for the wedding ceremony. At this point her eyes fall on a book lying on the edge. Involuntarily flips through the book. The leaf of a flower falls from it. The girl slowly lifted the leaf, stared at it, and sank into a trance. This leaf is a symbol of youth, first love. The girl is married to someone other than her lover at the will of her parents. Involuntarily, the girl's inner feelings and thoughts come out. The monologue begins. What should the actress do at such a time, to whom or what should she address?

Of course, she turns to the audience and interacts with them. The girl stares at the far point of the hall above the audience's head. She imagines that young man who remains an "orphan in love." Her efforts are extremely frugal. She is wearing a wedding dress, a ring on her hand and a flower petal presented by her beloved boyfriend. Let's say the walls of the room (decorations) are magnificently decorated. From time to time, the girl's squinting eyes can search for someone in the auditorium, addressing someone.

Another type of monologue is a narrative monologue.

In our daily lives, we involuntarily talk and argue with ourselves out loud. We explain, we say, we talk to the listener in our imagination.



This view of the monologue is typical of a pop performer. Preaching has its own set of rules, and ignoring it discriminates against the art of acting.

If two people are talking, the interlocutor is his companion. The viewer involuntarily becomes a witness to this conversation. For the preacher, too, the audience becomes the conversational companion. A story-style monologue performer doesn't just have to be in constant communication with the audience. It is possible and necessary to talk to oneself as in life. But the performer is making a physical movement, and the words that come out of it should seem to stop him from using it.

From this point of view, the layout of such a mise-en-scene should also be very economical. If the director prefers to say the monologue standing still, the actor can move with his body where he stands. If the actor is asked to change his position, he can move on to other points, taking a step or two.

Transformation is the embodiment of an actor in another image.

So, in the two types of monologues we have seen above, how can an actor be portrayed in a different way? Especially in a secondary monologue, the actor interacts directly with the audience. Looking into the eyes of a large audience, he says, "I don't think that's the case, that's the way it is."

Thinking on stage is a very difficult job.

During the performance of such monologues, the inner world of the protagonist should be exposed, as well as the original face of the creator. It is therefore recommended that the creative man not to engage too much in external behaviors.

For example, an actor playing the role of Hamlet should be able to bring the audience into the

whirlpool of their thoughts, to be able to follow them. This is why the inner experiences, consciousness, and actions of the great genius are more important to the viewer. The thoughts of a positive hero can be like that. We follow them, fall into his condition, share his sufferings and thoughts. Now is it necessary to agree with the opinions of such heroes as Richard, Kodirkul commander-in-chief, who has lost the image of humanity? Never! Here the author's attitude to such heroes is reflected, as if to say, "Look at the real faces of such people." Therefore, one should not give in to sincere execution and go to the conclusion that the worldview of the protagonist and the author is the same. In short, the story-style monologue is an expression of the protagonist's inner worldview.

In such scenes, the actor has to expose his inner world along with the protagonist. This means that not only the external side of the actor, but also the inner psyche takes a different form.

The two types we have considered are the basics of monologue. There are two other types of monologues, one of which is the scene where the monologue is told and the narrative monologue.

For example, Gafir's monologue in the play "The Rich and the Servant" is a monologue among the other participants. The monologue in such scenes is a continuation of the flow of events that continues to this moment, and should again serve the development of this flow. This is why it is called a monologue scene performed with the participation of other participants. At such times, one person often speaks and the others listen without moving. In fact, other non-speaking heroes also need to be on the move, expressing their reaction to what is happening on stage. In Hamza's "The Rich and the Servant," during Ghafir's monologue, the other was able to provide an active movement. The director must also be able to turn the remaining participants in the scenes associated with such monologues into



active participants in the event. After all, during the scene, only one protagonist speaks, and while the others are silent, one of the spectators, of course, watches the actor standing speechless. In such cases, vitality and theatricality are disrupted.

In many of the poems there are story-style monologues. For example, the protagonist tells the story of an exciting journey in the circle of friends. To whom should the words of the protagonist be addressed? Of course, to his comrades. At such times, as the director builds the *mise-en-scene*, the narrator must take into account that he must take turns looking at each participant and talking to him. Only then will this scene come to life. In another similar play, Umarjon Ismailov's drama *Rustam*, is Rustam's famous monologue about "money," in which the protagonist addresses the general public, not just one or two participants. At such times, the audience in the hall is required to be perceived as the public, and to be addressed. To increase the number of listeners, the actor can shout, speak, address, look for answers to the question from the crowd even further over the head of the audience. In some cases, in order to bring the protagonist closer to the audience, the director may turn off other lights, leaving the speaker alone in the light, thereby trying not to distract the audience. But it is absolutely inappropriate to turn off these lights when the lights take on a certain load in the performance and serve to express the scenery, latitude, space, area and time.

Monologues performed with the participation of stage companions can be divided into three parts:

- a) The whole attention of the audience should be on the speaker. In such a scene, the task of those around him is to help the speaker by listening intently;
- b) The audience's attention should be divided

equally between the speaker and the listener.

In the play "The Rich and the Servant" the attention of the audience must be sometimes on Gafir, sometimes on the judge, sometimes on the *ellikboshi* (a character in the play), sometimes on Holmat. In such a situation, the director must clearly place the participants on the stage so as not to keep the viewer's attention for a long time in one protagonist, and most importantly, place the speakers in the first part of the stage, the secondary sentences in the second and third parts of the stage;

c) the monologue should serve to create an atmosphere in the scene. That is, the audience's attention should be on the listener, not on the speaker. To make it even clearer, it can be a major goal for a director to observe how the speaker's words affect the audience. For example, in Shakespeare's tragedy *Othello*, Othello tells the story of how he found his way into Desdemona's heart. What matters to the audience here is not what Othello said, but how that statement affects senators. But listeners should not move abruptly in such scenes, and should not go to show off their shiny clothes. In this case, the essence of the monologue is lost.

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METHODS OF MODERN APPROACH TO THE PROCESS OF EDUCATION AND TRAINING. CLUSTER

Dilnoza Abdurashidovna Mutalova

Lecturer, Department Of Preschool Education, Chirchik State Pedagogical Institute, Tashkent Region, Uzbekistan

ABSTRACT

This article discusses the idea of one of the modern types of organization of the educational process in preschool education-educational clusters. Clusters are groups of objects that are interconnected and divided on a common basis. Cluster-(translated from english means “bud”, “bundle”) activates the mental activity of preschoolers: develops the ability to ask questions, highlight the main thing, compare, establish causal relationships, draw conclusions.

KEYWORDS:- “Cluster”, “educational efficiency”, “objects”, “educational skills”, “adoration”, “imagination”, “intuition”.

INTRODUCTION

One of the modern types of Organization of the educational process is educational clusters. However, before talking about the cluster in education, you need to understand the basic concept. A cluster is a group of objects that are interconnected and arranged on a common basis.

The cluster represents a combination of several homogeneous elements that can be considered as independent units with certain properties. Cluster (translated from english means “bud”, “bundle”) a combination of several identical elements objects .

This method is logical, because it helps to work with a large amount of data, it must be studied, the main thing is systematization and it is necessary to present it in a certain way. It can be used at the introductory or hype stage of the subject to systematize existing information and identify areas of inadequate information. At the

stage of developing the content of the topic, the cluster will allow you to fix parts of the new data. At the stage of the conclusion (reflection), the concepts are grouped and a logical relationship is established between them.

The cluster fades the mental activity of children of preschool age: to ask questions, highlight the main thing, compare, build cause-effect relationships and develop the ability to draw conclusions.

The essence of the method is to distinguish the subject, semantic units and graphic schema in a certain order.

When working on clusters, the following rules should be followed:

1. Do not be afraid to write everything that comes to mind. Give freedom of imagination and intuition.
2. Continue to work until the time or ideas are over.



3. Try to build as many contacts as possible. Do not follow the pre-determined plan.

Sequence of actions when compiling a cluster:

Step 1-in the middle of a clean sheet is written a thought, a key word with a "heart" of the subject.

Step 2-all that is remembered about this topic around the word-expression of ideas, facts, images ("attack of the mind", the "chaos" model suitable for this topic)

3 stage-systematization is carried out. Chaotic records are combined into groups depending on the content that reflects a certain concept, reality.

4 stage-as noted, the words that appear are directly connected with the main concepts by lines, a new logical connection is established.

As a result, a structure that graphically reflects our thoughts, determines the information area of this topic.

Using cluster:

The cluster method can be used in the course of educational activities in the study of various subjects.

When using this method, the form of work can be absolutely any: individual, group and team. It is determined depending on the goals and tasks, the capabilities of the educator and the children's team. It is permissible to transfer one form to another. For example, this can be a personal business that creates its own cluster with each child. In the presence of new knowledge, based on personal drawings and taking into account the acquired knowledge, a general graphic scheme is drawn up as a joint discussion of the past material. The cluster can first be used as an individual job for organizing work during educational activities. Secondly, it is important that the educator has a certain experience in its preparation.

Advantages and results of the method

The use of cluster has the following advantages:

- it allows you to retrieve large amounts of data;
- all participants of the team are involved in the training process and this is very interesting;
- children will be active and open, because they are not afraid to make mistakes, they do not hesitate to make the wrong decision.

During this work, the following skills are formulated and developed:

- ability to ask questions;
- separation of the main thing;
- establish relationships and create conclusions;
- general understanding of the problem and passing through the general aspects;
- comparison and analysis;
- implementation of analogs.

How to use the cluster method for preschool children?

Cluster technique develops systemic thinking, teaches children to systematize not only educational material, but also their value judgments, teaches children to formulate and express their thoughts based on observations, experience and new knowledge, develops the ability to simultaneously consider several positions, creatively process information.

Educational activity using the cluster method allows preschoolers to express themselves, express their vision of the issue, and freedom of creative activity. In general, non-traditional technologies used in the educational process strengthen the motivation of pupils, form an atmosphere of cooperation and increase the self-esteem of children, give them a sense of creative



freedom.

Success in education and upbringing can be achieved only if it is interesting to children. Therefore, the educator must constantly look for new methods of education and training, be able to apply them in practice, accumulate and apply everything that can turn activity into joyful knowledge. Only the goal of the educator's activity, aimed at finding, assimilation and introduction of educational innovations, depends on how quickly changes will occur in his pedagogical activity.

Currently, teachers face global problems: ensuring the individual path of the child's development through the use of all types of activities provided for by state standards: educational, individual, constructive research, organizational and project. Educators need to look for new pedagogical technologies in the organization of the correctional and educational process of the formation of a personality with communicative competence. The child should be independent and relational in various types of activities-play, communication, cognitive research, project, etc. A preschool-age child is able to ask questions to adults and peers, show interest and interest in their interaction, try to independently explain the phenomena of nature and the actions of people; is prone to observation, experimentation. The word "Interactive" comes from the English word interact, move, search. Interactivity refers to the ability to communicate or interact in conversation mode, with something (for example, with a computer) or with a person (personality). Thus, interactive learning is an educational environment based on the interaction of children with learning, serving as an area of learning experience.

The essence of interactive education is that the learning process is organized in such a way that almost all educators are involved in the cognitive

process, have the ability to understand and reflect on what they know and think. In the process of knowledge of preschool children, the educator makes his personal contribution to the joint activities in the mastering of educational materials, shares knowledge, ideas, methods of activity. In addition, this happens in an environment of goodwill and mutual support, which allows not only to acquire new knowledge, but also to develop cognitive activity, turning it into higher forms of cooperation.

Interactive methods

Mikrofon-this method of work, in which children together with the educator form a circle and imitate each other, or hand over a toy mikrofon, expresses their thoughts on a specific topic.

For example, a child takes a microphone, speaks about himself in several sentences and transmits the microphone to another child. All words of children are accepted, approved, but not discussed.

Discussion (debat) - method of work during which children are standing in an apartment, express their thoughts on a given subject, transfer the microphone to each other, but the statements are discussed: children brish each other questions, answer them in search of a way to solve the problem. (For example, the Kamron has a bad mood, so children are offered ways to eliminate or eliminate the problem that affects the mood of the child).

Together-the type of method by which children form working pairs and perform the proposed task, for example, in turn, describes the picture.

Chain is a type of method by which children discuss tasks and present their proposals in a simulated chain. For example, they create a fairy tale based on a table, which is represented by a drawing or conditional characters in the drawing of a fairy tale. Another way to use this method: the first child calls an object, the second-its



property, the third — an object with the same properties. For example, carrots-carrots sweet-sweet sugar-white-white snow ... and so on.

Snowball is a method by which children join small groups and discuss a problematic issue or agree on a clear sequence of actions of each member of the group and perform a general task. For example, they become a team and build a house in which the order of each action is agreed in advance in order for this or that child to work in a sequential way.

Synthesis of ideas is a method in which children unite in small groups and perform a specific task, for example, drawing on paper. When the first group draws, it passes the drawing to another group, whose members perform the completed task. After the work is completed, they will draw a general history of what they drew and why they drew.

Horizons are interactive teaching methods when each child or each group performs a task, for example, composes a fairy tale in a new way, discusses it, and then offers suggestions or ideas (for example, how to finish a fairy tale so that the cuckoo survives; how to help the cuckoo deceive the fox, and the like).

A common project is a way of working in which children are grouped into several groups (3-4). Groups perform various tasks, each of which is aimed at solving a certain aspect of the task, for example, they draw their favorite characters and talk about them. Each group presents its own "project" - the collective work "beloved kahram" and its joint discussion.

Associative Flower (Association) is a method in which children are united into several groups to solve a common task: reflect a certain concept, such as "middle" of a flower, for example, "toys", "flowers", "fruits", "animals". Each group chooses word combinations or picture-associations that are glued around this

association. The team that makes the largest flower wins (the most chosen picture-associations or words-with associations).

"Decision tree" - a method of work, which includes several stages:

1. For example, quot; What do you need a tree for happiness?.

2. To consider the scheme in which the gri is a rectangle "trunk" (this indicates the problem), straight lines — "branches" (ways to solve it) and circles — "leaves" (solve the problem).

3. Problem solving: children are divided into groups, discussing, for example, a butterfly, a bird and so on, drawing them in the process of discussion, and placing them on the "decision tree" and explaining their choices.

The method of multichannel activity is the method of working with children, including various analyzers: vision, hearing, touch, taste, smell. For example, when considering a picture, it is recommended to use the following sequence: to choose what is depicted in the picture; to present objects through perceptions by various analyzers. After reviewing all the items shown in the picture, it is necessary to put creative tasks on the children:

- using sounds through "listening" (headphones);
- conduct virtual conversations on behalf of the described characters;
- feel the "aroma" of the flowers depicted in the picture;
- "get out of the picture";
- mentally touch the picture, determine its surface (hot, cold), weather (windy, rainy, sunny, warm, cold) and so on.

Discussion (discussion) is a method of collective discussion of a complex issue. All participants of the educational process are preparing for the discussion, all children are actively involved. At



the end of the discussion, a single collective solution of the problem, or recommendation, is formed. Questions (tasks) should not be more than five. When forming them, there must be an opportunity to express different opinions about the problem posed earlier. Children learn to express their thoughts: "I think...", "I believe...", "in my opinion...", "I agree, but...", "because I do not agree...".

Mental attack — this is one of the ways that help develop creativity of children and adultstirishga. This method is convenient when discussing complex problems or issues. Time is given for an individual reflection of the problem (it can even be up to 10 minutes), and after a while additional information about the decision-making is collected. Children who are members of the "attack of the mind" should listen and express all possible (and non-logical) options for solving problems in which they must make the only correct decision.

The quiz is a game of knowledge that answers vocabulary tasks and topics from different fields. Kengaytiradi the development of general knowledge and speech of children. Questions are chosen taking into account the age, program requirements and level of knowledge of the children.

Conversation-communication is a method of dealing with the participation of children. In training with the provision of knowledge, reinforcement of materials, the educator will ask questions to check the understanding of the information provided to the children.

Modeling is a method of interaction of adults and children to solve a problem. The situation is modeled specifically by the educator.

"What? Where is it? When?"- cooperation, creative solution of problems, mutual exchange of views, an active method in which their knowledge and skills and the like prevail.

Pros and cons - a method of working with children, in which children are encouraged to solve the problem from two sides: the pros and cons. For example, there is a task to tell what winter (argument — "for") and why winter (argument — "against") does not like.

Thinking is a method of working with children, in which it is proposed to "guess" possible options for solving the problem. For example, to invite children to call all the autumn months, to talk about what is waiting for each month. Then, instead of a month, introduce yourself and talk about their predictions: "I'm the first month of autumn-September. I'm a very hot month. I love all the children, because they begin to go to school...". The next child continues to talk about this month (work in pairs).

"If so, what would happen... ?- the proposed method of work for children to think and express their assumptions, for example: "what would happen if all the trees on earth were lost?", "What if the wild animals in fairy tales became vegetarians?" and so on.

Imaginary picture-during the process when children are invited to get into a circle, and each child turns describing an imaginary picture (if the first child painted a picture, then he transmits a sheet with a mental picture to another participant of the game, and he continues mental description).

The peculiarity of the game in the quality of the main type of children's activities.

The game is a manifestation of human self, a way of its improvement. Since the game occupies a certain place in adult life, it is of particular importance for children. It was accepted to call him "the companion of childhood". It forms the main content of the life of preschool children. It manifests itself as a leading activity, having an inalienable relationship with Labor and education. Most serious work, in which the child



is engaged, is in the form of a game. In the game, all available aspects in the person are activated: the child moves, speaks, perceives, thinks. The game is represented as an important means of upbringing. The game has attracted the attention of educators, psychologists, philosophers, ethnographers, art scientists since ancient times, stands after Labor in the life of society and determines its meaning. Primitive collective tribes reflected in their games hunting, fighting, deforestation. For example, the process of spraying Rice of some tribes of that time was carried out in a very big way with games.

Literature review

Ya.A.Komensky, K.D.Ushinsky, A.S.Makarenko, P.F. Lestgaf's ideas are also relevant for modern children's game theory. "Children's game has a centuries-old history," K.D.Ushinsky wrote, "a powerful educational tool developed by man himself, and therefore expressing in it the true need of human nature."

Jan Amos Komensky considered the game to be a necessary form of activity of the child, corresponding to his character and inclinations. The game, in his opinion, is a serious mental activity in which all manifestations of the child's abilities develop, the range of ideas about being, the world expands and enriches in the game, speech develops. The child is friends with peers during the game. Ya.A.Komensky considered the game as a cheerful childhood and a condition for the harmonious development of the child, advised adults to take care of children's games, to manage them competently.

P.F.Lestgaf says that children reflect in their games the impressions they receive from the environment. Such activity is of great importance in the development of the child.

Thus, the fact that the game is a social event, that everything around is reflected in the game, has been proved by advanced scientists and teachers

through their observations and scientific research.

Educators in the management of children's play should adhere to:

1. establishing the right relationship between play and work
2. to bring up in the game the physical and psychological qualities of children inherent in the future workforce.

ANALYSIS AND RESULTS

Thus, the game is a social activity that arose as a result of labor activity in the process of historical development; the game always reflects real life. Consequently, as social life changes, its content also changes; play is a conscious activity with a specific purpose, which has much in common with work and serves to prepare young people for work. On the basis of play activity, the child develops educational activity, the better the child plays, the better he learns at school.

The first stage of the play activity of young children is an introductory game, which is a subject-subject-game activity. Its content is complex and subtle hand movements.

The next stage is considered a reflection game. This is the highest point in the development of the psychological content of the game of young children. When adults conduct their educational work in a certain sequence, children at this age learn what objects and objects are called, what they are used for, and begin to apply this new knowledge in their game.

Children's play at this age reflects the subject activity of the content.

At the end of the first year and in the game of the children of the second year, the plot is reflected.



The child ponders with the object in his hand how to use it. The next stage is a story-role-playing game in which children reflect the familiar work of adults and social relationships of people. Scientific ideas about the gradual development of children's play activity allowed us to develop specific systematic recommendations for the management of children's play activities in various age groups.

CONCLUSION AND RECOMMENDATIONS

Thus, the role of the pre-school educational institution in the pedagogical process is very large, and the game is widely used in the upbringing and education of children of preschool age. Because

- the game is an independent activity of children, in which the child's psyche is manifested;
- the game is a form of Organization of the life of children of preschool age;
- the game is one of the means of comprehensive upbringing of children;
- the game is a method and method of teaching and educating children;
- the game is a means of preparing children for educational activities.

Studies of well-known scientists and teachers have shown that through the integrated management of the game, it is possible to influence children with the content of the game, its organization, structure, moral attitudes of children, the level of development of children's play.

Children's play is diverse in its content, nature, and organization.

Creative games are invented by children on their

own. There will be no predefined rules in it. The rules of the game are set by children during the game.

The content and rules of the game with the rules are determined by adults. Games with rules include: didactic games, outdoor games, musical games, fun games.

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THE ROLE OF NUTRITION IN THE DEVELOPMENT OF ATHLETES' ABILITY

Ermatova S.U.

The Institute Of Retraining And Advanced Training Of Specialists In Physical Culture And Sports, Uzbekistan

ABSTRACT

This article discusses the nutritional components necessary for the athlete, the main components of food, the role of protein in the biochemical functions of the athlete, the role of nutrition in energy supply of muscle activity, the diet of athletes in basic training, opinions on nutritional characteristics in the pre-competition stage.

KEYWORDS:- Nutrition, metabolism, energy, proteins, amino acids, vitamins, minerals.

INTRODUCTION

Nutrition is a key factor in ensuring the growth and development of the athlete's body, increasing his ability to work and adapting to the environment. Nutrition has a big impact on an athlete's performance.

The question arises as to what should be the basis for determining the quantity, composition and quality of food in the development of a rational diet for athletes. The answer is to compare an athlete's need for nutrients with the chemical composition of the food.

The basic ingredients of food for 16-year-olds and older include 10 amino acids, 14 minerals and 13 vitamins. However, these figures are not final and may change with the accumulation of theoretical and practical data in the field of rational nutrition.

Rationalizing the nutrition of athletes requires addressing issues such as organizing it at

different stages of the annual training and competition cycle. The purpose of creating specific rations, menus, or developing a specific diet is, first and foremost, to achieve maximum consistency between the possible effects of the diet on the athlete's body and the tasks set by the coach for that period. If there is specific biochemical and physiological data on the metabolism and condition of the athlete's body, the climatic and geographical conditions of training and competition, when performing nervous and mental stress, physical activity of varying duration and intensity, anthropometric and other individual characteristics.

Given the importance of proteins in living nature, as well as the fact that proteins make up half of the mass of living organisms and have a number of remarkable properties, understanding the structure and function of proteins, is the basis for solving important nutritional problems. Proteins perform a wide variety of functions that are unique to an athlete's body. In 1938, the Swedish chemist I.Ya. Berselius separated nitrogen-fixing



organic compounds from plant and animal tissues and called them proteins (Greek protos - primary, meaning important). In the modern medical literature, high-molecular compounds that store nitrogen are called proteins.

Protein performs the following biochemical functions in the human body:

1. Structural function - all tissues, cells and organelles are made up of protein. Here, fibrils play an important role in proteins (collagen, keratin, elastin, etc.).
2. Catalytic function - biocatalysts in the body - enzymes have a protein nature and control the occurrence of all biochemical reactions, that is, allow the rate of reactions to proceed and be controlled in a certain order.
3. Energy function - proteins are broken down in the gastrointestinal tract and absorbed in the form of simple amino acids. Some of the amino acids are oxidized to produce energy.
4. Transportation function. Proteins are highly soluble in water and blood, and form a complex with insoluble substances in water and blood, ensuring their solubility and transport. For example, plasma protein albumin transports fatty acids, lipids, and other proteins such as iron, copper, vitamins, and hormones to target organs.
5. Reduction function - acid, myosin, troponins, which are part of muscle proteins, have the ability to contract. These proteins enter the muscles and participate in mechanical work. The contractile function is also characteristic of cytoskeletal proteins, which provide the processes of cell life (mitosis, chromosome separation).
6. Protection function. Foreign proteins, viruses, and bacterial toxins that enter the body are considered antigens, and protective proteins against them form antibodies that

bind to the antigens and neutralize them. Plasma fibrinogen and thrombin proteins are involved in blood clotting, preventing the body from losing blood in the event of various injuries.

7. Base function. It is made up of skin, bones, nails, hair, joints, and proteins, and acts as a base for the Athlete's body.
8. Management function. Some control substances, hormones, are proteins. For example, the hormone insulin, a highly biologically active substance, is involved in the regulation of metabolism.
9. Hereditary function. The chromosomes that store genetic information are complex proteins made up of nucleoproteins

One of the most important rules for determining the anabolic effect of food protein is the ratio of essential amino acids in it. The nutritional value of proteins also depends on the enzymes of the gastrointestinal tract, which are present in large quantities and accelerate the breakdown of all proteins into free amino acids.

The nutritional properties of proteins are usually determined by chemical and biological values. To do this, the protein is completely hydrolyzed, its amino acid content is determined and compared with a standard protein. The analysis determines the chemical value of this protein. The amino acids in all proteins differ significantly. Some of them contain a complete set of amino acids in optimal proportions.

In the cells of the athlete's organs and tissues, many enzymatic reactions occur, combined with the general concept of metabolism. Metabolic processes are highly coordinated systems of chemical reactions carried out by interrelated enzyme systems that make up individual metabolic cycles and years. Although metabolism involves hundreds of different enzymatic reactions, the basic metabolic pathways and

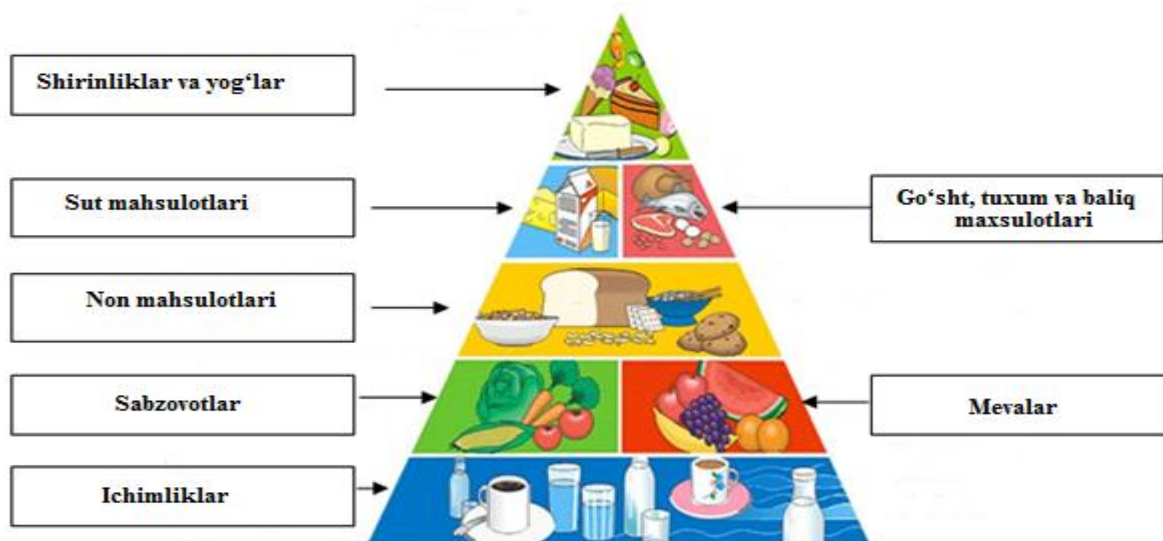


cycles are very limited and essentially the same in all living organisms. The athlete's body can be divided into four main metabolic functions that ensure the integrity of various aspects of life. Metabolism first provides the body with chemical energy generated during the breakdown of nutrients; second, it converts nutrients into compounds of molecular weight, which are then used in biosynthetic processes; third, it synthesizes proteins, nucleic acids, lipids, polysaccharides, glycoproteins, proteoglycans, and other cells; and finally, it creates the conditions necessary for the synthesis and breakdown of biological molecules that enable a particular cellular function to be performed.

Proper nutrition, which is one of the most important and necessary processes in an athlete's life, is a comprehensive concept, and its study and analysis pays close attention to the principles of rational nutrition. Among them is the principle of order or diet.

It is known that protein, fat and carbohydrates from food components are not absorbed directly into the blood. They must first be broken down into the smallest units in the digestive tract, the

monomers. This process is performed by enzymes in the sap that are secreted by special glands in the digestive tract. Importantly, the breakdown of nutrients is not a flat one, but goes from front to back. For example, if one enzyme is involved in the breakdown of starch to sugar, another enzyme is involved in the conversion of sugar into glucose. The same proteins and fats are broken down gradually. Decomposing enzymes, on the other hand, are produced by special cells in separate amounts at each meal, for example, the enzymes released during breakfast are not involved in digesting lunch, but new enzymes are produced for it. Dinner enzymes are also synthesized independently. In addition, special transport molecules are needed for nutrients to be converted into simple molecules (i.e., monomers) from the intestinal wall into the bloodstream. If they are not produced in time, nutrients will not get into the bloodstream. It turns out that the synthesis and activity of these enzyme molecules and carrier molecules are subject to diurnal biorhythms.





The food pyramid

The pyramid has been recommended by the World Health Organization as the basis for a healthy diet. The food pyramid consists of five layers, the base of which is the amount of liquid consumed, the second layer is fresh fruits and vegetables, and the third layer is potatoes and bread. The top layer consists of meat, milk, eggs and fish products, and the top layer consists of sugar, sweets, salt and fats.

As mentioned above, the adaptation of the nature of the diet to the metabolic changes that occur as a result of muscle activity largely determines the development of processes in which the athlete's body adapts to exercise and competition loads. Basic principles of nutrition for athletes:

1. Provide the body with the necessary energy to perform its physical activity.
2. Maintain a balanced diet according to the intensity of certain sports and physical activity, including the distribution of the energy value of the main nutrients, which varies depending on the period of preparation for the competition.
3. Immediate selection of appropriate forms of nutrition (food, nutrients and their compounds) during intense and prolonged physical activity, preparation for the competition, the competition itself and subsequent recovery.
4. The use of nutrients to activate and regulate intracellular metabolic processes in various organs and tissues.
5. To create the necessary metabolic background for the biosynthesis and implementation of hormonal effects using food, hormones that regulate the main metabolic reactions (catecholamines, prostaglandins, corticosteroids, cyclic nucleotides, etc.).

6. Extensive use of a variety of foods and their use in a variety of cooking methods to provide the body with all the necessary nutrients in moderation.
7. Include biologically complete and easily digestible foods and foods that do not stress the digestive tract.
8. The use of nutritional factors increases muscle building speed and strength, as well as regulating body weight according to the athlete's weight category.
9. Individualization of nutrition according to the anthropometric, physiological and metabolic characteristics of the athlete, the state of his digestive system, personal tastes and habits.

For many years, these principles of balanced diet have been widely used in the organization of centralized training of athletes in different climatic and geographical zones.

Habit for a particular athlete or group of athletes, maintaining a regimen and diet is very important in achieving a high level of training. To do this, it is important not to introduce new foods, especially special instructions, in the pre-competition phase. In such cases, the "excitement" of any metabolism can change the established balance and lead to a decrease in sports form.

In addition, there are a number of consistent problems in the nutrition of athletes that need to be taken into account at different stages of preparation for competitions and on competition days.

Basic requirements for diet and regimen:

1. It is not necessary to get fresh food at least a week before the competition. All foods, especially HBVP (high biological value products), should be pre-tested during training or pre-competition. This



- requirement applies not only to the products themselves, but also to the way they are received. Athletes need to know in advance what foods should be included in the diet and when they should be consumed. This is necessary to maintain and support a high level of athletic performance.
2. It is important to avoid overeating during meals. It is better to eat food often, sparingly and easily digested.
 3. A normal or high level of glycogen in the muscles and liver is a guarantee of readiness for competitions. This can be achieved by reducing the amount and intensity of training or increasing the amount of carbohydrates a week before the competition. Both processes are possible.
 4. It is necessary to create the glycogen reserves necessary for competitive work by increasing the content of carbohydrates in the diet and reducing physical activity. However, we must not forget that this can increase body weight. For example, if the glycogen reserves in the body are doubled, an increase in body weight of 1600-1800 g is observed with an amount of 30-35 kg of muscle mass. This 1 g of glycogen "binds" 3 g of water to the muscles.
 5. It is required to eat light food at night before the race. It's best not to try to eat for the last few minutes. You need to gradually increase your carbohydrate intake during the week before the race.

In short, the health and well-being of our athletes depends on the minerals in the food they eat. The use of a variety of foods in an athlete's daily diet can help improve athletic performance.

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FURTHER IMPROVEMENT OF PHYSICAL TRAINING AND SPORTS MANAGEMENT

Farhod Karimovich Turdiev

Candidate Of Pedagogical Sciences, Associate Professor, Department Of "Sports Management", Institute Of Retraining And Advanced Training Of Physical Culture And Sports, Uzbekistan

Ziyodulla Shukhratillaevich Khadiyatullaev

Teacher, Department Of "Sports Management", Institute Of Retraining And Advanced Training Of Physical Culture And Sports, Uzbekistan

ABSTRACT

The article highlights the work done in the field of physical culture and sports during the years of independence of the Republic of Uzbekistan, reveals the problems, mistakes and shortcomings in the management of sports.

On the basis of author's scientific researches, it provides data about the social significance of moral factors in ensuring the priority of management in the field of sport.

KEYWORDS:- Physical education and sport managing of physical education and branches of sport, scientific approaches on sport, spiritual factors, special tests on "Alpomish" and "Barchinoy", sport facilities, higher results of sport.

INTRODUCTION

From the first days of Uzbekistan's independence, the continuation of social, economic, political and spiritual reforms has introduced new methods of governing the state and organizing all activities. The form, content and main objectives of these methods are reflected in the adopted laws, decisions and speeches of the President of Uzbekistan and statements at various meetings. These processes also apply to the activities of physical education and sports.

Today requires the abandonment of the existing command-and-control method of management or their use in accordance with the conditions and requirements of the new era. Some of the work methods mentioned above are being

replaced by new methods such as initiative, creativity and dedication. They are widely used in public sports events, folk games, sports teams, improving their sports skills, attracting children and women to sports, material and financial support of sports and give positive results. In order for Uzbek athletes to regularly participate in the Olympic and Asian Games, world and continental championships and other prestigious sports competitions and win prizes, sports organizations need to rely on international standards and experience in organizing trainings for national teams. This, in turn, requires a new approach to work in management, the use of the necessary material and technical resources and the search for ways of self-financing, as well as more and better research.

In this article, we want to highlight some of the problems, mistakes and shortcomings that we



face in the management of physical education and sports today.

In the process of transition to free market relations, the main task of economic management methods is to create and effectively use new methods of economic mechanisms, as well as an environment of interest, which will reduce the cost per unit of product (service) produced.

In Buusul, people are made to work effectively by revealing their personal and group interests. For this purpose, it is important to pay extra wages, give bonuses, and reward one with a large sum of money.

Economic methods take the lead among all methods of management. A leader at any level

should be familiar with the content of these methods and be able to apply them correctly.

In the early days of independence, mistakes and shortcomings in this method led to the departure of athletes and coaches, who ranked high in several world rankings, to different countries (Russia, Kazakhstan, China, India, Malaysia, Indonesia, Singapore, Thailand). , Arab and other countries). This is still the case today. On the one hand, it is possible to understand them, because everyone needs material support, but where did the feelings of hard work, conscience and pride for the Motherland, patriotism, national pride, honor go?

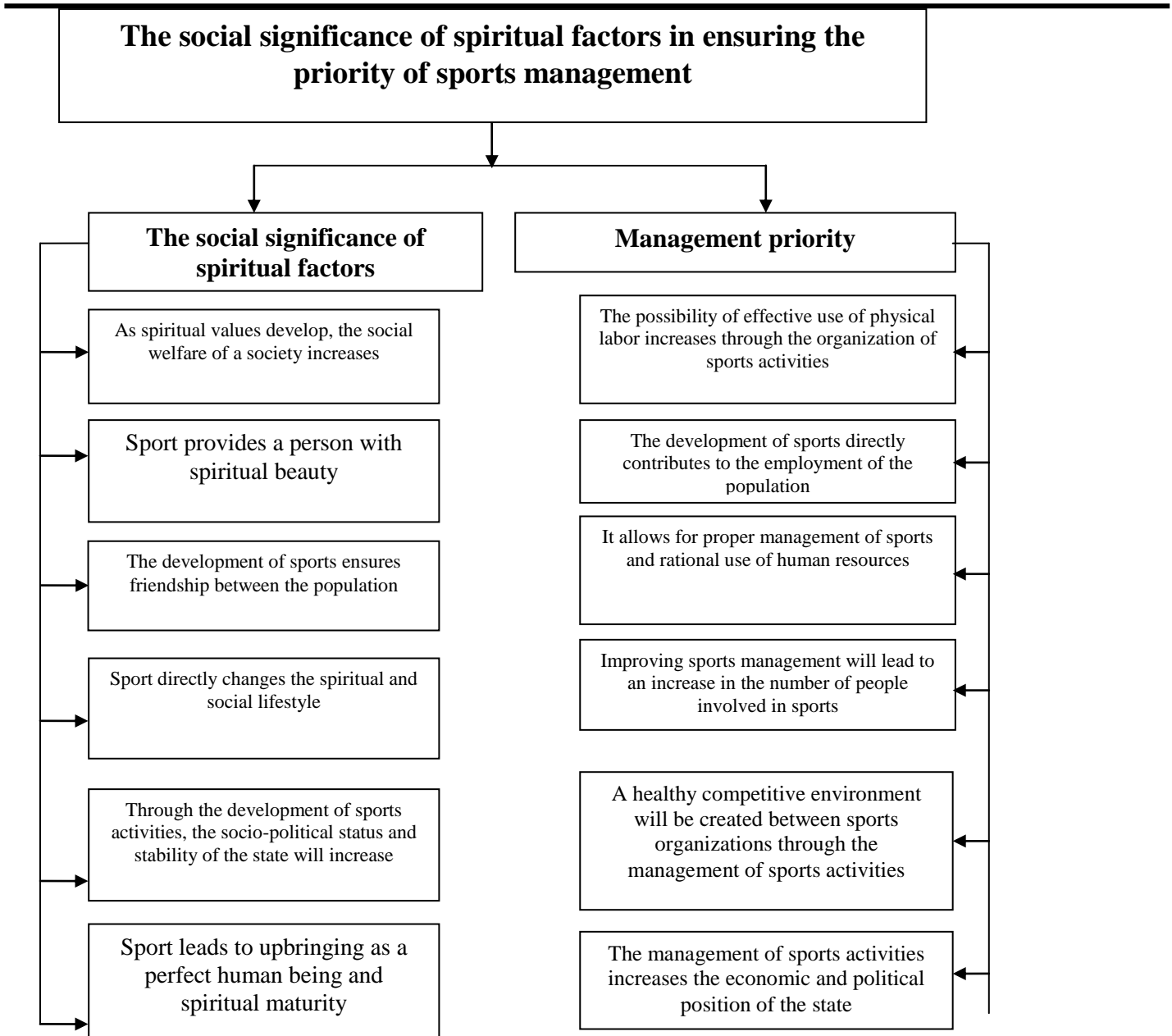


Figure 2.1. The social significance of spiritual factors in ensuring the priority of sports management

In order to comprehensively develop children's sports, the number of children and adolescents involved in sports at the national and regional

levels has been determined, and priority and promising sports are being developed, taking into account the scientific and medical bases and



natural conditions of the regions.

However, in the early years, gross errors were made in the formulation of the monitoring of the increase in the number of regular participants in sports and in the collection of statistics. For example, one athlete in athletics from both a high school and a sports school, if he or she is studying at the College of Olympic Reserve, has been reported in statistics. As a result, one athlete has more than three.

In many reports on physical education and sports, chase, addition, and report-only activities are still common today. In particular, we can observe in the statistics on the number of sports facilities, the number of students who passed the complex test standards "Alpomish" and "Barchinoy", the number of sporting events.

At present, the competition between the states, the competition for the demonstration of strength, is gaining priority in two areas - physical culture and sports, as well as in the field of intellectual activity. In scientific terms, the realization of the physical and intellectual potential of the people, the formation of appropriate resources in this regard is becoming a guarantee of development and prosperity in the XXI century.

The importance of a scientific approach to the management of physical culture and sports and the achievement of high sports results is very high. In today's world of sports there is a constant sharp increase in results, updating records, changing competition rules, improving sports medicine (medical equipment, diagnostics, pharmacology, treatment, etc.), providing modern sports equipment, planning and organizing sports training, effective management techniques. Application requires a scientific approach. In developed countries, there are scientific laboratories for each sport,

equipped with modern equipment. The system of training highly qualified athletes involves a group of researchers, sports psychologists, medical staff, managers and others. In our country, in order to train highly qualified athletes, the coaches in charge of the head and senior coaches of the sports are working blindly.

Every educated person, especially management staff, should have the necessary knowledge of the basics of the scientific organization of labor, the development of work for this purpose and personal leadership. The scientific organization of management means the application of theoretical knowledge and practical work experience, as well as the results of the most advanced and science-based work, their implementation, the achievement of relevant results. This is often manifested in the management of large teams in sports, leading them to success, achieving high results. However, the work being done in the field of scientific approach in sports today is not satisfactory. The main reasons for this are:

- Lack of knowledge of young people graduating from master's departments in higher education institutions;
- Lack of potential scientific staff;
- Low practical significance of the research work carried out;
- Non-implementation of scientific innovations;
- Head coaches or responsible managers for sports
- Irresponsible approach to research;
- Lack of equipment required for research work or does not meet modern requirements, etc.

Of course, given the role and responsibility of educating the younger generation in a physically



healthy, mentally mature and harmoniously developed, the leaders and staff responsible for the development of physical culture and sports in local governments should pay more attention to:

- Assistance in the formation of public associations of physical culture and sports and the expansion of sports;
- The organization of work on passing special tests "Alpomish" and "Barchinoy" among the population, especially schoolchildren;
- Assistance in providing sports facilities with coaches and modern sports equipment;
- control over the organization of sports and health activities in and out of school in connection with the system of three-stage continuous competitions introduced in the country;
- Development of sports suitable for children living in villages, remote villages, mountain or desert areas and involving them in mass sports competitions;
- a special approach to the restoration and organization of children's playgrounds on the ground and increase the responsibility of officials in this regard, etc.

It is also necessary to hold regular district, city and regional championships of local competitions, identify winners and provide appropriate incentives by organizing events at a high level to improve the results of sports in the

regions (especially Olympic sports). It is necessary to attract strong athletes and coaches, as well as funds for the formation of national teams, and increase the responsibility of local authorities in this regard.

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THE EDUCATIONAL POTENTIAL OF RUSSIAN LANGUAGE AND LITERATURE LESSONS

Guzal Sabirzhanovna Atamukhamedova

Teacher, Department Of "Uzbek Language", Tashkent State Transport University, Uzbekistan

Nigora Dzhurakhanovna Izzatullaeva

Teacher, Department Of "Uzbek Language", Tashkent State Transport University, Uzbekistan

ABSTRACT

The author of the article investigated the most important condition for achieving a new quality of education is the improvement of the lesson. The organizational form of the educational process in educational institutions. He also noted in his article that the lesson has unique opportunities to influence the formation of many personality traits.

KEYWORDS:- education, skills, development, formation, educational process, lesson, aspects, personality, theory, practice.

A book is a teacher without pay or gratitude.
Every moment gives you revelations of wisdom".

A. Navoi

I see more and more clearly that the key to everything is in education.
That's the denouement of everything. This is the longest but surest way.

L.N Tolstoy.

INTRODUCTION

Education is one of the most important components of the educational process along with teaching. Complementing each other, education and upbringing serve a single goal: the holistic development of the student's personality.

The new Law on Education defines upbringing as "an activity aimed at personal development, creation of conditions for self-determination and socialization of the student on the basis of socio-cultural, spiritual and moral values and socially accepted rules and norms of behavior in the interests of the individual, family, society and the state.

Here are the key words: development, upbringing, formation.

The most important condition for achieving a new quality of education is the improvement of the lesson - the main organizational form of the educational process in the educational institution.

I believe that educational work should take place primarily in the classroom, not afterwards. And the lesson does not necessarily have to be an educational hour.

The lesson has a unique ability to influence the formation of so many qualities of personality of students.



Educational aspect should provide the use of the content of the teaching material, teaching technologies, forms of organization of cognitive activity in their interaction to implement the formation and development of moral, labor, aesthetic, patriotic, environmental and other personal qualities of a schoolchild. It should be aimed at fostering the right attitude to universal values, a high sense of civic duty.

At the lesson we teach, we equip students with the skills to apply knowledge in practice, and the teacher's task is to make this time become a full-fledged moral communication, a thoughtful interaction. The lesson is an extension of the learner's life and a continuation of the formation of his or her personality. Its implementation depends on the purposeful selection of the content of educational material, providing students with examples of genuine morality, patriotism, spirituality, citizenship, humanism. The content of which does not lend itself to formalization and standardization are the lessons of the Russian language and literature. Lessons of the Russian language (as well as any other language and subject) are called to solve the problems of the training defined by the state program, and problems of education of personality of the rising generation in indissoluble unity.

The task of the teacher is not just to teach the child to write vowels and consonants in the root of the word, correctly put punctuation in complex sentences, but also to instill in the student a love for his native language as a national treasure and as a means to ensure the process of personal development.

Education of moral qualities in Russian lessons through the use of literary text is not a tribute to fashion, but a vital necessity. After all, society needs people educated, thinking, with developed thinking, creators, innovators.

Possessing great power of influence, a literary

text contributes to the formation of spiritual consciousness, ideas about good and evil, about the place and purpose of man in the surrounding world, develops high feelings. It forces to find for each lesson that text material which contents will help us in formation of citizenship and personal qualities of the pupil.

Practice shows that a lesson in which grammar is studied with informative text material that provides the educational function of the lesson, leaves a deeper impression on the memory of students, and spelling skills formed on it, are usually more conscious and stable, and therefore more durable.

Unfortunately, in recent years interest in literature in society and interest in literature as a school subject has declined catastrophically. Nowadays, literature, which has always been perceived as a source of comprehension of the world, which was commonly called "the textbook of life," is no longer needed, the readership has shrunk considerably.

To live as Russian literature suggests is certainly more difficult, but certainly more worthy...

Unique and unique Russian literature is able to resurrect the concept of "moral person", which includes many spiritual qualities of man: kindness and the ability to sympathize, humanity and responsiveness, conscientiousness and justice, honesty and decency, politeness and tactfulness, responsibility, industriousness, respect for others and their work, compliance with standards of behavior, curiosity - and help solve many moral problems of our time.

Why is she so unique and what is her uniqueness? It is in its view of the meaning of human existence. Russian literature focuses on the portrayal of the human personality and moral and philosophical issues.

Russian writers demand a great deal from people. They do not agree with "people putting



their interests and their selfishness in the forefront."

Literature creates the ethical and aesthetic background against which human behavior is shaped. That is why it must not be withdrawn from life, from school. The teacher of literature must do everything possible and impossible to arouse interest in the subject and revive its importance.

The most important thing in the lesson - to cause an emotional outburst in the souls of children, not to allow the "soul to be lazy". For this purpose, it is possible and necessary to involve such means of influence as music and painting. All this helps to activate the processes of education and moral education. At the lessons one must use teaching methods with a practical orientation, because the introduction of ethical categories must take place in their everyday intertwining, according to the "textbook of life". This develops a desire for moral action.

The methods used in the lessons should be aimed at enabling students to turn to the problem "face-to-face" so that a dialogue could be born between the student and himself, helping to develop self-awareness, self-esteem, personal position, contributing to an in-depth penetration of the problem of a work of fiction.

For example, several techniques:

- five-minute prologues, where students are asked to reflect on an aphorism or a poem of a great man about the problem raised in the work studied at the moment (the material is offered both by the teacher and by students prepared in advance);
- the method of brainstorming, where students are offered to think about parables (old Russian moral genre), little-known, but certainly figurative and bright facts from life, literature and journalism, which are better absorbed and "sink into the soul";

- projection of moral ideas onto students' own lives, taking into account their age (students are encouraged to think about moral choices, make decisions and substantiate their positions).
- projection of moral problems solved by the classics and their evaluation from the standpoint of modern generally accepted standards of behavior: has the attitude toward the norms of human behavior in society changed or is life making changes?
- The use of non-standard lessons (e.g., lessons in concerts where poetry provides fertile material; or lessons in debates, reflections, or discussions of contemporary literature) also fosters interest in the subject;
- The essay as a type of work also shows a person's intellect, horizons, and degree of literacy. In essays of different genres (literary portrait of a character, essay-review essay, essay-essay, essay-poem, essay-diary, essay-letter on behalf of a character) students can show their individuality, express their point of view, position, which may differ from the generally accepted.

The teaching of literature helps the younger generation to discover the world, to teach to meet and overcome difficulties, to solve moral problems.

A work of fiction is a kind of bridge between the author and the reader. Understanding the point of view of the writer, revealing the problematic content of the text, the student learns himself. And the teacher is a guide and helper. So, the most important thing for a teacher of literature is to structure the conversation so that the student will happily follow him into the world of literature. Through the educational dialogue of teacher and student there is a cultural, moral and spiritual mutual enrichment of students and teacher.



In the center of attention at a modern lesson there is a student, his personality, there is a humanization of process of training, conditions for development of interests and aspirations of students are created, stimulation of realization of their needs and motives, involvement in creative educational work which would bring students pleasure from understanding of the reached, respect to personal advantage both learners, and trainees. The joy of learning, illuminated by success in achieving the goal is the source of inner strength of the child, the inner energy to overcome difficulties and develop a desire to learn.

By this we can say that literature is aimed at finding the best ways to the heart and mind of schoolchildren.

V.A. Sukhomlinsky wrote: "A teacher who is able to educate with knowledge, this knowledge... The teacher who knows how to bring up knowledge acts as a tool for pupils to consciously make new steps in learning the world".

Professionalism of the teacher is not so much in methodical literacy, as in the ability to select the material for the lesson, to determine its educational and pedagogical capabilities. Talent of the teacher - in a subtle feeling of possibilities of the subject in formation of moral, intellectual, volitional, emotional qualities of the person. The content of a school subject in the classroom is a powerful tool to influence the structure of a child's personality. But to make positive changes in this structure can only be that teacher who himself perfectly mastered this tool and understands its educational possibilities.

A.S. Makarenko said, referring to the teachers: "... You have to be able to say so that the students in your words felt your will, your culture, your personality. He pointed out, however, that this had to be learned.

The modern lesson should contribute to the

student's personal growth. Every lesson is a step in the development of the creative potential of a schoolchild, his self-knowledge, self-education and self-development.

I also believe that literature and the native language help to answer

What are the main human questions: What is truth? Who am I? Is this how I live? What did I come into this world for? That is, our literature raises just those questions that any thinking teenager is bound to ask himself or herself.

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THE ROLE AND EFFECTIVENESS OF PSYCHOLOGICAL SERVICE IN TRAVELING STUDENTS TO PROFESSIONAL EDUCATION

Jamshid Abdumajitovich Pulatov

Head Of The Department, Institute Of Retraining And Advanced Training Of Specialists In Physical Culture And Sports, Uzbekistan

ABSTRACT

This article discusses the problem of orientation of students to professional education, the stages of organization of psychological services in sports, the theoretical and practical significance of psychological support.

KEYWORDS:- Vocational training, psychological support, choice of sport, referral, diagnostics, psychological service, individual psychological feature, adaptation to the sport.

INTRODUCTION

In recent years, a number of measures are being taken in our country to develop the field of physical culture and sports. Decree of the President of the Republic of Uzbekistan dated February 7, 2017 PF 4947 "Strategy for action on five priority areas of development of the Republic of Uzbekistan in 2017-2021", October 30, 2020 "Measures for the widespread implementation of a healthy lifestyle and further development of mass sports Decree "On PF-6099" is one of them.

Psychological service in Olympic reserve colleges is a necessary component of education. The need for this service stems from the needs of the

college. Ensuring the development of individual psychological characteristics in each athlete allows the conscious choice of the sport as a result of the correct, reasonable organization of psychological services. Among the issues of psychological analysis of sports activities, the psychological support of improving the technology of orientation of students to professional education plays an important role.

Consequently, the problem of ensuring continuity in the process of continuous psychological services in the orientation of students of children - adolescent sports schools, children specializing in sports - adolescent sports schools to vocational education is a topical issue today. This highlights the need to identify and develop psychological support for measures to



refer students to Olympic reserve colleges. It is also required in the tasks provided for in Resolution No. 480 of August 12, 2020 "On measures to organize the activities of colleges of the Olympic Reserve." Admission to the College of Olympic Reserve is from the 7th grade. The College of Olympic Reserve admits students who have completed the first year of training in the Children and Youth Sports Schools, Sports Clubs or other sports educational institutions specializing in sports and who wish to study at the College of Olympic Reserve on a competitive basis. However, the analysis shows that at the heart of these opportunities are the following problems in the orientation of students at the College of Olympic Reserve:

- Lack of development of methods of conducting sports orientation activities by colleges of Olympic reserve, in cooperation with children and youth sports schools and specialized children and youth sports schools;
- Lack of information and communication technologies by the College of Olympic Reserve, such as videos on the training of athletes in Olympic sports and its capabilities, various exhibition photo albums, stands, image mirrors;
- Lack of an improved theoretical and practical model of directing students to colleges of Olympic reserve;
- Ineffective use of psychodiagnostic methods in the transfer of students to colleges of the Olympic reserve requires the development of a mechanism for organizing and managing the work of psychological services in sports educational institutions.

Psychological services in physical education and sports are an integral part of the modern education system, ensuring the timely identification and full use of their mental and physical capabilities, abilities, interests, aspirations in the education and upbringing of

children.

The purpose of psychological services in directing students to vocational education is to create psychological and pedagogical conditions for the comprehensive formation, development, effective socialization and adaptation of the individual, the protection of psychological health at all ages of children's development. The difficult task of the psychological service in directing students of children-youth sports schools, specialized in sports, to professional education is to constantly monitor the training process in order to improve the quality of the athlete's activities. It is important that the direct participants of the pedagogical process: children, coaches, parents and sports psychologists have a practical impact.

The following main tasks of the psychological service in directing students to sports can be distinguished:

- Psychological monitoring of mental and physical development of children at different ages, identification of psychological defects in education, prevention of any negative deviations that may occur in their mental and social development;
- Creating a healthy psychological environment in sports teams;
- Acceleration of sports promotion and advocacy;
- Introduction of psychological and pedagogical diagnostic processes in sports;
- Monitoring the training, pre-competition, competition and post-competition processes of athletes;
- Psycho-correctional and developmental training with athletes;
- Psychological support of athletes' understanding of their professional identity on the basis of diagnosing their interests,



- aptitudes, abilities;
- support of a healthy psychological environment in pedagogical communities, correction of emotional states, interpersonal relationships and conflicting behaviors of team members, assistance in raising their psychological culture;
 - creating conditions for maintaining the psychological health of all subjects of the educational process, providing practical assistance in solving the problems of unhealthy psychological climate in the family, students and pedagogical communities, preventing potential conflicts and overcoming them by finding the most optimal solutions;
 - study of social institutions, attitudes, behavioral motives of children and adolescents with social problems and behavioral disorders, correction of their inability to adapt to school and social environment, organization and implementation of measures for their social rehabilitation;
 - It is advisable to increase efficiency through the organization and adaptation of psychoprophylaxis and psychological counseling.

Based on the above tasks, we found it necessary to organize the activities of psychological services in the transfer of students to the colleges of the Olympic reserve on the basis of the following stages:

- Psychological propaganda;
- Psychological and pedagogical diagnosis;
- psychological prevention;
- psychological correction;
- psychological counseling;

- Orientation to sports;
- Adaptation to sports

1) in the field of psychological propaganda:

give advice to students on interest in sports, family relationships, healthy living through an individual approach;

individual and group conversations with students, trainers, parents, consultations, seminars, trainings, presentations at various meetings, as well as the provision of psychological knowledge through the media.

2) in the field of psychological and pedagogical diagnosis:

- to study, analyze and give the necessary instructions on the basis of psychological and pedagogical diagnostic methods of students' motives, individual psychological characteristics, cognitive processes, physical qualities, mental states, attitudes to events and phenomena.

3) in the field of psychological prevention:

inability to make a firm decision in the choice and direction of a particular sport, inability to enter into interpersonal relationships in the team, to make recommendations on the prevention of negative situations and tendencies.

4) in the direction of psychological correction:

- Carrying out individual and collective correctional work to solve problems related to the achievement of sports results;
- Development of cognitive activity and interests of students in the classroom, correction of their intellectual passivity;

- organization of events in the form of games, communication, conversation, training, exercises and classes with the involvement of parents and teachers individually or in groups;

5) in the direction of psychological counseling:

- providing advice on the compatibility of the



chosen sport and the individual characteristics required by the person;

- educating students, to determine their future, to give advice on problematic situations in their relationships with peers and adults.

6) in the orientation to sports:

- Providing information about the chosen sport, profession, educational institution in which it is possible to acquire a specialty, as well as the requirements of the profession to the person, his physical, psychological and personal qualities, health;

- Identification and evaluation of the level and indicators of suitability for the sport, motives for choosing a career and future plans;

- Formation and development of interest in sports, diligence and responsibility.

7) in the field of sports adaptation:

- to form the student's interest in the chosen sport, training, to form a clear picture of the profession, to have information on the rules adopted in the field of sports;

- sports team is determined by the ability to adapt socially to the coach-teacher relationship.

In conclusion, today it can be seen that the role of psychological services in the field of sports is important in ensuring the harmony of society in the orientation of students to professional education in the above areas.

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METHODS OF FORMING ELEMENTARY CONCEPTS OF MODERN ENERGY SOURCES IN STUDENTS IN THE SCHOOL PHYSICS COURSE

Jasur Hidirovich Khaliyarov

Independent Researcher, Department Of Theoretical Physics, Termez State University, Uzbekistan

ABSTRACT

The article provides and analyzes information on modern types of energy sources, technical possibilities of their use, future prospects in the school physics course.

KEYWORDS:- Alternative energy sources, solar photovoltaic device, wind generator, biogas device, electricity.

INTRODUCTION

It is known that the use of alternative energy sources dates back to very long periods of history. From ancient times the solar and wind energy has been used by mankind to a certain extent in their way of life. For example, it has been widely used in windmills to grind grains (wheat, barley, corn, etc.), and to dry fruits and melons in the sun. This work is now being done with the help of advanced modern tools and equipment. New directions and areas of alternative energy sources are developing. Examples of alternative energy sources include wind energy, solar photovoltaics, bioenergy, geothermal energy, salinity energy, ocean and sea wave energy. Many other types of alternative energy sources have also been discovered in the future, and some scientists and experts predict that mankind will use them as a new type of energy source in all fields, even in space. The most evolving alternative energy forms currently

available are solar, wind, bioenergy and geothermal. Here is a brief overview of their convenience, advantages over other traditional forms of energy, and the physical mechanisms of energy generation.

Solar energy. Solar photovoltaics is one of the fundamental laws in physics, the field of conversion of solar radiant energy into electrical or thermal energy based on the law of internal photoeffects. In this case, photo-converters, photo-elements of various types and mechanisms are made from materials that absorb sunlight well. Solar Optical Radiation Energy An average of 1370 joules of energy fall on 1m² of the Earth's surface has been identified. It is expected that in the future the further development of the use of solar energy in human life, the creation of new modern structures and the widespread introduction of its use as an energy source in all areas is expected to develop [1-3]. Solar photovoltaic cells or solar panels systems based on them are used in the



conversion of solar optical radiation energy into electricity.

According to theoretical estimates, the global use of solar energy is estimated to account for 30-35% of the world's electricity and heat generation by 2030. The basis of solar photovoltaic devices is a solar battery, which charges the battery at the expense of energy of light photons coming from the sun. Solar batteries are currently made from 17-20 percent single crystal or polycrystalline silicon based solar cells. Scientists in this field are constantly conducting research around the world to further increase the efficiency of solar cells, especially silicon-based solar cells.

Wind energy. The use of wind energy in the human way of life has existed since ancient times. For example, windmills, sailing ships, wind control of balloons, and so on. At present, modern wind power devices have been developed, which are divided into mini and large wind power devices according to their capacity. Large wind power plants are mainly installed in wind farms. It is also sufficient that in the operation of large wind generators, the wind speed should be around 25-35 m /s on average. According to the best practices in the world, such wind parks are built in areas far away from the usual settlements. Such geographical areas are more common on Earth, mainly near the seas and oceans. There are also areas where mountains, hills and foothills are constantly windy. In such geographical areas, the construction of large "wind parks" and their use as an energy source is more efficient, cheaper and more convenient. However, such high-capacity "wind parks" wind generators generate a very large dose of noise. This can have a huge negative impact on humanity and the creatures of nature. That is why such large-capacity wind parks are built in geographical areas at a certain distance from populated areas inhabited by

wildlife (nature reserves, forests, etc.). At present, many types of new designs of wind generators have been developed, and it is advisable to select and use them in different geographical areas. As an example, let's give some information about the use of mini (small) power wind generators. The advantages of mini wind generators are, firstly, that they are very easy and convenient to move from one place to another, and secondly, they have the ability to generate energy even at low speed wind effects. The disadvantage of mini wind generators is that they are not able to provide a large power consumer with an energy source. It is convenient to use mini wind generators as an energy source in mountains, deserts and hills, which are often disconnected from the power supply. This is because there is a possibility of migration in these areas [4-5]. In any case, it is necessary to constantly monitor their technical condition. This is because wind generators can malfunction when the wind blows at very high speeds, causing the wind turbine to overheat and the generator to overheat. Especially high-power wind generators are much more dangerous. When manufacturing and installing small wind turbines, their technical condition should also be checked, and the suitability or non-compliance of the hardware should be thoroughly checked. If these aspects are precisely accounted for, if their wind-blown geographical regions are chosen correctly, the electricity generated by wind generators is the cheapest and most convenient for mankind.

Bioenergetics (biomass, biogas production). Another type of alternative energy source is Bioenergetics. The use of this type of energy is currently mainly related to agriculture and animal husbandry. Bioenergetics is the field of production of natural biogas from natural raw materials based on the processing of these products in special devices. At present, in developed countries, plant species that emit



large amounts of natural biogas in the production of this type of energy are grown in special fields, which are used as raw material reserves in modern biogas plants to generate natural biogas and electricity.

Modern biogas appliances are now widely used to supply homes with natural gas and electricity. In addition, there is a great potential for the production of natural biogas on the basis of local livestock fertilizers. It is planned to introduce the use of natural biogas in some livestock farms of the country. There is an opportunity to create biogas production even in rural homes. To do this, a large plastic or iron container (to carry out the processing of raw materials used in the production of biogas), another relatively smaller container (biogas formed in the first large container is poured into this container). Through the second vessel, it can be used directly by connecting it to a gas stove or to devices that generate electricity. The second vessel is fitted with a gas pressure gauge, which clearly indicates whether the gas pressure in the vessel is rising or falling. One-third of the large container is filled with natural raw material, one-third of the raw material is mixed, and a certain amount of water is left to rot, and the rest is left empty. In the empty part of the vessel, gas is formed and the natural biogas formed in the second vessel begins to flow. Various catalysts or chemical compounds can also be used to accelerate the decomposition of gaseous raw materials. The main part of biogas consists of methane gas. This means that the production of biogas and its use as heating and electricity is a cheap and convenient, technically safe type of alternative energy even in rural areas. In general, the use of alternative energy sources is environmentally friendly, energy efficient and safe.

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METHODOLOGY OF TRAINING PHYSICAL QUALITIES

Jumanov O.S.

Associate Professor, Physical Education And Sports Professionals Institute Of Retraining And Advanced Training, Uzbekistan

ABSTRACT

This article is about the methodology of improving physical qualities, changes in physical performance, the role of physical qualities in the life of a spiritually mature person, the effects of physical qualities on the body and the methods and analysis used in training.

KEYWORDS:- Physical education, speed, endurance, agility, joint mobility, and muscle flexibility, spiritual qualities, muscle tension.

INTRODUCTION

Each body has different levels of strength, speed, endurance, agility, joint mobility, and muscle flexibility. It is accepted to call them the qualities of the motion of the human body. Existing physical education systems are evaluated on the basis of the degree to which the human body is able to cultivate the qualities of movement.

Depending on the level of how to display these qualities, a person is described as strong, agile, agile, agile, etc., according to his level of physical fitness (energy). These qualities have their own characteristics that can be measured. They are called indicators of physical fitness, and the results of these indicators determine a person's readiness for creative work and defense of the homeland.

For example, if a trainer can sit on a 100 kg barbell on his shoulder only 3 times, another can sit more than 5 times with the same weight. The strength quality of the latter is assessed as

improved because the exercise is performed more than twice. The level of strength, speed, etc. depends not only on the development of bones, muscles and other organs of the body, tissues, cells, etc., but also on the development of the spiritual qualities of the individual. Therefore, the training of the qualities of movement is closely connected with the work of cultivating the spiritual qualities and serves as a tool for this direction of education.

Striving to cultivate and develop the qualities of movement is an age-old dream of mankind. The effectiveness of the use of tools, military equipment and weapons depends on the qualities of the body, which nature has given to man and can be developed in the process of upbringing.

The main requirement of our time is to bring up a physically fit, morally pure, aesthetically pleasing, faithful, loyal, and well-versed in the modern foundations of technical science, comprehensively spiritually mature person, which complements the goals and objectives of



the country's physical education system.

The quality of power movement and the methodology of its development. Our body exhibits a quality called strength to overcome external influences or resistance.

The performance of an external motor activity through the action of an anti-impact muscle strain is related to a person's strength, a quality known as his or her strength ability.

The static position of the body changes when the practitioner tries to move the sports projectile (in throwing, etc.) while his body is at rest, - to rotate, move, lift, or vice versa, when an external force acts on his body, wrists. , but the practitioner tries to maintain his state until his exposure begins. This demonstrates the overcoming of external resistance.

As a scientific concept, an individual's capacity for power must have a clear definition and be distinguished from other behavioral qualities:

1) The force as a mechanical characteristic of motion is defined as "the effect of the force" F "on the body of mass" M ";

2) Power in the form of physical qualities in the human body (for example, "increasing with age, increasing the strength of the athlete compared to those who do not do sports ...", etc.). In other words, it is defined as the ability to overcome or resist external resistance due to muscle tension.

In fact, muscle tension depends on the following physiological processes:

1) stresses associated with the frequency of movements from the center to the muscles (the higher the frequency, the greater the tension of the muscle and the greater the tension);

2) the number of units of motion added to the voltage;

3) The quality and level of tension is expressed by the amount and quantity of muscle excitability

and the source of energy in it.

Demonstration of muscle strength (tension) is carried out in three different modes:

a) Muscle tension does not change its length (static, isometric). Demonstrate the ability to hold the body or parts of it in different positions (poses);

endurance (myometric) stress due to the reduction of muscle length. The tension is the same, it does not change, it occurs due to the phases of muscle contraction in cyclic and elastic movements;

b) During the stretching of a muscle, a force is created due to its elongation (flexion, relaxation-
pliometric). This force is manifested by the contraction of the muscles during sitting, throwing, and depressing.

It is accepted that the force of endurance, concession, and relaxation is called dynamic force.

The magnitude of the maximum force varies in different conditions. The variety of power demonstrations noted was accepted as a classification of power ability.

Quality of agility and methods of its development. Speed is one of the physical qualities of the human body as part of physical fitness.

Speed is a set of functional properties that characterize the speed of the actions of an individual or parts of his body, mainly the time of the reaction.

Speed is a complex quality of movement of the human body that does not manifest itself in isolation, so it is more accurate to think that it is a manifestation of the qualities of speed.

There are several ways in which speed can be expressed:

1. Individual movement speed (by overcoming



small external resistance).

2. Frequency of movements.

3. Speed of action reaction (latent latent period).

4. The pace of movement.

Those who do not have enough speed of movement have difficulty in mastering new movements (whether it is a vital necessity, work or professional activity) to get their hadith. The manifestation of this quality is physiologically related to the ability to conduct excitation impulses in nerve fibers, the rate of muscle contraction, and most importantly the rate of temporal communication of the necessary centers in the cerebral cortex. For example, the result of running 100 m depends on the time of the start-up reaction, the speed of individual movements (depressing, the speed of steps to quickly recover the number), and so on.

Agility and methods of its upbringing. Currently, the term "agility" is being replaced by the term "adaptive capabilities", and it is recommended to use the terms "adaptability" and "adaptive capacity".

Although these concepts are similar in meaning, they are not the same in content

"The word 'conformity' can serve as a starting point to define the concept of adaptive capacity (derived from the Latin word coordination, which means coordination, adaptation, regulation).

As for the concept of "coordination of actions", its meaning is much broader than the Latin translation. There are currently several definitions of action compatibility. All of them reveal some special aspects of this complex phenomenon (physiological, biomechanical, neurophysiological, cybernetic).

Agility - in a number of literature on the theory and methodology of physical culture (LPMatveev, VMZatsiorsky, SVYananis, etc.) to master the

necessary actions of parts of the body, systems in order to acquire vital, professional skills It is recommended to look at it as an aspect of quick adaptation.

The ability to adapt quickly, in a short period of time, depending on the situation, is called agility.

In order to cultivate agility, the previously learned system of actions is replaced by new movements, and other elements are added to the learned movement. This, in turn, provides a high level of "creative" activity of the cerebral cortex. This process includes training, fitness training, healthy lifestyle physical education, basketball, volleyball, handball, football, gymnastics, athletics, jumping and throwing, water sports, and more.

We need to know the simplest teaching methods used to develop agility. They are:

- Performing a sound, an act of movement or movement agreed upon in response to a sound after the muscles have been sufficiently "relaxed";
- climbing or running down different heights, overcoming various obstacles (artificial, natural), intricate serpentine;
- Agility is developed in a complex, not in isolation, but in combination with other qualities, and the use of game, competition methods gives good results.

Endurance and methods of its development. Endurance is the ability to perform an action or an act of action in a defined manner, without diminishing its effectiveness over a long period of time.

The quality of this movement is divided into "general" and "special" endurance.

Endurance is mainly developed with low-intensity, long-term, more cyclical exercises.

They are: walking, running, cycling, swimming,



rowing and more. The intensity, length of the rest interval, the use of the nature of the rest (active or passive rest), the number of repetitions of the exercise and other components will need to be considered.

Exercise to develop endurance can be achieved mainly by exercising when the body is feeling a little tired.

Those who are considered to be resilient are recognized as those who have a high level of performance. They are "aerobic" - that is, when our body is working, it is doing physical work by delivering enough oxygen to its organs.

In contrast, those who perform physical or professional activities without adequate oxygen supply to the working organ, and those who work in the absence of oxygen, also show a certain level of endurance (sprinters, breathing workers, etc.). In them, physical activity is limited by the intensity of the heart rate (HR).

If resistance is improved in the anaerobic state, the maximal oxygen demand (MCI) should be 150-180 beats per minute. Ignorance of the ICC can have negative consequences, especially for students in colleges, academic lyceums and gymnasiums.

Flexibility and methods of its development. Flexibility is the quality of movement, which depends on the morphofunctional properties of the musculoskeletal system. These properties are observed and measured by the mobility of these hardware units, its maximum amplitude (deflection), bending, bending, elongation, flexibility, torsion, and so on.

Flexibility can be active or passive. Flexibility due to muscle force is called passive flexibility due to active flexibility, external resistance, inertia or weight, external force, and so on.

Active flexibility is directly related to muscle strength. However, strength training can weaken

and limit mobility in the joints. But such negative effects can be overcome. Normalizing the quality of this movement can be achieved by combining exercises that develop flexibility and strength.

In conclusion, the importance and importance of physical education, especially the development of physical qualities, is obvious in the process of education. Because their development requires interdependence. But a certain type of sport requires a stronger form of movement. Other qualities are also relatively developed, but they can play the role of auxiliary, auxiliary action quality.

For example, basketball is considered to be a means of developing agility and endurance, while agility is considered to be a means of developing speed. In fact, the sport of basketball is basically the main means of cultivating endurance movement quality.

In weightlifting, strength is the leading quality. Exercising a lot of "jerking" (rivot) improves speed. In practice, we see that endurance and flexibility also develop as an auxiliary physical quality through these exercises.

The quality of any action is focused on solving a task called a specific action task. For example, jumping as high as possible, catching the ball, cheating an opponent, lifting a barbell, and so on.

The complexity of the movement task fosters the coordination of movements, creating the need for coherence of actions performed simultaneously and sequentially.

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MODERN APPROACHES TO THE ORGANIZATION OF PHYSICAL EDUCATION IN EDUCATIONAL INSTITUTIONS

Jumanov O.S.

Associate Professor, Physical Education And Sports Professionals Institute Of Retraining And Advanced Training, Uzbekistan

ABSTRACT

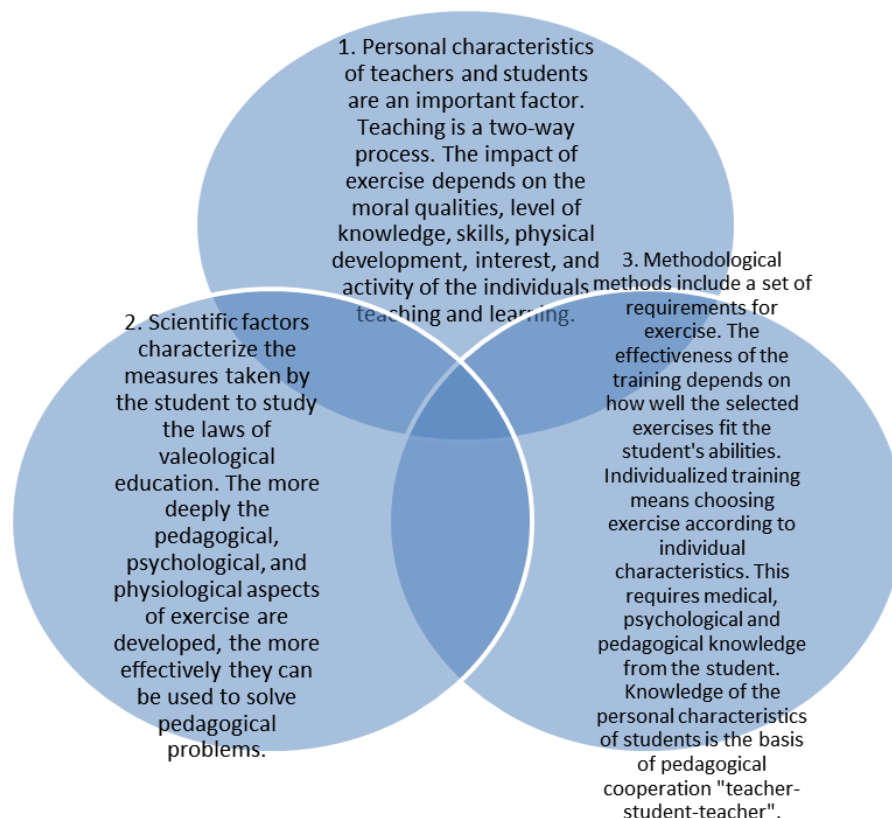
The article provides information on modern approaches to the organization of physical education in educational institutions, the factors determining the impact of exercise in the process of pedagogical research, the state of physical culture in society, indicators and general physical fitness.

KEYWORDS:- Physical education, educational institutions, physical culture in society, general physical fitness.

INTRODUCTION

In the process of pedagogical research, the factors determining the impact of exercise are

identified:



At the same time, identifying students' personal characteristics enhances the impact of physical activity. The individualization of the process of physical development is characterized by the differentiation of training, ways of their passage, norms of physical activity and ways of their management, types of training and methods of pedagogical influence.

The main purpose of mass physical education is to improve health. Let's take a look at how health care is implemented in different countries.

A number of methods have been successfully used in foreign schools to stimulate a stable and, most importantly, conscious interest in physical education since childhood. In many cases, this is the ultimate goal of physical education classes. The main way to achieve this goal is to cultivate

an interest in movement activity.

Theoretical training in physical education varies from country to country, but they all have a unique health focus. Healthy Lifestyle Training in the United States and Japan, Healthy Living Team Training in Australia, and Healthy Lifestyle Skills Training in Finland.

In Japan, Healthy Lifestyles start with a large group of kindergarteners. Experts from the Australian Council on Health, Physical Education and Active Recreation consider training in the proper use of leisure time to be one of the most important areas of their work. The Council is actively working to include the above-mentioned subject in the compulsory education program.

In turn, the California Association for Health, Physical Education, Recreation and Dance



decided to create a health department. The mission of this association is to introduce health school programs in all public schools in California.

These programs help the younger generation develop decision-making skills on how to maintain and improve their health. Classes are planned from kindergarten to 12th grade of secondary schools. It should be noted that such programs are already in place in many US states. Their effectiveness and expediency have been proven in practice. It is a well-known fact that outdoor exercise is an important factor in the physical and mental development of children, students and young people.

Active, national and sports games are not only a means of recreation, but they are also an important unique means of physical as well as mental development.

A variety of physical exercises have a positive effect on the function of various organs, especially the lungs. The most natural way to achieve this goal is to run. Because when you run, most of your muscles move. At the same time, jogging increases the evaporation activity of the skin, as a result of which carbon dioxide and skin waste are eliminated from the body faster, which helps to maintain good health.

Exercise is good for digestion and sleep. Exercise and more outdoors speed up the metabolism, and the excretion of used substances increases the need to eat.

It is also important to note the effect of exercise on a person's mental and physical condition. Physical activity as a means of recreation and leisure creates a calm and pleasant mood, a person feels satisfied with himself, those around him and life. This kind of peace of mind has a positive effect on the physical condition. That is why it is so important to teach young people how to use their free time wisely.

The main tasks in the field of physical culture and health, the development of mass sports and national sports are: daily classes on physical education aimed at the development of children's physical abilities, the normal development of their body, body introduction in preschool institutions.

Introduce a staff of physical education specialists in preschool institutions; to increase the number of compulsory physical education curricula to 4-6 hours per week. Introduce Olympic education, national games and competitions in the educational process; the introduction of a national week of testing the general physical fitness of pupils and students on special tests, the establishment of three-level badges "Alpomish" and "Barchinoy" in honor of the heroes of the folk epic for successful passing of special tests.

Establishment of a student sports association "Student"; to take measures for the effective use of physical culture and sports in the education of spiritually and physically developed youth in the newly established colleges and lyceums; Organizing the "College Sports" movement, making it a major source of youth involvement in physical education and sports; develop and implement a state program of physical education for women during pregnancy in conjunction with health authorities, the opening of women's sports and fitness clubs everywhere; development of physical culture in the industry through the introduction of physical culture and health measures in the workplace and the organization of mass physical culture and sports in leisure, a healthy lifestyle in the practice of industrial enterprises in order to increase labor efficiency and prolong labor activity of the population as well as the introduction of measures to financially encourage regular physical culture and sports;

Promoting a healthy lifestyle in society, disease prevention, and engaging the general population,



especially young people, in physical education and sports.

Physical culture, along with the norms of a healthy lifestyle, finds answers to the questions of maintaining and strengthening human health. Physical education, in addition to ensuring physical development, affects almost all human

life activities, including mental qualities, self-improvement, adaptability to society, adaptation to environmental stresses, ensuring a healthy lifestyle, human health throughout life. affects the maintenance and strengthening of the ligament.

The state of physical culture in society is as follows:

2. The level of comprehensive development of health and physical characteristics;

3. Level of achievement in sports;

4. Availability and level of qualification of professional and social physical education

5. The level of use of physical culture in education and upbringing;

6. Promotion of physical culture and sports;

7. The level and specificity of the use of the media in the field of physical culture.

Physical culture, together with the norms of a healthy lifestyle, serves to solve practical problems of maintaining and strengthening human health.

At the same time serving physical development, expansion and enhancement of the body's capabilities, physical culture develops the spiritual and moral qualities of the human personality, increases interest in all-round development, increases social activity, helps to correctly perceive various environmental stressors, forms habits of constant adherence to a healthy lifestyle, maintains and strengthens the health of a person throughout his life.

Physical training is a pedagogical process aimed at strengthening health, developing the qualities

of movement, improving the overall performance of the body. It is very effective in quickly mastering technical and tactical techniques. Complex sports techniques cannot be successfully mastered in sports without adequate physical training.

Physical training is divided into general auxiliary and special training.

General physical training is the initial stage of an athlete's training. Many exercises used to improve general physical fitness have a wide range of effects on the body. At the same time, each of them is focused on the development of certain qualities. It basically provides the following tasks:

- Comprehensive harmonious development of



the athlete's body, increase its functional capabilities, development of physical qualities;

- Improving health;

- Proper use of active recreation during intense training competitions.

The effect of exercise on the athlete's body and level of training can be determined using a variety of functional tests.

Trials for additional downloads

Any functional test (sitting 20 times, running at maximum speed for 15 seconds in one place) can be used to provide additional loads. There is only one requirement for these tests - the amount of downloads must be correct. Extra exercise is usually done before training and 10-20 minutes after training. Response to the test is assessed based on changes in pulsation and blood pressure and recovery.

Special training features. The transition period is a very special part of the system of continuous training. In this case, the main activity will be active recreation. However, this is not a training pause. The training will continue, but its form and content will change significantly.

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FURKAT AND THEATER

Juraeva M.

Teacher, Fergana Regional Branch Of Uzbekistan State Institute Of Arts And Culture, Uzbekistan

Gofurova B.

Teacher, Fergana Regional Branch Of Uzbekistan State Institute Of Arts And Culture, Uzbekistan

ABSTRACT

This article tells the story of Furkat, an enlightened poet, a promoter of science and European educational culture, and Russian theater. Furkat's attitude to Russian culture and art was of fundamental importance at that time, in the late 18th and early 19th centuries. "The main and decisive issue of the time was the attitude to Russia, whether to join Russia or not, because the fate of the Uzbek people and the country, the future depended on the correct definition of this future, the right approach to this issue, the right solution," wrote Academician V.Y. Zahidov. Accordingly, the social forces fighting in the society were divided into two groups, and there were violent clashes between the two groups. "In such a difficult situation, Furkat dreamed of bringing his people to the path of cultural development. His views on Russian theater and music were also related to this main issue of the time. However, this aspect of Furkat's creative work has not been sufficiently studied in theater studies. What performances did Furkat see and what concerts did he attend? Some researchers have speculated that Furkat was only in performance "Suvorov". That's why we want to talk about it in more detail.

KEYWORDS:- Science and technology, theater, spectacle, actor, performance, image, art, performance, music, image.

INTRODUCTION

Furkat visited Tashkent several times from the spring of 1889 to May 1891 and lived there for about two years. During the years he lived in Tashkent, in the summer of 1889, N.I. Rzhnevsky's troupe includes Griboedov's "Woe from wits," Moller's "Tartuffe," Goethe's "Faust," Gogol's "The Inspector," Sukhovo Kobilin's "Krechinsky's Marriage," Guskov's "Uriel Acosta," and Pushkin's "Eugene Onegin." The troupe was in Tashkent in January 1890. The troupe included talented actors such as Kutuzova, Lonskaya, Begechova, Rzhnevsky.

In addition, in the autumn of 1889, a choir led by

D. Slavyansky arrived in Tashkent, and his tours were interesting. In 1890, N.P. Gordovsky will also tour the Malorossiyskaya Choir.

On April 15, 1890, the tour of the VI Vasilev-Vyatsky troupe began in Tashkent. The troupe will perform Ostrovsky's "Wild Girl," "The Last Victim," and "Poverty is Not Guilty."

During Furkat's stay in Tashkent in 1889-1891, performances by amateur troupes included Ostrovsky's The Prosperous Place, Innocent Guilty, and Gogol's The Inspector General. The "Inspector" was written by high school students. It is known that Furkat took part in the general meeting of the gymnasium on June 3, 1889, where the students of the gymnasium gave a



performance and a concert. On January 31, 1890, a troupe of soldiers also gave a free performance to the public. In addition, in 1889-1890, the Turkestan "Music Society" regularly gave concerts in Tashkent. The concerts featured songs and operas. Uzbek audiences also took part in such concerts.

It is known that Furkat also goes to various concert nights. For example, he wrote about the concert on July 1, 1890:

They sang at eleven o'clock,
Then the people decided to go home.
But the mind was gone from me,
Occasionally there was a commotion,
Can you see me again, Debon,
If the tongue dies quietly, debon.
Good night, folks
Dreams flew from my eyes until dawn,
It is a dream that is in the heart
Whoa, I'll see you again.
writes his impressions.

Furkat also took part in a piano concert organized by the Turkestan Music Society that year.

Let a light shine on you,
The status of the statement is up to you.
They are sad to hear that
They die unconscious, enjoying themselves
I've had this happen to me a lot,
Her name is Rayal
I heard a girl needs a sea
Talk to you soon and keep up the good content
Furkat has emerged as a promoter of innovation and development, science and European educational culture. He got acquainted with

Russian intellectuals in Tashkent. Observing the changes that have taken place due to the new historical conditions has led to a significant change in Furkat's worldview, which has found its artistic expression in his work.

As a result of observing the growing number of scientific and technical innovations in the educational institutions, cultural and artistic centers opened in Tashkent, his works "On the nature of science", "Gymnasium", "About the exhibition", "About the trick happened in the city of Tashkent" and "Suvorov" appeared.

On October 11, 1890, Furkat's poem "Suvorov" was published in the 44th issue of the Turkestan regional newspaper. It is the first work of Uzbek theater criticism. Because this poem, in terms of its character, richness of content and size, could not be called a poem dedicated to a Russian play. It describes in detail the full content of the play, the idea of the stage construction. This was Furkat's first poetic review of the Russian play. Furkat begins his commentary on the play as follows:

A spectacle imitated by Suvorov,
Erur's head and legs are amazing,
What did he do in the past,
That's the decent thing to do, and it should end there. "

The poem about Suvorov tells the story of being "immortalized" by Russian actors in this "space," that is, in the theater. Describes the full content of the poem. According to V. Bogatryov, the visit of the tsarist official to Suvorov, who came with a letter of command to the coalition of European states against Napoleon, the acceptance of the command by the field marshal, the defeat of the French troops in Italy. and the capture of the city of Millan is fully described. Furkat does not name the actors in his review, but evaluates the art of performance, correctly characterizing some of



the characters. For example, based on his impressions of the actor's performance, the poet describes Suvorov as a patriot and condemns Napoleon's aggression.

A wrestler at the time,

His mother became famous all over the world.

It was Farangi, but his offspring

There was a lot of heroism, Napoleon's horse.

He went and fought in many countries,

It has troubled the whole of Europe.

Furkat put Suvorov above Napoleon in heroism and military knowledge. This is illustrated by a letter from the country of the coalition against Napoleon to the Russian tsar:

This is the dish, O king, to you,

Send Suvorov to us now!

Let's both have an army for him

Let the captain fight.

Furkat also paid special attention to the poor image of Suvorov and his closeness to the working people. Her performance on the stage with the farmer's children is described in the following verses:

Pick up some food for the kids,

He was giving me a wooden rifle

Alarga pretends to be a soldier

The sword swung around him

Walking with exercise regimen,

Get up and shoot a gun, and fight.

We see that Furkat's poetic review of the play Suvoro can give Uzbek readers an idea of the drama and the play.

In his articles on Russian theater, Furkat tells Uzbek journalists about the beauty, cleanliness, and orderliness of Russian theater buildings.

This was also an important factor in attracting Uzbeks to Russian theater. He praised the Russian theater building, saying, "It's a big high-rise building where men and women come and sit in their chairs. We Muslims have such a picture. We will be in the open in the courtyard," he wrote.

After getting acquainted with the forms of European theater, Furkat quickly realized the level of development of the ancient Uzbek theater, its educational significance, and described it in his article:

"... And many times I went to the Russian People's Theater and saw the current order, the imitation. Their performance is exemplary. In this way, they imitate the situation and life of the people of the past, and when there are funny games, those who go are more exemplary and happy ... at the same time, men and women are all sitting politely in their seats. That's the decent thing to do, and it should end there. "

Furkat promoted the virtues of Russian music and choreography, as well as among the Uzbek people. The poet wrote a lot of poems about it in the newspapers. In his poem "On the Nagma Festival in Tashkent" he gives a detailed account of the concert program and performers he saw. He also wrote poems about Russian music and choral art.

Furkat paid great attention to Uzbek music culture. His emergence as a promoter of Russian theater and music was due to his love for his people, his music, his concern for its future development, and his patriotism for the national culture. He envisioned the future and wanted to see his folk theater and music among the advanced nations of Europe. That is why he praises the richness of Uzbek music and the diversity of its national instruments.

At the time when Furkat was publishing his articles and poems on the art of Russian theater,



Uzbek theater was not yet fully formed. Furkat's articles and poems promoting late 19th-century Russian theatrical art should be seen as an early form of theatrical criticism. Because:

1. Russian theatrical criticism began in the same way. Its early forms varied, each depending on historical circumstances.

2. Comments on theatrical art: - expressed in poems, introduction to plays, satirical essays, epigrams, letters and memoirs of some artists.

In every historical period, one form or another of theatrical criticism has developed. One of the important conditions for theater criticism is that whatever form it takes, it must be about the problems facing the national theater. The turbulent period of Uzbek theatrical criticism was associated with important problems in the cultural life of the peoples of Turkestan. Furkat has two goals in his articles on theater;

a) to promote the artistic and aesthetic qualities of Russian theater and its role among the people.

Behind Furkat's work, the essence of Russian art penetrated the world of Uzbek thought and aroused in them a deep interest in Russian theatrical art;

b) to study the path of development of Russian theater, to master its new form for Uzbeks, ideological and aesthetic views, new means of influence, and thus to bring Uzbek theatrical art to a new path of development. exit

Furkat's dream came true in 1904. This year, a large article about Russian theater was published in Tashkent on the occasion of a play by Tatar officials at Yenikiev's house. This article was published in the Tarjimon newspaper. This article is not about the first home performance, but about the history and significance of Russian theater.

Theater is the mirror of our life and its role in enlightenment is enormous.

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IMPROVING ETHICAL AND AESTHETIC EDUCATION OF PERSONAL CREATIVITY IN FUTURE TEACHERS

Khol Jumaevich Khudoykulov

Professor, Department Of "Pedagogy And General Psychology", National University Of Uzbekistan Named By Mirzo Ulugbek, Doctor Of Pedagogical Sciences, Uzbekistan

Farida Abdukhalilovna Toshboeva

Independent Researcher, Department Of Preschool And Primary Education, Denau Institute Of Entrepreneurship And Pedagogy, Uzbekistan

ABSTRACT

Today in almost all spheres of social life there is a significant increase in the importance and status of individual creativity, the rapid creation and implementation of innovative technologies and new creative ideas by people with mature, creative, highly intellectual and artistic-aesthetic qualities. can be increased. The issue of moral and aesthetic education, which plays a key role in the formation of a creative personality, plays an important role in the structure of the educational process. This article substantiates the need for the formation of moral and aesthetic consciousness in future professionals, taking into account the principles of high universal and national ideas.

KEYWORDS:- Personality creativity, moral and aesthetic consciousness, education, intellectual development, independent thinking, loyalty to the Fatherland, upbringing of youth, system of moral and aesthetic education.

INTRODUCTION

At the current stage of development of the world community there is a significant increase in the importance and status of individual creativity in almost all spheres of social life, as the rapid creation and implementation of innovative technologies and new creative ideas have a mature, creative, highly intellectual and artistic-aesthetic features. can be done by humans. The process of creative formation of each individual plays a very important role in solving these global tasks. On the basis of the humanistic

concept of education, special emphasis is placed on the high value of the individual, the priority of the ideas of cultural and ethnic diversity in social development¹.

The essence of pedagogical processes is also changing as a result of unprecedented changes in cultural, historical and social conditions around the world. This requires relying on existing experiences and innovations, innovative

¹ Inncheon declaration/Education 2030: Towards inclusive and equitable quality education and lifelong learning for all (Word Education Forum, 19-22 may 2015, Incheon, Republic of Korea).



approaches. This idea is the main principle of the education system, which is the main link of socio-cultural heritage, and reflects the purpose of the educational process, its content, form and methods, the interaction of teachers and students, their impact on their activities. The issue of moral and aesthetic education, which plays a key role in the formation of a creative personality, plays an important role in the structure of the educational process.

In the introductory part of the topic, based on the relevance of the research topic, the level of study of the problem is described

In the process of continuing education in Uzbekistan, one of the main forms is the formation of the personality of young people and their upbringing as harmoniously developed people. The state education policy pays special attention to the need to educate students based on national and universal values. The Action Strategy for the Further Development of the Republic of Uzbekistan states that "training of highly qualified personnel in accordance with the modern needs of the labor market, increasing access to quality educational services, improving the quality and efficiency of higher education institutions, further improvement of the system of comprehensive intellectual, moral and aesthetic education"².

This, in turn, requires that science programs focus on the further improvement of educational technologies, the search for effective means of education and the process of personal development of the future specialist.

PF-4947 of the President of the Republic of Uzbekistan dated February 7, 2017 "On the

Action Strategy for further development of the Republic of Uzbekistan", PF-5106 of July 5, 2017 "On increasing the effectiveness of state youth policy and support the activities of the Youth Union of Uzbekistan" Decrees No. PP-2909 of April 20, 2017 "On measures to further develop the system of higher education" This dissertation research to some extent serves to implement the tasks set out in the Resolution No. 3151 of July 28, 2017 "On increasing the effectiveness of spiritual and educational work and raising the development of the industry to a new level" PQ-3160 and other regulations related to this activity.

To study the problems of improving the process of moral and aesthetic education of youth in our country have done research works by U.Aleuov, E.Bobomurodov, M.Inomova, Sh.Kurbanov, Sh.Mardonov, U.Makhamov, O.Musurmonova, A.Muminov, A.Sulaymonov, F.Khalilov, X.J.Khudoykulov, A.Erkaev, K.Yuldashev, and others. At the same time, various aspects of this problem were discussed by CIS scientists AIBurov, M.A.Verba, EVKvyatkovsky, BTLikhachev, G.Bolkhovskiy, N.A.Vetlugina, OSBogdanova, KV Gavrillovets is also reflected in the research of OS Ivashchenko. The problems of moral and aesthetic education can also be seen in the scientific research of foreign scientists E. Eisner, R. Smith, R. Schusterman, P. Parrish, H. Fairbank, M. Holzer, A. Gulla and others.

Thus, the problems of moral and aesthetic education of mainly secondary school students are being studied intensively and extensively today. However, to date, no special research has been conducted to improve the process of moral and aesthetic education of students in the higher education system, including future teachers, on the basis of a person-centered approach, and this issue needs to be addressed.

The main purpose of the analysis of this topic is to improve the process of moral and aesthetic

² Decree of the President of the Republic of Uzbekistan dated February 7, 2017 No PF-4947 "On the Action Strategy for further development of the Republic of Uzbekistan." Collection of Legislation of the Republic of Uzbekistan, 2017, No. 6, Article 70.



education of future teachers on the basis of a person-centered approach.

We consider its functions as follows:

- to determine the possibility of implementing an approach aimed at the formation of the future teacher on the basis of an analytical study of the state of moral and aesthetic education of students in higher education institutions;
- development of a pedagogical model that combines the theoretical and practical aspects of moral and aesthetic education of future teachers on the basis of a person-centered approach;
- to reveal the didactic possibilities of improving the content of pedagogical disciplines taught in the bachelor's degree programs in the field of education "Pedagogy" in order to increase the effectiveness of moral and aesthetic education of students;
- to determine the criteria of moral and aesthetic education in the process of forming the personality of the future teacher and to develop practical recommendations for improving pedagogical forms and tools;
- the process of moral and aesthetic education of students studying in pedagogical directions of higher education institutions was chosen as the object of the topic, the process of teaching pedagogical disciplines in UrSU, Bukhara State University and Navoi State Pedagogical Institute (Pedagogy and Psychology, Primary Education and Sports, Preschool Education) A total of 450 respondents were involved in the testing.
- The subject of the chosen subject is the content, forms, methods and means of moral and aesthetic education of students studying in pedagogical directions of higher education institutions on the basis of a person-centered

approach. Research methods of observation, interview, questionnaire, comparative analysis, pedagogical experiment, mathematical statistics were used during the research.

- The scientific novelty of the topic is:
- the process of moral and aesthetic education of students in higher education institutions on the basis of a person-centered approach has improved the content of the disciplines "Theory and History of Pedagogy", "Pedagogical Skills", "Pedagogical Technologies";
- a set of theoretical aspects, principles, factors, effective methods, forms and tools of a perfect pedagogical model of moral and aesthetic education of the future teacher, oriented to the person;
- criteria for moral and aesthetic education of future teachers are developed on the basis of technologicalized theoretical and practical training on ethical and aesthetic topics in the educational process of higher education institutions and a person-centered approach;
- scientific-theoretical and methodological recommendations for improving the process of moral and aesthetic education of undergraduate students in the field of education "Pedagogy" of higher education institutions on the basis of a person-centered approach.

Its practical results are as follows:

- a pedagogical model has been developed that includes effective methods and tools of moral and aesthetic education of the future teacher;
- developed proposals for improving the curriculum in the disciplines "Theory and History of Pedagogy", "Pedagogical Skills", "Pedagogical Technologies" taught in the



bachelor's degree programs in the field of "Pedagogy";

- practical recommendations for improving the system of moral and aesthetic education of students, including effective organizational and pedagogical methods, techniques and tools.

Reliability of the results is based on modern methodological principles, reliable theoretical and pedagogical and practical foundations, the gradual dynamics of quantitative and qualitative results in control and experimental groups in the process of real practice and the accuracy of their comparison, mathematical statistical methods of experimental results. This is explained by the fact that the results of the study were put into practice and approved by the competent authorities in the prescribed manner.

Theoretical and practical significance of the topic.

The study identifies a conceptual-methodological approach to solving the problem of moral and aesthetic education of the future teacher on the basis of a person-centered approach, the basic theoretical and pedagogical rules, theoretical and fundamental concepts of moral and aesthetic education. In order to improve the personality of pedagogical staff in the study of general pedagogical disciplines developed criteria for moral and aesthetic education of future teachers. The pedagogical system developed on the studied subject, the content of which is based on the modification of curricula in general pedagogical disciplines, developed a pedagogical model aimed at the moral and aesthetic education of the future teacher. The principles, factors and psychological and pedagogical conditions that serve to find a solution to the problem under study are identified. To professors and students of higher education institutions; the educational process; Theoretical and practical requirements for the content of the

tasks and educational and creative work assigned to students, the activities of students (requiring moral and aesthetic knowledge, understanding, imagination, feelings, qualities and abilities) are developed.

The practical significance of the research lies in the fact that the theoretical and pedagogical rules, theoretical and practical results, recommendations developed in it, the staff of the Ministry of Higher and Secondary Special Education in their activities related to the production of instructions and recommendations; use by pedagogical scientists in their methodical and scientific work; In improving the curricula of general pedagogical disciplines taught in the areas of education in the field of education "Pedagogy"; in the development of textbooks and methodological recommendations for the moral and aesthetic education of future teachers; can be used in the educational work of academic group leaders.

Introduction of topic results. Scientific results of improving the moral and aesthetic education of students studying in pedagogical areas of higher education on the basis of a person-centered approach:

A1-KX-1-60888 - "Strategy for the formation of self-awareness and self-expression in the form of basic personality traits in secondary school students" (2014) was implemented in the implementation of the practical research project;

Implemented by the methodical recommendation "Ethical and aesthetic education of students in the teaching of pedagogical disciplines (Methodical recommendations)" recommended for publication by the decision of the Educational and Methodological Council of Urgench State University No. 21.02.2017;

Experimental work carried out at Bukhara State University, Navoi State Institute, Urgench State



University was put into practice on the basis of the reference of the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan dated 08.06.2018 No 89-03 2245. While studying the moral and aesthetic education of future teachers as an urgent socio-pedagogical problem, it reveals the methodological bases of moral and aesthetic education of young people, the theoretical and pedagogical bases of personal development in the process of moral and aesthetic education, the experience of foreign countries in developing modern systems of this type of education. Constructive and positive change and improvement of the education system in line with modern requirements, strengthening the focus on practical education in higher education institutions training new specialists, education of certain personality traits, including moral and aesthetic qualities, based on the tasks set in the Action Strategy for further development of Uzbekistan based on methodological-theoretical and practice-oriented principles³.

Actively using pedagogical-technological and methodological innovations, focusing on the formation of students' personality, harmonious personality, emphasizing the spiritual-moral and spiritual-aesthetic education of students based on folk art, historical-cultural, national-traditional, national-artistic heritage based on universal values is given.

The ideas of great Eastern thinkers, including al-Bukhari, al-Farobi and, in particular, Alisher Navoi, on moral and aesthetic education are widely covered in future specialists, based on the need to form a moral and aesthetic consciousness, taking into account the principles

of high universal and national ideas. In particular, the ideas of Alisher Navoi on moral and aesthetic education, the essence of their content are widely covered. In particular, the moral and aesthetic views of Alisher Navoi, the main moral and aesthetic qualities, attributes and characteristics of man, a symbol of goodness, evil, nobility and beauty, ways of their creation and development in the personality are analyzed and methodologically important cases for research are formed.

Moral and aesthetic education is considered not only as relevant knowledge, qualities and attributes, but also as beautiful, human actions, deeds, attitudes at the level of ethics and aesthetics. Moral and aesthetic education of future teachers is studied in the socio-pedagogical sphere, in the sources of high moral and aesthetic potential derived from the national and cultural heritage, with special emphasis on the formation of moral and aesthetic professional and personal qualities, qualities and abilities. Moral and aesthetic education of future teachers - the development of their moral and aesthetic development, conscious, professional-personal, emotionally-positive attitude, moral-aesthetic knowledge, understanding and imagination; formation of moral and aesthetic qualities, qualities, feelings, attributes and abilities necessary for pedagogical activity; moral and aesthetic education - knowledge of the theoretical and pedagogical and practical foundations, technology, form, methods, tools and techniques of personal development; to bring oneself to personal and professional moral and aesthetic perfection, and at the same time to know and understand the goals of professional and personal development; the use of educational material of high moral and aesthetic importance in the study of general pedagogical disciplines, the raising and socialization of their moral and aesthetic achievements in various activities close to pedagogical activity, objective

³ Decree of the President of the Republic of Uzbekistan dated February 7, 2017 No PF-4947 "On the Action Strategy for further development of the Republic of Uzbekistan." Collection of Legislation of the Republic of Uzbekistan, 2017, No. 6, Article 70.



self-assessment. Also, the principles and criteria for the implementation of innovative person-centered approaches in the moral and aesthetic education of future teachers have been developed. The experience of the United States, France, Great Britain, Japan in the field of moral and aesthetic education of young people was studied and analytical conclusions were made on this basis.

Ethical and aesthetic education of future teachers - the principles, factors, system, conditions and content of moral and aesthetic education of students of higher education institutions as an important factor in the development of personality. In particular, the following principles form the system of moral and aesthetic education on the basis of a student-centered approach: psychological and pedagogical characteristics of students; taking into account the structure, complexity, interdisciplinary connection; integrity and consistency; adherence to a technological approach, pedagogy; relying on the aspects of positivity and positivity in the selection of educational materials; inculcating humanity and putting the individual in the center of attention; based on national-cultural and universal values.

The main factors of this process are: conceptual-methodological, methodological-theoretical, socio-pedagogical, national-cultural, spiritual-moral and aesthetic, psychological (especially motivational-psychological), interdisciplinary, educational-educational, cognitive-information. systematic, technological, theoretical-pedagogical and practical, intellectual-creative, methodical, and socio-communicative. psychological), interdisciplinary, educational-educational, cognitive-information systematic, technological, theoretical-pedagogical and practical, intellectual-creative, methodical, and socio-communicative. The structure of the

integrated pedagogical model consists of goals, objectives, predicted results, principles and factors, system-pedagogical logic.

The first is the interdependence of pedagogical disciplines. In the Classification of Higher Education Areas and Specialties, the subject "General Pedagogy" is included in the general pedagogical block of the curriculum of almost all undergraduate educational programs, and "Theory and History of Pedagogy" is included in the general pedagogical and specialty subjects, "Pedagogical skills", "Pedagogical technology". Among the requirements for these disciplines in the STS of this field of education are the need to equip future teachers with knowledge of the theoretical and historical foundations of modern pedagogical science and teaching skills, effective use of pedagogical heritage, as well as teaching students spiritual and moral education on the basis of the National Training Program.

Second, the intra-scientific system consists of the following components: motivational-targeted; information-knowledge, education-formative (intellectual-creative, theoretical-practical, independent development of knowledge), social-communicative. Particular attention is paid to the motivational and educational-formative stages (essence, content, functionality and effectiveness).

The content of the pedagogical model developed and proposed on the example of the bachelor's degree in "Pedagogy and Psychology" is reflected in the modified programs of general pedagogical disciplines, taking into account the objectives of the study and the established parameters of interdisciplinary communication. Emphasis is placed on the moral and aesthetic effect of the content: the national-cultural and artistic heritage of the Uzbek people, issues of increasing the opportunities of moral and aesthetic education (in the subject "Theory and History of Pedagogy"); technological approach to moral and



aesthetic education (on the subject "Pedagogical technologies"); creative use of pedagogical bases of moral and aesthetic education (on a subject "Pedagogical skill"). Assignments, general pedagogical disciplines of intellectual-creative and methodical work, moral-aesthetic content

Themes, types, forms of activity of future teachers are developed.

At the same time, the emotional-psychological, psychological-pedagogical, organizational-pedagogical and pedagogical conditions for the successful implementation of this model are identified and studied.

Also, the technology of moral and aesthetic education, the structural and structural components of this education have been developed; thematic cycles of training sessions (lectures, talks, discussions, practical classes, seminars), their structural and semantic bases are technologized; methods, ways and means of moral and aesthetic education of future teachers, including non-traditional and innovative methods are analyzed separately.

Thus, the process of improving the moral and aesthetic education of future teachers on the basis of a person-centered approach has yielded great results. This indicates that the goals and objectives of the study have been achieved and we have come to the following conclusions:

1. The factor of personal development, ie the moral and aesthetic education of future teachers are a topical socio-pedagogical significance and a problem that is not sufficiently studied in practice. To this end, the essence of moral and aesthetic education, the criteria for its formation in future teachers, the experience of moral and aesthetic development of future teachers - experimental work has been studied on the basis of the process of studying general pedagogical disciplines.

2. The following factors were the basis for the successful solution of the problem: the improvement and modification of curricula in general pedagogical disciplines serve to effectively solve the problem under study. In the process of modification, the curriculum emphasizes the following interrelated aspects, along with the topics of moral and aesthetic education:
3. Practical solution of the problem to give future teachers a clear moral and aesthetic direction (moral and aesthetic knowledge, the concept of moral and aesthetic education, adequate qualities, qualities, abilities and abilities of the teacher, their role and importance in personal and professional development); related to intellectual and creative work as well as communicative activity (attitude).
4. As a result of practical research on the experimental program in the experimental groups obtained sufficiently high results on all criteria of moral and aesthetic education of future teachers, personal development, which confirmed and justified in a series of step-by-step tables and figures.
5. Recommendations: conceptually important approaches to problem solving; the main theoretical aspects of moral and aesthetic education are shown. The recommendations describe the conditions for successful moral and aesthetic education of future teachers, the development of their personality.

Thus, we hope that the studied topic will be the basis for the moral and aesthetic education of future teachers, its development as a person, and it will bear fruit.

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PRINCIPLES OF USING NETWORK TOOLS IN IMPROVING THE METHODS OF DISTANCE TEACHING "HUMAN ANATOMY AND PHYSIOLOGY" IN HIGHER EDUCATION

Khushroya Juraeva

Lecturer, Faculty Of Natural Sciences, Fergana State University, Uzbekistan

ABSTRACT

The article presents the foundational didactic principles that are the theoretical basis for the organization of distance teaching in the field of "Human Anatomy and Physiology" using network teaching aids. In particular, the scientific principle of the teaching material is described. The application of this principle guarantees a comprehensive knowledge of facts and concepts that are scientifically proven, have a worldview and practical significance. The principle of comprehensibility involves the layout and design (presentation of material), the interaction with the educational content, elements of the network educational-methodical complex, developed taking into account the mental and physical age of students. The principle of systematization ensures goal-oriented regulation of students' knowledge and skills. The principle of visualization of the educational material provides demonstration of the studied objects, processes and events. The principle of variability of educational material allows to individualize the process of distance teaching of the subject "Human Anatomy and Physiology" on the basis of a network of educational and methodical complexes.

KEYWORDS:- Distance teaching, teaching material, scientific principle, comprehensibility principle, systematization principle, visualization principle, variability principle, consciousness principle, activity principle, biological knowledge, biological object, video, interactive method, living nature, theoretical base.

INTRODUCTION

The basic didactic principles are the theoretical foundation for the organization of distance teaching of the subject "Human Anatomy and Physiology" using network teaching applications.

Scientific principle of educational material. The application of this principle guarantees a full knowledge of facts and concepts that are scientifically proven, have a worldview and practical significance [122]. This is reflected in the careful and reasonable selection of the content of distance teaching "Human Anatomy and Physiology", as well as the content of the

educational and methodological complex of the network. The network educational-methodical complex of the subject "Human Anatomy and Physiology" is developed in strict accordance with the requirements of the standard curriculum. The developed educational-methodical complex of the network clearly reflects the current state of the subject "Human Anatomy and Physiology" and the logic of the scientific knowledge of the course. For example, all of the visual material presented in a hypermedia environment conforms to natural prototypes (movement in blood vessels, condition of the heart, respiration in cells and lungs, skin structure, etc.).



This principle clarifies the tasks of biological education in students, such as the formation of a scientific worldview, understanding the scientific landscape of the universe, acquaintance with the methods of scientific knowledge.

The need to reveal the interrelationships between biological objects and phenomena arises from the scientific principle to determine the cause-and-effect relationships based on the analysis of the facts obtained as a result of the use of biological material in various activities.

The principle of comprehensibility involves the layout and design (presentation of material), the interaction with the educational content, elements of the network educational-methodical complex, developed taking into account the characteristics of the mental and physical age of students. It is also necessary to take into account this or that element of knowledge, or the time spent to acquire the full range of knowledge. For example, spatial analysis and synthesis disorders are observed in students with mental and physical characteristics involved in distance learning. Such distortions do not fully evaluate the object under study in two dimensions (flat) and in the same image. In this case, the educational material is represented in the network educational-methodical complex in various images (three-dimensional static image, animation, video film, etc.).

The measure of comprehension depends not only on the amount of knowledge, but also on the ways in which it is expressed. In order to master the content well, it is necessary to connect with life, with facts already known to students, with knowledge gained from other disciplines. In distance teaching there are links to additional study material for students, previously studied material, teaching material of other disciplines.

Requirements of the principle of comprehensibility are to take into account the age and individual characteristics of students in

distance teaching, as well, to rely on familiar facts, knowledge, experience and use appropriate methods of narration.

The principle of visualization of the educational material provides demonstration of the studied objects, processes and events. The principle of visualization plays an important role in the use of the network educational-methodical complex, as it implements all the components of verbal and nonverbal demonstration. The educational-methodical complex of the network provides the student with educational materials on the subject "Human Anatomy and Physiology" with a complex combination of static and dynamic visual aids (images, animations, videos, three-dimensional models, etc.). Static visual aids that complement the content of the network training complex include: hypertext (links to additional material), photographs (for example, people with various diseases, organs), pictures (structure of organs and organ systems), graphs, diagrams, tables, diagrams. Dynamic tools are presented in the form of animated schemes (blood flow in the veins, breathing from the lungs, etc.), dynamic models (movement in the blood vessels, etc.), interactive tasks, videos. In addition to the visual aids for data transmission, audio aids were also provided - audio or music for the videos, text, descriptions, and conclusions drawn from the study material. This principle is used in the organization of knowledge control, as well as to demonstrate the results and achievements of students.

The main requirement of the principle of demonstration in distance learning: the visual image should help to determine the essence of the object under study, on the basis of which it is possible to reveal the concept, its essential features. Therefore, a single learning material can be presented using a variety of visual aids. It is also related to the physical and mental characteristics and spatial perceptions of



students participating in distance learning.

The use of the principle of visualization in distance learning encourages the creation and use of visual aids for teaching the subject "Human Anatomy and Physiology", the development of methods for their use.

The principle of systematization in using the network educational-methodical complex provides purposeful regulation of students' knowledge and skills. Systematics is reflected in the structure and consistency of the elements of the content of the educational material "Human Anatomy and Physiology", which is divided into stages in accordance with the level of mastery of concepts.

The principle of consistency in the use of content elements in the development of biological knowledge of the subject "Human Anatomy and Physiology". In distance learning, learning topics should be studied slowly and step-by-step, taking into account the individual capabilities of students, following the transition to each subsequent stage after the full mastery of the knowledge of the previous stage, including appropriate types of activities for mastering the content.

The next topic of science is devoted to the origin of man, in which students are invited to learn about the structural state of man, comparing him with other members of the Monkey Squadron. The study of the human body begins with the topic "General analysis of the structure of the human body", in which the material is presented in accordance with the levels of organization of living nature: cell → skin → organs → organ systems → organism. The anatomical features of each organ system are then considered in such a sequence. The unity of structure and function, the integrity of the organism and its relationship with the environment, the mechanisms that support homeostasis go through all the topics of the

subject "Human Anatomy and Physiology" in the discipline "Human Anatomy and Physiology".

The principle of students' consciousness implies conscious activity, such as the search for, acquisition of educational information by students and the application of knowledge acquired in human anatomy, physiology, ecology and hygiene in solving educational problems and in real life situations. This is determined by the characteristics of the health of students participating in distance learning, their understanding of the need to acquire biological knowledge in the absence of full-time study, their understanding of the state of their health.

The principle of student activity implies that the student sets and accepts the goals of the lesson, participates in the planning and organization of their activities using a network of educational and methodological complex, self-monitoring and self-assessment [167]. It is necessary to increase the independence of students in distance learning, as A.V. Khutorskiy said: "Teach children to ask questions. The question is more important than the answer, because it does not close knowledge, but opens it" [167, p. 92]. In the independent study of a new topic on the basis of the network educational-methodical complex, the teacher organizes a discussion in the classroom, based on the questions created by the students themselves, aimed at expanding knowledge and mastering. The discussion, based on the questions structured in distance learning, is conducted among students participating in distance learning using a network of educational and methodological complex forums (or virtual learning). The teacher can only steer this discussion in the right direction.

The content of the subject "Human Anatomy and Physiology" allows to know oneself in real situations, to use students' personal life experiences to explain the events, happenings, processes that occur in the human body.



The requirement of the principle of activity: the use of different methods of distance learning that activate students' thinking, their involvement in various activities, the development of independent work, the organization of team creative activity, the development of self-esteem.

The principle of multi-component networking tools of teaching provides a full-fledged use of the developed teaching methodological complex for the acquisition, expansion, consolidation, control and mastery of self-control. According to the results of our study, teachers use distance learning in the process of learning more from the network of teaching aids - 37% of the total number of teachers who use the network of teaching aids (according to the survey). According to the developers of the subject "Human Anatomy and Physiology", only 13% of teachers surveyed use the integrated use of the network educational and methodological complex. The format of the network educational-methodical complex is multi-component, all components complement each other and are aimed at the optimal acquisition of knowledge.

The principle of variability of educational material on the basis of the network educational-methodical complex allows to individualize the process of distance learning of the subject "Human Anatomy and Physiology". From text and presentations to explanations of material in the form of animation - the availability of a variety of district resources at the basic and advanced levels allows students with limited health and other resources to choose resources that are convenient for each student. Working with a network of educational and methodological complexes can also be varied - a detailed study of the whole material, selective acquaintance with individual resources, acquaintance with basic concepts, collection of illustrations and interesting facts, etc. The requirement of this principle for distance

learning is: stratified selection of tasks and assessment of each student on the basis of individual characteristics, activity. Due to the variability of the network educational and methodical complex, in the process of experimental distance learning, we were able to individualize the learning material, its presentation, as well as the speed of learning each topic of the subject "Human Anatomy and Physiology" for each student.

The principle of independence of students in the process of distance teaching is based on the fact that the network educational complex is located on the Internet, which requires additional efforts to search and sort for registered students (unlike the textbook, which is available to each student). Independent search and selection of the necessary training information in the network training complex forms the universal training skills required to work with network training tools. The principle of independence of student activity is related to the principle of variability of educational material. The requirement of the principle of independence of student activity: independent choice of actions with resources and content is determined by the student, the student performs the necessary actions and self-control.

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RELATIONSHIP OF AGE AND DYNAMICS OF PHYSICAL DEVELOPMENT OF CHILDREN AND ADOLESCENTS IN FERGANA IN ONTOGENESIS

Mamadzhanov N.

Ph.D., Assistant Professor, Department Of Theory And Methods Of Physical Culture, Fergana State University, Uzbekistan

ABSTRACT

The article discusses the relationship between age and the dynamics of physical development of children and adolescents into ontogenesis.

KEYWORDS:- Ontogenesis, physical development, morphofunctional, anthropometry.

INTRODUCTION

The physical development of a growing organism is one of the main indicators of a child's health. The more significant the disturbances in the physical development of the child, the greater the likelihood of having the disease. Obeying biological laws, physical development depends on many factors: heredity, climate, nutritional characteristics, and the level of material security of the family, compliance with the regime - and is used by hygienic science as an indicator of the sanitary and epidemiological well-being of the population. At present, the indicators of the physical development of children and adolescents are analyzed for the ecological and hygienic assessment of the state of the territory, the analysis of the influence of social factors, the conditions of upbringing, education, the organization of leisure and recreation, the labor activity of children and adolescents.

Observation of the physical development of children and adolescents to follow to understand not only the morphological and functional properties that ultimately determine the stock of his physical strength, but those biological processes that are especially characteristic of the child's body. Such processes, first of all, should be considered the growth and formation of the organism.

Human growth and development is a complex process caused by profound changes in the structure and function of tissues of individual organs and the body as a whole and proceeding under the influence of external and internal factors, inextricably linked and determining each other.

Most of the anthropometric signs of a person's physical development, as a rule, are associated with growth indicators, however, it would be a mistake to draw conclusions about a person's physical development based on only one height.



The point of view that body length is a sign of the strength of the body has not been confirmed over time, and ultimately, growth began to be considered in conjunction with other signs, and primarily with chest girth and body weight.

The purpose of this work is to analyze the level and dynamics of physical development of children and adolescents ontogenesis.

Research objectives:

- 1) determine the absolute level of gain, growth rates and gains of the main parameters of physical development (standing height, body weight, chest circumference at rest);
- 2) to determine the dynamics and level of physical development of children and adolescents in the city of Fergana. Study the dynamics of the main features in relation to age and the alignment of the empirical curve.

To solve these problems, a single examination of the main and additional characteristics of the parameters of physical development was carried out according to 20 signs. Anthropometric signs were examined using a unified technique.

Results of the research and their discussion: The research was carried out in the city of Fergana (on the basis of kindergarten No. 4, secondary school No. 10 and FagGU). The total number of examinations of adolescents and children is 430 people.

To analyze the dynamics of data, characteristics of growth and development of dimensional characteristics, the following indicators were used:

- 1) The absolute results of dimensional characteristics at certain age periods;
- 2) Absolute increments of dimensional characteristics, i.e. the difference between the absolute indicator of the dimensional indicator in a given age period and the absolute indicator of the dimensional indicator in the previous age

period;

3) The growth rate, expressed by the ratio of the absolute indicator of a dimensional characteristic in a given age period to the absolute indicator of the same dimensional characteristic in the previous age period;

4) Growth rate - the percentage ratio between the absolute growth of a dimensional attribute during a certain period of time to the absolute level of the indicator in the previous period.

As you know, in children and adolescents, there is a constant tendency to an increase in dimensional characteristics - a progressive stage.

$$y = a + b \cdot x$$

where, y is the actual numerical value of the studied trait,

x - conditional numbering of each age period.

Based on this formula, a line can be drawn to represent the dynamics of the process. The following system of equations is used for calculations:

$$y' = a + b \cdot x$$

$$\sum y = a \cdot n + b \sum x$$

(1)

$$\sum y x = a \sum x + b \sum x^2$$

where, y ^are the theoretical numerical values of the studied dimensional characteristic, Σ is the summation sign.

To calculate the growth rate of dimensional characteristics, Minot's formulas were used:

$$W = \frac{100(M_2 - M_1)}{M_0} \% \quad (2)$$

Where M_1 is the size of the trait at the age of t_1



M₂ - value of the same trait at age t₂

M₃ - the absolute value of this trait at the age of 6

Table 1 shows the growth rates of standing children and adolescents in the city. Fergana. Analysis of the data obtained shows that during the school period there is a continuous increase in indicators of all ages. Increases in growth rates and annual gains are statistically significant in most age groups.

The variability of growth indicators (V) in children and adolescents of the studied ages is small and varies within $V=0,42\cdot5,4\%$.

More accurate in the study of growth processes is the analysis of not only the absolute values of sizes, but also their transformation per unit of

time. The absolute increase in standing growth indicators during the studied age period is unevenly distributed. At the age of 6-7 years, the absolute increase in body length is 6.09 cm. This indicator gradually decreases with increasing age. In puberty, an increase in absolute body growth begins again: at 11-12 years old - by 8.23 cm, at 12-13 years old - by 6.77 cm, at 13-14 years old - by 8.09 cm.

After the transition period, the gain in absolute body height gradually decreases. At 16-19 years old, it is 1.6 cm - a stable stage.

This pattern of uneven growth of children has been noted by many authors and is probably a general biological indicator in children and adolescents. The average annual increase in height up to 16 years is 5.1 cm.

Table 1

Growth dynamics of standing children and adolescents in the city of Fergana at the age from 6 to 19 years

Age (years)	Standing height			Shifts of each subsequent group in comparison with the previous one			
	$M \pm m$	σ	V	Absolute growth (cm)	Growth rate (%)	t	p
6	112,0±0,91	,0	,4	-	-	-	-
7	118,09±0,83	,4	,4	6,09	5,12	4,00	0,001
8	123,91±0,70	,4	,6	5,82	4,69	4,95	0,001



9		129,66			5,75	4,46	4	0
	7	±0,70	,2	,2			,48	,001
10		133,13			3,47	2,60	4	0
	4	±0,36	,0	,5			,20	,001
11		135,1±			2,0	1,48	1	0
	9	1,22	,36	,9			,60	,0
12		143,33			8,23	5,75	3	0
	2	±1,1	,2	,42			,71	,001
13		150,00			6,77	4,50	3	0
	6	± 1,0	,2	,4			,70	,001
14		158,09			8,09	5,10	2	0
	9	±1,28	,0	,4			,41	,02
15		162,1			4,0	2,47	1	0
	8	±1,81	,79	,8			,70	,1
16		166,4±			4,3	2,60	1	0
	4	1,70	,83	,5			,00	,0
16-		168,0±			1,6	0,96	0	0
19	0	0,70	,4	,2			,90	,0

Weight is one of the important indicators of health, physical development, human performance. It determines body weight. This indicator is widely used to assess the level of physical development in all children's educational and educational institutions. He is very sensitive to the effects of various environmental factors.

The results of weight indicators for children and adolescents 6-19 years old in the city of Fergana are shown in Table 2. The absolute increase in weight indicators in dynamics by age with an interval of a year turned out to be uneven. During the entire preschool and school period, there is an intense increase in weight. The annual weight gain is 3.55 kg. The greatest weight gain is observed during the transitional age.



Table 2

Growth dynamics of standing children and adolescents in the city of Fergana at the age from 6 to 19 years

Age (years)	Standing height			Shifts of each subsequent group in comparison with the previous one			
	$M \pm m$	σ	V	Absolute gain (cm)	Growth rate (%)	t	p
6	19,25±	,0	0,0	-	-	-	-
7	21,73±	,8	2,6	2,48	11,4	8	0
8	24,25±	,4	,7	3,52	14,5	1	0
9	26,93±	,0	1,0	2,68	10,0	3	0
10	30,07±	,4	8,0	3,14	10,4	2	0
11	31,0±0	,6	1,6	1,00	3,22	0	0
12	38,45±	,0	3,0	7,45	19,3	4	0
13	42,0±0	,4	2,8	3,55	8,45	1	0
14	46,31±			4,31	9,3	2	0



	9	0,85	,6	2,0			,70	,01
15		51,0±3			4,69	9,19	1	0
	8	,8	,48	6,6			,75	,1
16		53,6±1			2,00	3,72	0	0
	4	,98	,14	3,7			,60	,0
16-		57,15±			4,09	7,15	2	0
19	0	0,61	,6	,1			,34	,02

The chest circumference at rest is one of the main anthropometric signs, which, in combination with growth, makes it possible to assess the physical development of those involved in its meaning is reduced to determining the shape of the body. The chest circumference characterizes not only the physique, but also the degree of physical development of a person. The characteristics of the indices of the chest circumference in the examined group of children and adolescents are

shown in Table 3. The coefficients of variation (V) indicate a moderate individual characteristic, slightly increasing with age. The greatest coefficients of variation among adolescents 15-16 years old (V = 8.3%)

Intensive increase in chest circumference is uneven and increases markedly in boys 6-7 years old and 7-8 years old. In the puberty period, the absolute growth increases again, and at the age of 16-19 it is almost reduced to zero.

Table 3

OGK dynamics at rest in children and adolescents in mountains. Fergana from 6 to 19 years old

Age (years)	Standing height			Shifts of each subsequent group in comparison with the previous one			
	$M \pm m$	σ	V	Absolute growth (cm)	Growth rate (%)	t	p
6	55,79±			-	-	-	-
0	0,31	,4	,3				
7	58,03±			2,25	3,86	1	0



	4	0,35	,4	,1			1,8	,001
8		60,59±			2,56	4,23	1	0
	0	0,30	,2	,4			3,5	,001
9		62,0±0			1,41	2,28	1	0
	7	,37	,2	,6			0,4	,001
10		63,45±			1,45	2,28	6	0
	4	0,46	,0	,7			,78	,001
11		65,0±0			1,55	2,38	3	0
	9	,77	,27	,05			,40	,001
12		69,81±			4,81	7,03	7	0
	2	0,72	,0	,7			,00	,001
13		73,23±			3,42	4,66	4	0
	6	0,77	,6	,3			,60	,001
14		76,21±			2,98	3,81	3	0
	9	0,71	,8	,5			,46	,001
15		77,0±1			0,79	1,23	0	0
	9	,51	,40	,3			,43	,0
16		82,0±1			5,00	6,10	2	0
	4	,36	,03	,3			,07	,05
16-19		81,35±			-	-	-	-
	0	0,56	,4	,3				

The absolute indicators of various signs of the physical development of children are calculated

for each age period separately. A simple comparison of the sizes of the studied characters



shows that an increase in all indicators is characteristic of childhood and adolescence. However, the level of each indicator is influenced by many random causes, which are absolutely impossible to eliminate in a sample study. Therefore, the task is to determine the pattern of this increase, i.e. the tendency of the indicators to increase, which does not depend on the influence of temporarily and accidentally acting reasons.

In mathematical statistics, there are many ways to analyze dynamic performance. Theoretical calculations of the development trend, as a rule, are expressed by the line closest to the adaptation data (equation 1).

Empirical data are always subject to the influence of various random influences, which is reflected in a curve that looks like a broken line. Mathematical equations (modeling) make it possible to give the studied attribute a generalizing meaning, because for this the influence of random causes is eliminated. Such a method allows one to gain a deeper understanding of the manifest and establish its inherent regularities. An objective way to identify development trends is the least squares method. Comparing the direction of the empirical line of parameters of physical development by age with the theoretical, we did not find any discrepancy in the direction of the first empirical line in relation to the theoretical. The deviations are located either higher or lower. Such an arrangement of empirical lines should be considered as a random phenomenon, due, apparently, to an insufficient number of observations at each age.

Thus, the considered statistical characteristics of the main dimensional signs of the physical development of children and adolescents showed their significant age, sex differences and the dynamics of the indicators of these signs in children in the preschool and school period. A constant, but not uniform increase in these signs

has been established. At the same time, the indicators of absolute growth cannot answer the question of which of the dimensional characteristics increases more intensively. Therefore, it is also necessary to analyze the growth rates - the percentage ratio between the absolute growth of the early period and the absolute indicator of the previous period (formula 2).

The results of the analysis of the rate of increase in the main anthropometric characteristics of children and adolescents in terms of standing height, body weight, and chest circumference are shown in tables 1, 2, 3. As an absolute increase, we took the quantitative changes in the trait for the year.

The rate of annual increases in the indicators of the main features is gradually decreasing. This trend is interrupted more intensively by the growth of all indicators of the main signs of physical development from 11 to 14 years old. Such phenomena are characterized by intensively proceeding morphological and functional processes in the body system.

In the puberty period, there is an intense growth and increase in muscles in boys and girls, which is explained by the anabolic effect of androgens. At the same time, androgens block the action of somatotrophic hormone, under their influence, the re growth of the pineal glands is accelerated, which ultimately stops the linear growth of the body.

CONCLUSION

1. The ratio of the growth rates of the main signs of physical development, calculated to the total increase for the period from 6 to 9 years, shows that boys showed a high rate of increase in body length; from the age of 9, a noticeable increase in the rate of increase in the circumference of the



chest compared with the rate of increase in body length was revealed.

2. From the age of 11, weight gain is more intense than gains in length and chest circumference.
3. The most intensive increase in the main signs of the physical development of children and adolescents in mountains. Fergana is observed in puberty (at the age of 11-12 years old, standing height 5.75%, body weight 13.33%, WGC at rest - 7.00%).

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SPIRITUAL EDUCATION OF PRESCHOOL CHILDREN

Maryambibi Djumaniyazovna Abdullayeva

Lecturer, Department Of Preschool Education, Chirchik State Pedagogical Institute, Tashkent Region, Uzbekistan

ABSTRACT

This article will focus on the necessary aspects of the coverage of preschool educational organizations for children aged 2 to 6-7 years, the most important indicator of which is the characteristic of the effectiveness of preschool education. If a child goes to school without preschool education, his educational activities in primary school will not be effective enough. That is, educational adaptation - adaptation in a child proceeds poorly, his ability to enter into social relations, communication, mental activity is poorly manifested. In most cases, the child has a state of physical, psychological unavailability. The article examines the motivation for learning, the idea that a child who has not formed the first learning skills, whose mental processes are underdeveloped, lags behind in mastering.

KEYWORDS:- Spiritual education, social relations, educational skills, adoration, psychological process

INTRODUCTION

The education of a person in all respects in perfection is a long-standing dream of our people, our ancestors have been steadily looking for ways, laws and rules how to teach the younger generation enlightenment, spirituality and culture, to bring them to perfection. This was the reason for the emergence of pedagogical science. Because the achievement of enlightenment and spiritual perfection of a person is carried out under the guidance of pedagogical science.

As you know, the most important indicator characterizing the effectiveness of preschool education is the coverage of these children aged 2 to 6-7 years by preschool educational organizations.

It should be noted that 50% of the learning

ability in the child's personality develops during the first four years. Another 30% develop between the ages of four and eight. During this period, neural connections are actively developing, if neural connections are not actively formed before the child reaches the age of ten, they are not activated and "die". From this it can be seen that in the first eight years of a person's life, 80% of knowledge and the foundations of life thinking are laid.

One of the main tasks of teaching is the formation of the main components of educational activity in preschool children along with the acquisition of knowledge.

The learning task is the main component of the learning activity. Many psychologists and educators believe that the success of educational activities depends more on the ability to realize the educational task. The tasks of preschool education cover both the content of knowledge,



skills and abilities, as well as ways of thinking and practical activity.

Educational tasks in classes with older preschool children with special needs acquire a pronounced educational and cognitive character, although in some cases their connection with practical tasks remains. The main place in this is occupied by the tasks of assimilation of knowledge. However, with the development of mental activity, consciousness of children, educational tasks for mastering practical productive and ways of mental activity begin to be fully perceived, as well as educational tasks of a creative nature. However, even at an older age, it is difficult for children to remember a learning task throughout their studies.

Children greatly admire fairy tales involving brave, conscientious heroes who overcome any difficulties with their intelligence or courage, patience or hard work, such fairy tales make children be incredibly friendly to positive heroes, intolerant of evil, injustice, jealousy, treachery.

MATERIALS

In addition to Uzbek folk tales, many Russian folk and fraternal fairy tales are also included in the sentence of fairy tales, which children read. Uzbek writers and poets created many wonderful works for children. This is G'. Gulom, Mirmuhsin, I. Muslim, P. Believers, Sh. Se'dulla, N. Arifjonov, Q. Wisdom, Q. Muhammadiy and others.

Russian writers and poets from the list of literature dedicated to children of preschool age: B. Jitgav, S. Mikhalkov, K. The translated works of Chukovsky and others have taken a wide place. The works of foreign writers on this list are also from Sh. Also included are fairy tales of Perro, Andersen and others.

The circle of works that children read includes works of different genres: fairy tales and povests, prose and fairy tales in the form of poems, epics, poems of humor, puzzles, parables.

The educator should introduce children in each age group to a large number of works of children's art literature. Find content skills to perceive the literary work in the educator children. The child should not only listen to the work, absorb its content, but also feel the emotions and moods that the author describes.

Some elementary skills of analyzing the content of the work in preschool organizations are also found in content. In the preparatory group, children should be able to identify the main heroes of the story in the work, tell their attitude to them (who liked what), determine the genre of the work (poem, story, fairy tale).

The children's book is understandable to the child, has reached his mind and soul, that is, the child is able to understand and feel what the writer is doing in the story, only in fate he fulfills his educational role.

Educators need to know what works they are familiar with in previous age groups in order to strengthen their knowledge of the works of children. To do this, it is necessary to consider the previous Group Program at the beginning of the year and determine the material for the repetition.

When drawing up a monthly plan, the educator sets out from the recommended list of works that children will read in the next week or two. Bunda applies her functions as a composition of emotions and behavior in children, all kinds of interests and relationships around them.

Watching what children are interested in, their interaction, their games will help significantly to choose a good book.

As soon as the holiday of independence



approaches, the children will see how the day is preparing for this day in the kindergarten, in the city, will remember the poem dedicated to the holiday of Navruz with great pleasure. Spring comes and thrives-when everything around blossoms, children perceive the work about spring very vividly.

The preparation of the educator begins with the determination of the purpose of using the book. The book is a means of enrichment of knowledge and dictionary about the environment, as well as a source of content of moral qualities in children, entertainment, etc. As soon as the educator determines the purpose of using the book, he will read the book before the training in order to learn the idea of the Autor, to determine the characters of the heroes of the work and their interaction. Analyzing the work in advance in this way will help the educator to convey it in an expressive way: he will master the berlish tools (different intonations, logical accents, clear and correct ishlangan pronunciation of all words) by reading or narrating in an emotional way. If the educator has developed enough in his time and wants to give the children a familiar work to read or a story, he will again prepare for the training: he will read the work aloud several times, in order to recall the text of the work and restore the expressive means of reading, which he had previously mastered. The tutor chooses the book and, having determined the purpose of its use, draws up a training plan. On the topic of the lesson, the name of the book, the autor and how to deliver it to children - the method of reading or telling a story is indicated.

For the purpose of training, the educator sets out the educational and educational goals of the use of the book, shows how to introduce children to new words.

Show illustrations. There will certainly be an illustration in the book intended for a child of preschool age. The illustration is a picture that

tells a certain part of the text, explaining some kind of moment. The illustrations in the children's book are in the same place as in tekst, because the child' himself can not read the book, and the book refers to him first with his picture. Although children love to browse through the pictures in the book, they can ignore many things in the uniig content, misunderstand, in addition, in the group there may be children whose interest in the book is not clearly felt. Children, whose attention is not stable, are also encountered: they take the book and throw away, although it turns out a palatial sheet. So it can not be believed that children are directly interested, it is necessary to educate in them suratlarni the ability to see. It is necessary to teach children to carefully look at the illustrations for a long time, to recognize in them the familiar heroes of the book, etc. It is important to teach preschool-age children to recognize the objects depicted in the picture and find similarities in them with familiar objects. This is facilitated by the following questions: What is it?, who is this?, what are they doing?, what is in his hands?, what color is it?, we have such a cap?

Children of the middle group can be asked to find out which work this picture belongs to. The illustrations are large, clearly visible from afar, they can be shown to children in class. There are books in which a picture takes up an entire page, and in the text there is only a comment to it. Reading such books is determined by the originality of the books themselves: the educator first shows the children an illustration, and then reads the corresponding text, which must be known by heart. While reading books that depict individual scenes, it is important to read the entire work from beginning to end, and then show all the illustrations. After showing the illustration, it is necessary to return to the text again, read the corresponding places of the illustration. It is recommended to conduct several



classes with older children throughout the year so that they can view illustrations of books they are familiar with. To conduct such classes, it is necessary to distribute 12-13 books of the same title to children. You should never bend the book away from the cover during the illustration demonstration. To prevent children from being distracted, a sheet of white paper should be left above the illustration on the second page.

Books of the character of giving knowledge to children of preschool age have a certain degree of difficulty. When reading them, it is possible to go to the understanding of the text by the way, showing the illustration. In order for the children to get acquainted with the illustrations of all the remaining books until the end of the lesson, they are taken to the group earlier. Books do not show pictures in order not to violate the integrity of children's artistic perception. After reading the book, the pictures can be switched to repeated browsing.

At the end of the training, the sight of the illustrations in the book always corresponds to the desire of the children, the main thing is to deepen the understanding heard, clarify the places where there is still uncertainty, more fully illuminate the artistic images. But it is necessary to take into account the large size of the illustrations of the book. If they are large enough, the children's team can easily navigate them in the training. And the illustrations that are not so large, it is desirable that small groups of children were examined after training. If ignorance of certain words and phrases hinders understanding of the contents of the work in general, such words require prior explanation. This can interfere with the perception of fairy tales. For example, children achieve an understanding of the genres of folk oral creativity, in particular, the deep meaning expressed in them when reading a piece from the epics "Rustamkhon", "Alpomish" to the epic. It is

possible to use illustrations in helping to master the main content of the epics.

It is very important to attract the attention of children at the beginning of the lesson. This can be achieved not by warning, swearing ("listen, then I'll ask you"), but by an interesting prelude word, a prelude conversation. Because they can use a bright picture, a riddle, the experience of children, etc. Depending on the content of the book.

When reading books with moral, aesthetic and cognitive content, careful preparation is required. Books of moral and aesthetic content help to bring up positive qualities of moral qualities and behavior in children.

Preschool educational organizations are the most basic and necessary integral part of the education system. In preschool educational organizations, the child is prepared for comprehensive schooling. The development of children's speech in this process is the most basic work.

ANALYSIS AND RESULTS

The main task of the speech development of a preschool child is the child's assimilation of the norms and rules of the native language established for each age stage, and the development of his communicative abilities.

All the achievements of the child in mastering the language system consist in fluent speech, which is considered as a meaningful, widespread thought that provides communication. It is distinguished by its meaningfulness, logic and consistency. Fluency of speech is considered an indicator of how much a child has mastered the richness of the language.

CONCLUSION



At present, it is understood that pre-school education organizations are an integral part of the education system, which is the most basic and necessary.

In preschool organizations, the child is prepared for comprehensive school education. It is very important to prepare children for school by developing logical thinking and thinking in the process of training, their vocabulary will increase, they will speak fluently and will be able to fully express and express their thoughts. Therefore, among the classes that pass in pre-school educational organizations, speech cultivation training is considered one of the most basic.

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EDUCATION OF SPEECH CULTURE IN RUSSIAN LANGUAGE LESSONS

Matluba Akhmedovna Akhmedova

Teacher, Department Of "Uzbek Language", Tashkent State Transport University, Uzbekistan

ABSTRACT

The article examines the level of proficiency in the culture of speech in the lessons of the Russian language. The main purpose of the article is to improve the skills of the skillful and effective use of the wealth of the language; vocabulary, derivational grammatical, phonetic; develop the ability to find an adequate language form in the language system; instill aesthetic norms of communication.

KEYWORDS:- Language, people, life, culture of speech, word formation, word combinations, vocabulary work, education, exercises, modern system.

A person is born with the inclinations
that the teacher must develop
Mark Fabius Quintilian

INTRODUCTION

The language of any nation is its historical memory, embodied in the word. The millennial spiritual culture, the life of the Russian people is unique and uniquely reflected in the Russian language, in monuments of various genres - from ancient Russian chronicles and epics to works of modern fiction. And, therefore, the culture of the language, the culture of the word appears as an inextricable link of many, many generations.

The culture of speech in its traditional sense is the degree of knowledge of the literary language (its norms, stylistic, lexical and grammatical-semantic resources) in order to communicate more effectively in various communication conditions.

Every educated person, of course, should be able to assess speech behavior - his own and the interlocutor's, correlate his speech with a

specific communication situation. Why is it that today in the twenty-first century, journalists, scientists, linguists, psychologists, sociologists, writers, educators feel especially bad speech problems and ask the age-old questions What to do? And who is to blame? Why don't people who do not know their native language feel ashamed and litter it with, in their opinion, "fashionable" words? Why is the opinion becoming popular that the works of classical Russian literature do not have their readers today?

The development of the culture of speech of students is one of the urgent problems of the methods of teaching literature and the Russian language. Unfortunately, we have to admit that the language environment surrounding the modern schoolchild, in which there are practically no examples of exemplary texts in the Russian literary language (including in the media), not only does not contribute to the effectiveness of language education, but also



destroys the idea of literary language, as the highest, exemplary form of the national Russian language.

Today's schoolchildren are in such a speech environment when there is no need to refer to dictionaries, reference books, encyclopedias, to the texts of works of art that make up the golden fund of world culture. They take all the information they need from "cheat sheets for every day," "ready-made homework assignments," "Russian literature in brief," and from other sources.

The above leads to the need for a new approach to the selection of material for work in the classroom. First of all, the works of Russian classics should become a help for the teacher. In the system of work on the development of speech culture, different groups of techniques and types of speech exercises are used, including vocabulary work, work on a phrase and a sentence, logical work and are of a training nature. Various types of compositions are used. The use of various types of speech exercises and vocabulary work develops the speech activity of students, enriches vocabulary. Students' compositions become more expressive and emotional. The development of students' speech will be effective provided that a variety of speech exercises are systematically and purposefully used in Russian lessons.

The modern system of work on the development of the culture of speech of students singles out as the main task of the formation of skills to perceive and reproduce the text and consciously create their own statement in oral and written form. To solve this problem, it is recommended to create speech situations that are as close as possible to the natural conditions of communication. In this case, the speech activity of students increases, and high motivation in learning is provided.

When improving the speech of students, great attention should be paid to facts such as logic, accuracy, clarity, expressiveness and correctness of speech. Accuracy of speech presupposes the ability of the student not only to skillfully convey the facts of observation, but also to find the best language means. The improvement of the culture of speech follows from these requirements.

But the most important conditions for successful work on the development of a culture of speech in the lessons of the Russian language, literature and after school hours, in my opinion, are:

- a variety of methods used to develop oral and written speech;
- the implementation of a continuity between educational and extracurricular activities for the development of students' speech both in the content of the studied material and in the ways of its presentation;
- systematic work on enriching the vocabulary of students.

By activating students' interest in the subject as a whole, developing speech literacy in the classroom and in extracurricular work, as well as purposefully and systematically using various ways of developing oral speech, it is possible to qualitatively improve the level of formation of students' speech culture, that is, good speech. Good speech is, first of all, correct speech. The correctness of speech is assessed in terms of its compliance with modern language norms. To promote familiarization of students with the current language norms, to educate them with the necessary speech skills in this regard is one of the urgent tasks of school language teaching. The correctness of speech is a mandatory, but not the only indicator of her culture. Along with the task of writing and speaking competently, correctly, as the given cultural environment dictates and demands, there is another task - to write and speak



skillfully, masterfully. Skillful speech is characterized by such features as clarity, accuracy, stylistic consistency, expressiveness.

You can distinguish between different degrees of speech proficiency. It is difficult to educate a master of words from any student, however, possession of an elementary level of such skill is not only available to everyone, but also necessary for him in order to be a full member of society, actively participate in social activities, and fully express himself as a person. This level presupposes the ability to select speech means, taking into account the situation and the situation of speech, the ability to take into account the perception of the addressee, to avoid ambiguity, tautology, heavyweight, difficult to perceive structures.

Improving the speech culture of students is one of the urgent tasks facing the modern school. Of particular importance is the work on the correctness of speech, its compliance with language norms. Work on the culture of oral speech involves, first of all, conducting special exercises aimed at mastering the rules of orthoepy by students; teaching expressive reading and familiarization with the phonetic laws of the Russian language as a means of artistic expression of speech.

I spend this work in the Russian language lessons in connection with the study of program topics, in special lessons on the development of speech. The upbringing of cultural oral speech is one of the directions in the general system of work on the development of speech.

It is carried out with the help of methods of observation and analysis of linguistic phenomena and independent work, students in the form of a variety of exercises. Of the teaching methods, the most effective are:

Using a reading and pronunciation pattern; phonetic-spelling and phonetic-stylistic analysis

of their oral performances from the point of view of expressiveness of orthopedic correctness.

So, for example, when studying the spelling of vowels in the stressed and unstressed position, organize observation and put forward the following questions to the students - tasks: how is the vowel "o" pronounced in the word wave and in the word autumn? What's the difference? How is the vowel "a" pronounced in the words freedom, stay, stop?

After a series of similar observations and analysis, students are led to the conclusion that an unstressed "o" in a position in front of a stressed syllable is pronounced in the same way as the vowel "a". In the process of exercises that require the establishment of a vowel in an unstressed position in these words, the correct pronunciation of this vowel, it is fixed by the ability to apply the rule, a skill is developed.

To prevent the erroneous pronunciation of voiced consonants at the end of a word, which is often observed in the process of reading, I introduce the children to the phenomena of stunning voiced consonants б, в, г, д, ж, з, at the end of a word (youth, bay, bread, cart, moment), and then practice pronouncing them correctly.

When studying hard and soft consonants, I explain the way to indicate the softness of consonants in writing (я, ю, е, ё); the guys will learn that in the words overcoat, newspaper, panel and some others (theme, clarinet, session), the letter e denotes the softness of the previous consonant, which should be observed when pronouncing.

When working with words in which double consonants are written, I draw attention to the inconsistency in many cases of spelling and pronunciation: in the word a телеграмма (telegram) is written two м, and one is pronounced. A similar phenomenon observed in words of a foreign language origin, because in



Russian pronunciation the longitude of consonants is often lost (классный, профессор), (classroom, professor).

Studying morphology, the children also get acquainted with the rules of Russian literary pronunciation. For example, possessives in the genitive singular of the masculine and neuter gender - oh and - are pronounced with the sound in (хорошева, красивова instead of хорошего, красивого). The same applies to the pronouns (кого) whom, чего (chevo) what, the пятого (fifth) numeral (пятovo).

The sound "в" instead of "г" is pronounced in words (сегодня, сегодняшней, итого). In pronouns что, кое-что the combination of чт is pronounced like шт (што, кое-што); the combination -тся, - тьябе at the end of the verbs тца (заниматься (тца), учиться (тца)). The norms of literary pronunciation are often violated by the incorrect setting of stress in words, since in Russian it serves as a means of distinguishing between words that are different in meaning: hands and hands. I often give tasks of this kind. Put stress in the following words: позвонím, опто́вый, срéдства, свéкла, ба́рмен, ремо́нт, дефíс, щавéль, жалюзи́, потоло́к. (call, wholesale, means, beets, barmen, repair, defis, sorrel, blinds, ceiling.) An effective means of consolidating the skills of correct pronunciation is the use of the dictionary "Russian literary pronunciation and stress". Words in which mistakes are often made (срéдства, дефíс, начался́, ба́рменидр (means, hyphens, began, barmen, etc.), I take into account and include them in the exercises.

In speech development lessons, the education of the culture of pronunciation is carried out in connection with the analysis of the text, in the process of conversation, in the analysis of the exercises of a creative nature (essays). At the same time, the main methods of teaching are imitation of models and analysis of the noticed

deficiencies in the speech of students.

The upbringing of a pronunciation culture is associated with teaching expressive reading. Expressive reading is reading aloud in compliance with the orthoepic and rhythm-melodic norms of speech (intonation, lowering or raising the voice, setting logical stress, etc.).

Teaching expressive reading is included in the content of Russian language lessons, since the study of any of the topics of the course, especially syntax, contains rich opportunities for this. The study of homogeneous members is associated with the intonation of enumeration, and it is necessary to ensure that when reading it, the presence of homogeneous members in the sentence is emphasized by means of enumerative intonations. When studying isolated members of a sentence, I invite students to pick up sentences with isolated members and read them so that the listeners can determine which of the members of the sentence is isolated and why.

The guys select such sentences and practice expressive reading. The content of the lesson can be a competitive performance of previously prepared poems or prose excerpts. Along with the preparatory texts, unfamiliar texts are also offered in order to test the speed of students' orientation in the content of the passage, in finding the expressive means of the language.

Thus, the use of all these techniques increases the culture of the student's speech, because the culture of speech is an integral part of the general culture of a person. The word is becoming an increasingly necessary means of enriching culture between people. Without sensitivity to the subtlest shades of the word, sensitivity to those subtle shades of attention to which the human soul is constantly exposed and thanks to which the worldview is perfected is unthinkable.



What else am I paying attention to? - For the purity of speech.

Purity of speech - the absence of unnecessary words, words-weeds, words-parasites in it. Of course, there are no such words in the language; they become like that in the speaker's speech due to their frequent, inappropriate use. Unfortunately, many people actively insert their "favorite words" into their speech: so to speak, it means, actually, you see, it's clear, yes, so, you know, in fact, etc. This makes a very unpleasant impression on the listener. Weed words, parasite words do not carry any semantic load, do not have information content. They simply clog the speaker's speech, impede its perception, distract attention from the content of the utterance. In addition, unnecessary words psychologically affect the listeners, who begin to count the number of such words in an oral presentation.

Another problem of the modern school, in my opinion, is that, in parallel with the generally accepted words, adolescents use slang vocabulary.

In modern Russian, youth jargon is called slang. Jargon is the speech of any social or professional group, containing a large number of words and expressions characteristic of this group. There is student, youth, thieves' jargon, etc. These are words and expressions similar to homonyms, stylistically colored: cram, spur, kapets, skiff, tin, etc. The appearance of these jargon words is due to the fact that young people are trying to brighten show yourself and your attitude to the subject of conversation in the eyes of the surrounding friends. The speech of many young people is "replete" with words and expressions similar to these: клевый, класный, супер, кайф, балдеж, отпад, выпастьвосадок, атас, шухер, палево and etc. Today, talking politely and beautifully means making yourself a laughing stock. Teenagers consider such peers as "лохами" (suckers), "лошарами", "mattresses".

The use of fashionable, "well-established" lexical forms has already become the norm and rule of communication in society, especially among young people.

It is alarming that in the speech of young people, jargon often turns into mat. In the opinion of many, the collective mate unites, allows you to establish close contact.

Mat - obscene, insulting language, foul language.

In ancient times, the Slavs sacredly believed that demons penetrate into a house where people scold or swear, but good spirits and angels leave such a dwelling.

In ancient Russian literature and in the folk tradition, the ban on swearing was associated with the idea that swearing insults Mother Earth and a person's own mother.

An intelligent, decent and well-mannered person, even in a fit of anger, will not swear, but will find other words to express emotions.

From an early school age, there is no need to hush up the problem of clogging up Russian speech. On the contrary, it is necessary to tell the students about the origin of the abuse, the reasons for its vitality, that it is the language of failed people. Teachers - philologists, should do this in the lessons of the Russian language and literature, the culture of speech and even in the lessons of a foreign language, since children, oddly enough, first of all and very well remember the sound of swear words in the languages of the near and far abroad.

Teenagers use obscene slang vocabulary, which, unlike professional, means concepts that already exist in the common language. Jargon is a form of colloquial speech. "Covering" words, like "напеде" - near the pedagogical institute, "кондюк" - an air conditioner, "здратье" (hi) - instead of Hello, etc., distort speech, "cut" the ear. To exterminate them, to correct the speech of the



young and even adults around us, in my opinion, is a problem and a task for teachers. In the classroom, you need to very correctly convey to the children the truth about the "verbal rubbish" of today. Teach them to respect their own and others' speech.

Schoolchildren should be able to competently, quickly and accurately, figuratively convey verbal thoughts in oral and written form, taking into account the conditions of communication, know the signs of good speech, be sure to see and feel these signs on literary samples, which should awaken their desire to improve their speech, and together with this thoughts, feelings, spiritual and moral world.

A clear orientation of the teacher that students should master the norms of the Russian literary language, which is no less important than the mastery of the norms of spelling. In the mind of the student, concepts such as culture, culture of speech, cultured person should be correlated. A school graduate should have a desire to master the correct Russian speech, its normative side as one of the components of what is included in the concepts of speech culture, a cultured person.

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A MODEL FOR THE FORMATION OF STUDENTS' RESPONSIBLE ATTITUDES TOWARDS THE ENVIRONMENT FOR FUTURE PRIMARY SCHOOL TEACHERS

Muazzam Akmaljonovna Toshtemirova

Department Of Biology, Fergana State University, Uzbekistan

ABSTRACT

In this article, the model is described as “a system of elements that process certain aspects, connections, functions of the subject of research” by providing the most general description. The model presented in this article has been developed by analyzing the psychological, pedagogical, social, and philosophical literature on the problem under study, as well as recording experimental data. In designing the model, we relied on the rule that the experimental test work that the model should explain should be a schematic and idealized representation of the structure of the situation. As part of our model study, future primary school teaching can reflect the structure of preparation for the formation of perceptions about the use of nature in primary school students and the conditions we highlight.

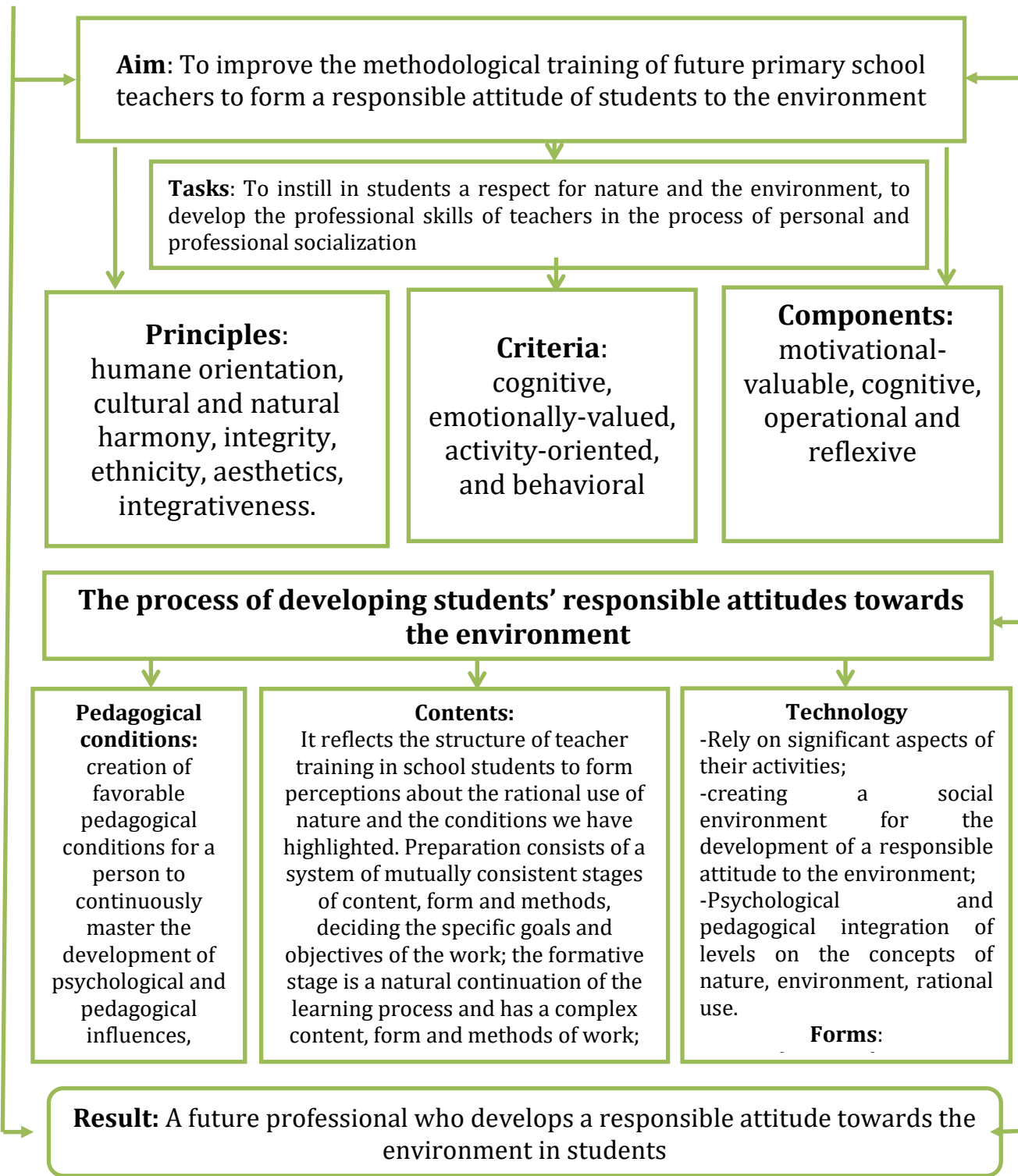
KEYWORDS:- Model, experimental testing, psychological, pedagogical, rational use of nature, methodological training, motivational-valuable, cognitive, operational and reflexive training.

INTRODUCTION

The process of preparation consists of a system of interrelated stages of content, form and methods, deciding the specific goals and objectives of the work; the formative stage is a natural continuation of the learning process and has a complex content, form and methods of work; the process of completing assignments is accompanied by monitoring the progress of students, making adjustments to their work.

Main body

We will look in detail at the main structural components of the model we have developed, their interrelationships and their application. The preparation of students for the formation of ideas about the rational use of nature in primary school students is carried out for a specific purpose, which is a key component of the model.





From our point of view, the most universal definition of the purpose of training in the context of this study is to prepare students to perform the functions of forming ideas about the rational use of nature in primary school students. The stated goal covers the entire period of the student's teaching.

The goal is defined by a number of tasks.

Examples of tasks to prepare a future primary school teacher to form perceptions about the rational use of nature in primary school students, in our view, could be:

- to give students a clear and unambiguous idea of the importance of rational use of nature;
- to foster students' conscious attitude to the implementation of the functions of the formation of ideas about the rational use of nature in primary school students;
- to form motivational-valuable, cognitive, operational and reflexive readiness of students;
- to organize work on the formation of ideas about the rational use of nature in primary school students

Corrections can be made to the specified tasks as a result of analytical activity of all participants of pedagogical process in preparation for them.

Results and Discussions: One of the most important components of the model for preparing a future primary school teacher to shape the rational use of nature in primary school students is, in our view, the study of students' level of preparation in order to obtain some information necessary for the training. The data obtained will be the basis for determining the content of teacher training to form perceptions about the use of nature in primary school students. It consists of four components: motivational-valued, cognitive, operational, and reflexive.

Theoretical study of this research problem,

analysis of experience and experience of professional pedagogical activity helped to identify ways and conditions for the formation of professional training of future primary school teachers to form ideas about the rational use of nature in primary school students. By conditions, we mean opportunities, rules of operation, equipment, requirements, limitations in general. When applied to pedagogical education, the conditions are the constant factors that determine the course of the learning process and influence it. A systematic approach to research predetermines the development of conditions for the development of convenient, possible and necessary methods and techniques for improving the pedagogical process. A systematic view of the formation of professional training allows to describe the pedagogical conditions, and, as a result, to create a new didactic model, which provides a fundamentally new, optimal interaction between teacher and student.

The main factors determining the pedagogical conditions for the organization of the process of formation of vocational training were:

- a step-by-step approach to preparing students for the formation of ideas about the rational use of nature;
- continuity, consistency and coherence in preparing students for the formation of ideas about the rational use of nature, pedagogical cooperation, integration of theory and practice.

The existence of actions in accordance with the set goals and objectives, the gradual formation of knowledge, skills and abilities, the involvement of students in creative work - is a necessary condition for the effectiveness of the pedagogical process.

The successful solution of the multifaceted tasks of preparation can only be achieved in the fulfillment of a number of pedagogical requirements and conditions that determine the



end result. In our opinion, The most effective approach to the study of the complex, complex problem of the formation of students' professional readiness to form ideas about the rational use of nature in primary school students, is the transition from the ultimate target system of educational activities to a system of professional knowledge, skills and competencies, defined by a common strategic direction aimed at the formation of a comprehensively developed harmoniously developed personality of each student.

The pedagogical conditions ensure the successful and effective conduct of the educational process, the development of the studied event, which is characterized by certain parameters aimed at developing the projected end result - the potential of the future primary school teacher. Finding and justifying effective ways to organize students' learning activities is a complex, labor-intensive, and especially urgent task. It involves a set of issues related to the formation of motivation and interest in learning in learning; to establish a reasonably pedagogically justified dialogue of students at all stages of providing and mastering relevant educational information; combining individual, group and collective forms of teaching; activation of students' educational activity, development of their independence; organization of operational control and independent control of the results of educational and creative activities, if necessary, the organization of adjustments to the educational process; identify the most effective ways to develop students' creative abilities; organization of particularly effective interaction of teachers and students on the final results. Here the problem of quality of preparation of the future primary school teacher for work in fundamentally new conditions of professional activity remains especially acute.

According to V.A. Slastenin, the need to take into

account the valuable and ethical components of the process of formation of training can allow a subject of education, which highly appreciates and understands the success of the acquisition of knowledge in science, to show great initiative in this area; acceptance of feedback from those around him in the group; accept the help of others to improve results; control and improve their communication style; search for new ways and means of mastering science; to feel the good or bad of those around him; show will and perseverance in the acquisition of knowledge, despite the difficulties that arise; emphasizes that they can demonstrate the ability to convince them of what the outcome and success of teaching depend on.

Conclusion: In the successful demonstration of initiative and effective pedagogical activity, all factors need to complement each other, their balance and interaction. In this case, the competence of the individual is manifested in accordance with his knowledge, skills and abilities, personal aspirations and interests, as well as the social conditions in which he develops.

Motivational-value training is the basis for successful acquisition of theoretical knowledge and practical skills by students. If the motivation of students to organize work on the formation of ideas about the rational use of nature in primary school students arises from the direct observation of science lessons during the internship, students will be more effective, they will analyze the quality of their preparation in nature with the help of teachers and classmates and practical skills will be applied in their future careers.

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DEVELOPMENT OF ECOLOGICAL CULTURE IN STUDENTS DURING PHYSICAL EDUCATION CLASSES

Mukhammadiev K.B.

Doctor Of Philosophy In Pedagogical Sciences, Tashkent State Transport University Uzbekistan

ABSTRACT

Environmental problems in the world today remain one of the most pressing, global issues that need to be addressed through fundamental, pedagogical research and scientific research.

KEYWORDS:- Physical culture, pedagogy, education, nature, teaching, development.

INTRODUCTION

As science and technology advance, global environmental problems arise as a result of mismanagement of the environment, threatening human life to varying degrees. Ecology has now become one of the international disciplines and is tasked with addressing the relationship between the environment and man (demography, food shortages, climate change, the "greenhouse effect", the depletion of the ozone layer, energy shortages, waste, air pollution and water pollution, land desertification and salinization) [14].

One of the most pressing pedagogical problems is the development of ecological culture in students, the development of ecological culture in the process of physical education. Because it is the future specialists-educators who must fulfill such an important task as raising the ecological culture of young people to a high level of quality

and educating mature people who can contribute to the protection of nature.

Today, global environmental information disseminated through the media is seen as a process of continuous education, which is combined with common tasks and systematized in connection with the training of specialists.

Methods. Analysis of scientific and methodological literature, pedagogical observation and analysis, historical comparative analysis

Results and Discussion. As a result of educating students about the environment, their ecological culture is formed. This process is carried out in two stages:

In the first stage – by equipping students with knowledge about the environment, they form an understanding, imagination, attitude about the environment, and environmental activity occurs.

In the second stage – in the process of learning



about the environment, students develop a stable ecological relationship with the environment, their thinking grows and their worldview develops.

These ideas are evident in the activities that students carry out in relation to the environment. As a result, these stages together and in an interconnected way lead to the formation of an ecological culture in the student

If it is assumed that man is in regular interaction with nature, the necessary laws of this

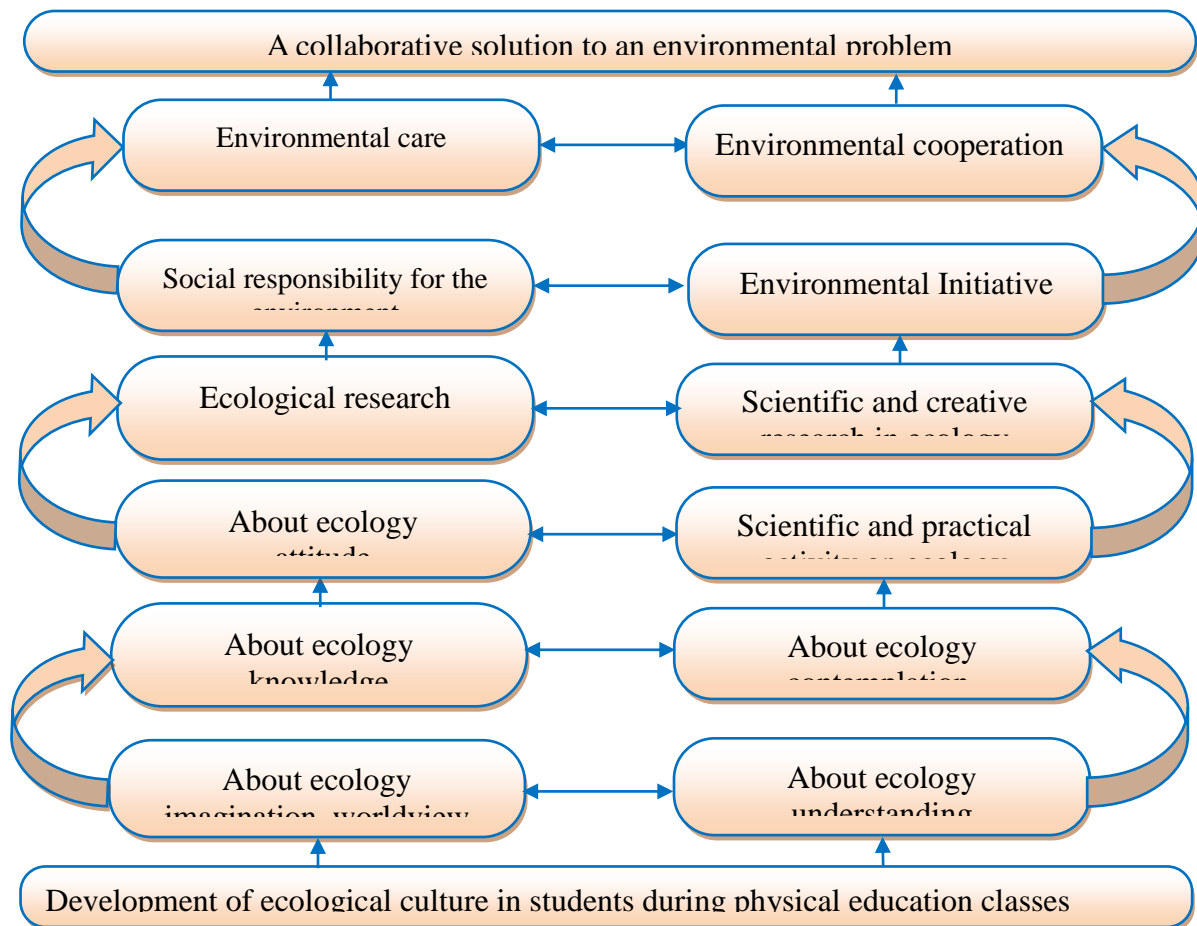
relationship should form the basis of the educational system [18].

The goal of environmental education is to develop a system of knowledge, skills, competencies, attitudes, and beliefs that allow students to respond responsibly to the environment.

The implementation of the above steps in an integrated manner leads to the full development of environmental culture in students during physical education classes (see Figure 1).

Figure 1

Model of the mechanism of development of ecological culture in students in the process of physical education





Eco-culture encompasses the development of students' sense of responsibility for a conscious attitude to the environment as a national and universal value, the ability to solve problems scientifically and practically.

Natural and anthropogenic problems on the planet, including in the territory of our republic, make the main task of the system of continuous education the scientific and practical solution of the following urgent problems:

development of ecological culture in students in the process of physical education, the formation and strengthening of a sense of integrity and interconnectedness of the components of nature;

to ensure that students in the process of physical education as a means of determining the ecological culture;

understanding that physical education is a key factor in the development of students' universal culture in the classroom;

scientifically and practically clearly define the goals and objectives of the development of ecological culture in students in the process of physical education, to understand its practical orientation;

approach to the development of environmental culture in students as a historical, national, universal, social problem in the process of physical education;

to achieve didactic support of the educational system aimed at the development of ecological culture in students in the process of physical education [17].

In order to achieve this, it is necessary to scientifically, practically, pedagogically and methodically determine the content of educational materials on the development of ecological culture in students during physical education classes, to inculcate in students the types of activities related to environmental

protection, to anticipate events in human nature and the environment. , they need to understand that their naturalness, perfection, understanding, and a conscious attitude towards the environment are a priority. In this regard, the definition of the content of the development of environmental culture in students in the process of physical education is an important pedagogical problem.

The content of environmental knowledge that students need to know must meet the following criteria:

the emergence of the universe, the continuous and integral integrity of its development;

development of the natural landscape in the minds of students;

scientific and practical inculcation in the minds of students the essence of knowledge about the laws between nature and society;

by students of the method (law - 1. Relationships between objective phenomena and their laws. Objective laws. Laws of development of society. 2. On a legal basis, naturally occurring, natural, inevitable action, event, etc.) [17]. to achieve mastery;

understanding of natural, anthropogenic phenomena occurring in nature and the tragedies that occur as a result of them; to know their essence, to express environmental educational tasks, to plan and implement observations and experiments, to clarify theoretical and practical ideas on the development of ecological culture in students in the process of physical education, to use them in the educational process;

to instill in students a sense of respect for the environment and the development of environmental culture;

improving skills and competencies in environmental protection and efficient use of



natural resources;

preparing students for protection from any natural, anthropogenic events;

scientific-practical, pedagogical, methodological development of the scope of development, definition, systematization, development of imagination and concepts in students in the field of development of ecological culture in students in the process of physical education;

preparing students for environmental protection;

to teach students the optimal methods aimed at the efficient use of natural resources;

setting environmental standards for students in relation to the environment;

to form in students an ecological attitude that has a positive impact on the environment;

to teach students to save time and use it effectively.

Ecology, in its essence, scientifically and practically determines the nature of the various interactions of humanity with nature and its objects [14].

The content of education in the development of ecological culture in students in the process of physical education reflects the knowledge of natural, concrete, social, political sciences. At the same time, all disciplines incorporate the idea of developing a general ecological culture into their content, arousing students' interest in learning the basics of the natural sciences, allowing them to consciously master the laws of ecology. The integrated state of these forms a universal ecological culture in students.

Accordingly, environmental education is multifaceted, and in the process of physical education classes, the organization of lectures for the development of environmental culture in students according to their specialization gives

good results. These ideas are comprehensive and take a long time and effort to solve. Although in part, we have solved this problem. As an example, we have focused on the areas of ecology and the environment related to physical education.

The content of the problem we want to solve meets the following requirements: sports, fitness, self-protection and environmental protection. The basic environmental knowledge that students need to know is:

awareness of the need to develop environmental culture in students during physical education classes;

be able to anticipate the environmental consequences of their activities;

to be able to work in the heart of nature and feel that it is a national value, a wealth;

relying on natural-scientific, geological, geographical, demographic, technical and humanitarian knowledge in drawing conclusions about the relationship with ecology;

to rely on national, local, historical development, universal values when dealing with nature.

They form the basis of the content of general environmental education that students need to know and solve problems in the following areas:

development of students' scientific, national, universal views on nature and ecology;

understanding the interrelationships of nature, technology and society and the anthropogeological relationships between them;

achieving direct geo-ecological harmony in solving problems of nature-human-technical relations;

Students should have the following skills for the development of environmental culture in the process of physical education:

scientific and practical understanding of the



causes of environmental problems;

to have a culture of understanding and protection from natural and anthropogenic emergencies and their negative consequences;

to know, analyze and draw conclusions from accurate data on the use of natural resources;

to carry out simple research work on environmental ecology, analyze the results, draw conclusions, make decisions;

scientific and practical study of local, regional, global environmental problems; to be able to analyze the obtained results and be active in overcoming shortcomings, to draw conclusions [17].

Students must master an environmental culture in all situations.

The abundance of natural-scientific, psychological, educational and pedagogical factors in the studied problems creates the need for a continuous and integrated approach in the development of students' culture of ecology and environmental awareness.

The following principles were used in the selection of materials for the development of environmental culture in students in the process of physical education:

Methodological principles:

recognition of nature as an ecological value, a pillar of the social environment;

understanding that man, as an integral part of nature, is a factor capable of altering natural and social development;

to feel that the history of mankind is an integral part of the history of nature;

anthropogenic impact on nature and recognition and adherence to its consequences;

understanding that human health depends on the ecological state;

to know the impact of technical progress on the environment and to protect against its negative consequences.

The interdependence and interdependence of environmental concepts is reflected in the following:

knowledge of the laws of interaction of nature and society;

that all human activities are directly related to the environment;

to determine the theoretical and practical aspects of the use of nature in the development of ecological culture in students;

Living in harmony with it without adversely affecting the environment, promoting its development.

The interoperability of environmental components requires:

development of the idea of the integrity of environmental problems;

use of ecological education in all means of education;

ensuring the continuity and continuity of environmental knowledge in student activities;

ensuring harmony in the development of students' environmental awareness.

Interdisciplinary relevance in the selection of materials for the study of ecology requires:

disclosure of the content of environmental knowledge in each subject;

development of the integrated content of environmental education as an educational value and with the help of activities;

disclosure of specific features of each subject, ensuring the interconnectedness of disciplines, coordination, ie the implementation of interdisciplinary integration;



Ensuring the implementation of aspects related to the professional and environmental training of students in the interdisciplinary approach [17].

Unit of theory and practice:

achieving natural balance on the basis of existing laws of nature;

norms and rules of attitude to nature need to be taken into account in the unity of educational and practical activities related to the protection of the environment [17].

The research was conducted on the basis of the above principles of scientificity, consistency, systematicity, continuity, continuity, demonstration, comprehensibility, awareness, activism. Based on these principles, attention will be paid to the following activities:

educational activity - focuses on the content of environmental knowledge, methodological ideas about the relationship between nature and society, which excludes a one-sided approach to nature based only on consumption, as well as the norms and laws of a conscious attitude to the environment from a legal and scientific point of view;

practical activity - the complex content of the development of environmental culture is mastered by students in sequence at all stages of the educational process.

The types of practical activities for the development of environmental culture in students in the process of physical education are:

a) identify and systematize the content of knowledge related to the development of environmental culture, which forms the basis of the content of general education that students need to know;

b) integration of emotional, valuable relationships (related to environmental education, efficient use of natural resources) and creative activities in the implementation of

education in the development of environmental culture in students during physical education classes.

The process of ecological education in practical activities is a factor that leads to the fulfillment of a specific goal in the psychological, pedagogical, motivated human activity, vaj; (r. <fr. - a structural element of the plot, the main content, theme of the work) comprehensively includes such components as process, evaluative, artistic-creative, practical activity [17].

When studying the content of the activities of higher education institutions in theory and practice, it was observed that in the process of physical education, opportunities for the development of environmental culture of students are not used effectively. To implement them, it is necessary to systematically plan activities for the development of environmental culture in students.

The main reasons for the low level of knowledge of students about the development of ecological culture in the process of physical education - the lack of ideas about the development of ecological culture in the content of the curriculum, textbooks, manuals and recommendations; teachers do not fully understand the relevant issues, the essence of communication with the environment and do not have experience in promoting environmental culture among students; public organizations, the lack of support from the media in this regard (inadvertently) is explained by the lack of certain conditions [17].

As a result of scientific and practical research, it was found that the reasons for the low level of understanding of the essence of the development of environmental culture by students in the process of physical education are as follows:

Insufficient resources for the development of ecological culture in students and its content in



the process of physical education;

the essence of the development of ecological culture of the population in the media is one-sided coverage or insufficient coverage;

incomplete reflection of the concepts of development of ecological culture in students in the content of educational disciplines in the course of physical training;

science teachers are not fully aware of the importance of developing environmental culture and rational use of natural resources;

lack of attention to the promotion of the idea of developing environmental culture in students in the teaching of subjects, including physical education;

shallowness of the content of measures for the development of ecological culture and their inconsistency and systematic organization with a specific goal;

lack of effective forms, methods and tools in the organization of propaganda of the idea of development of ecological culture in pedagogical processes;

unsatisfactory need and interest in learning, mastering the knowledge, skills and abilities of students in the development of environmental culture;

lack of strong cooperation between organizations, communities, families in the process of developing ecological culture and organizing the promotion of the idea of using natural resources;

Insufficient attention is paid to this area in higher education institutions, institutes for retraining and advanced training of teachers [17].

The analysis showed that the students involved in the experimental and control groups did not fully master the idea of developing an environmental culture. This is due to the fact that

the ideas of developing an environmental culture are not promoted among students in the educational process.

Our research has shown that the program, scientific-methodical manual and recommendations for the development of environmental culture for students are not sufficiently developed. For this reason, teachers face difficulties in developing an environmental culture in students. This negatively affects the development of environmental culture in the future specialist [17].

Therefore, for the proper use of science and technology and its achievements, and for the development of ecological culture, it is necessary to organize educational work on the elimination of problems in this area and the purposeful development of ecological culture of the younger generation.

The development of ecological culture in students should be carried out in a systematic, conscious, effective, compatible with theoretical and practical, national, regional and universal, interdisciplinary.

Problems related to the development of ecological culture can be studied in research, taking into account the following:

that the development of ecological culture is a universal problem;

adherence to historical, national, local, universal values;

measures for the conscious use and restoration of natural resources;

effective use of the positive achievements of modern science and technology.

The main purpose of educating students is to form in them a conscious attitude to the place where they live, its natural resources, flora and fauna.



In developing the ecological culture of students should pay attention to the following:

taking into account the economic, political, cultural and historical, aesthetic, hygienic, health-oriented areas of environmental education;

ensuring continuity and continuity in all stages of education aimed at the development of environmental culture in students in the classroom and in the process of extracurricular education;

to have an interdisciplinary systematic approach, to rely on the exact content of the subject, not to take too much time;

to be able to analyze the main issues of ecological culture development in terms of local, regional and global levels;

to pay attention to the past, present and future state of ecological culture, taking into account the historical;

be able to analyze scientifically and practically, understanding the importance and necessity of local, national and international cooperation in solving environmental problems between ecology and man;

to develop students' ability to understand ecology as a value;

to develop ecological culture in students in the process of physical education classes with the widespread use of new pedagogical technologies in the study of the subject and out-of-class educational work [17].

The data show that raising the environmental awareness of students through the development of environmental culture in the process of physical education is an extremely important and global challenge. Because environmental education covers all disciplines and at the same time all disciplines work based on ecology. This means that each science itself is linked to

ecology. Therefore, the theory of environmental education consists of two types, namely "shell" and "core". While it is mandatory for all students to study the "core" of the theory of environmental education, the "shell" of the theory is studied taking into account the specifics of the subject.

Accordingly, in the process of physical education in the development of environmental culture in students should take into account the following:

the general preparation of students is a methodological basis and requires the study of academic disciplines on the basis of professional orientation. It includes the general laws of the interaction of nature and society, social mechanisms of scientific management of ecology and social relations, environmental problems and their essence;

In the scientific training of students, the ways to solve environmental problems in the areas of specialization are clearly indicated [17].

The greening of the fields of physical education, their content includes a systematic approach.

Another important task of physical education is to deepen the knowledge, skills and abilities of students in a particular sport, which is associated with the development of environmental culture in the process of physical education.

The eco-content of physical education and sports for students should be determined on the basis of the following four areas:

maintaining and protecting the health of students;

development of ecological culture and ensuring that students follow the rules of a healthy lifestyle during physical education classes;

to ensure that they follow the rules of the sport during the organization and conduct of mobile games, eco-marathons, eco-travels, sports games, to beware of unforeseen, accidental incidents



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during the games.

Factors and methods of developing ecological culture in students during physical education:

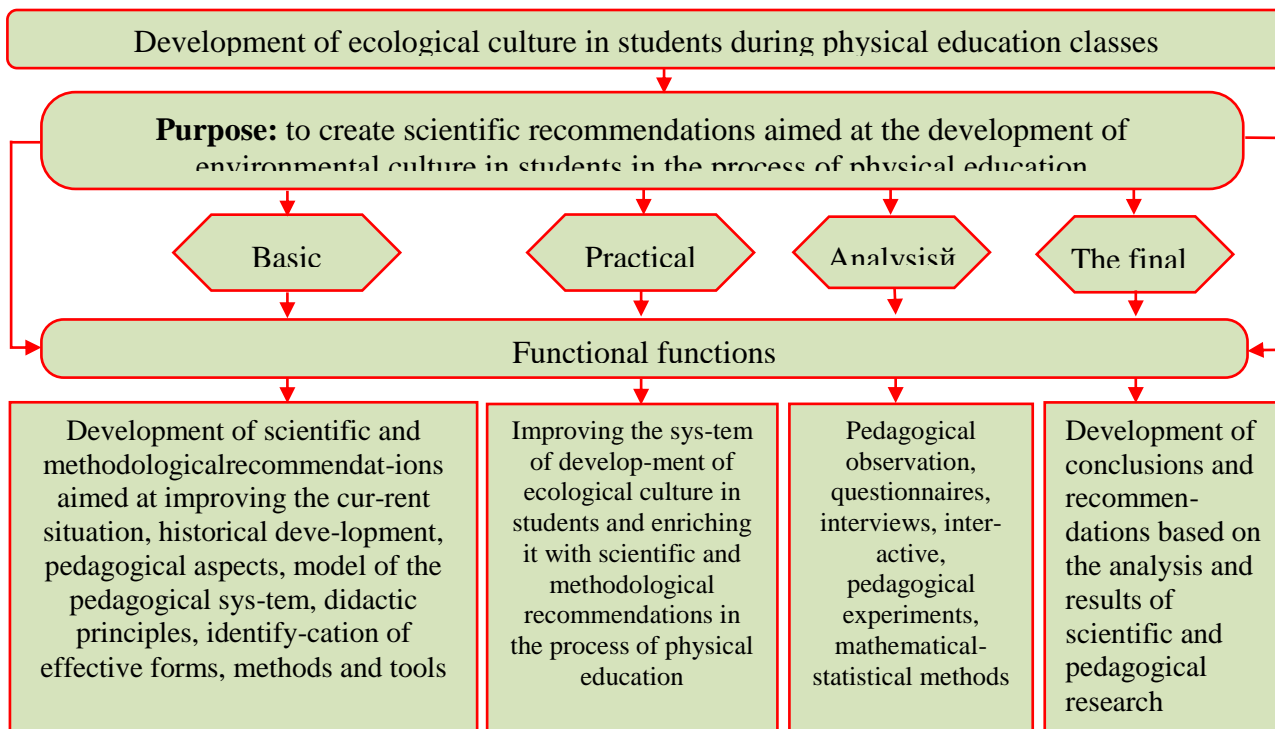
scientific factor - the problem of developing ecological culture in students in the process of physical education is not sufficiently covered in scientific and theoretical terms;

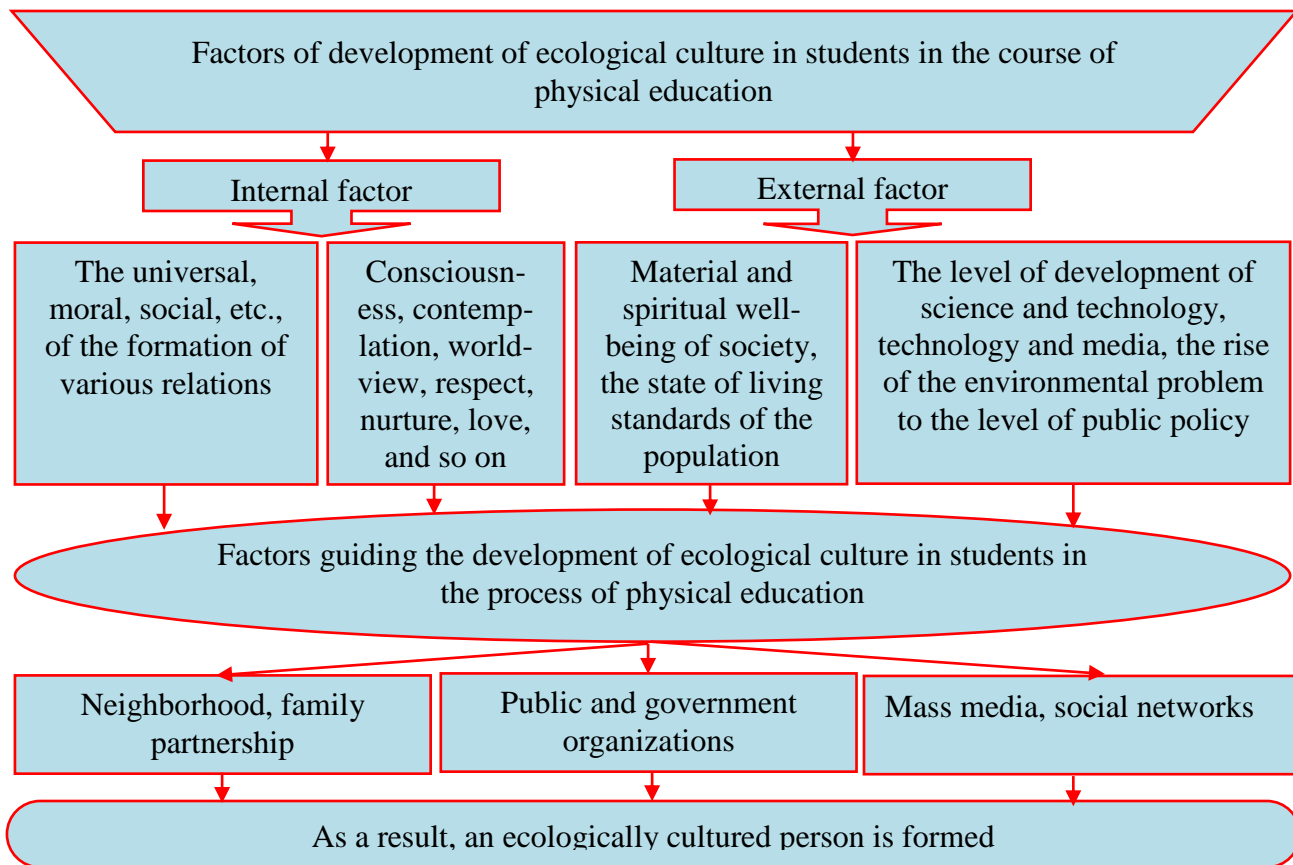
social factor - the activities of society, educational institutions, communities in the development of ecological culture in students in the process of physical education have different directions, ecological views are not focused on one goal, actions to solve existing problems are different, ie they are not scientifically perfect, not systematized carried out without;

scientific-methodical factor - the problem of

2-3 drawings.

Model of development of ecological culture in students in the process of physical education





CONCLUSIONS

In summary, although the tasks set out in the Concept of Continuing Environmental Education have found practical application in the field of education, the inculcation of environmental knowledge in the content of physical education subjects aimed at developing environmental culture in students during physical education has not been done on a scientific basis [17].

In solving these problems, we have developed a model for the development of environmental culture in students in the process of physical education.

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TECHNOLOGY OF TRANSFER OF PROFESSIONAL SKILLS TO KNOWLEDGE, SKILLS AND PROFICIENCIES

Munavvar Abdulaevna Sheralieva

Lecturer, Termez State University, Uzbekistan

ABSTRACT

This article highlights the essence of the technology of improving the professional skills of students, working on the quality of their important professional knowledge, skills and abilities.

KEYWORDS:- Teacher, student, pedagogy, didactics, knowledge, skill, qualification, activity, technology, mastery, exercise, practical activity, personal character, professionalism, quality, efficiency.

INTRODUCTION

The Action Strategy on the five priority areas of development of the Republic of Uzbekistan, adopted on the direct initiative and under the leadership of the President of the Republic of Uzbekistan Sh.M.Mirziyoev, has launched a new stage of development in the republic. The practical results of this process are clearly reflected in all spheres of our lives today, and most importantly, in the minds, aspirations and actions of our people.

Particular attention is paid to the improvement of the education system, which is one of the priorities of the fourth strategy of action - the development of the social sphere.

In his meetings and speeches at various meetings held during his visit to each region, the head of our state emphasizes the need to raise the issues of upbringing a harmoniously developed generation, young people to lead a healthy

lifestyle as a topical issue on the agenda. As the President said: "If we do not bring up our children properly, if we are not aware of their behavior and mood every day, every minute, they will be deprived of knowledge and skills. If we don't train, if we don't find a decent job, we will lose this deposit."¹

The laws of the Republic of Uzbekistan "On Education" and "On the National Training Program" also define the tasks of training highly qualified specialists in our country who can meet the requirements of world standards². In particular, the goal of the National Training Program is to radically reform the education system, to free it from the ideological stereotypes

Decree of the President of the Republic of Uzbekistan "On the strategy of further development of the Republic of Uzbekistan." Tashkent, February 7, 2017 PF - 4947.



of the past, to create a national system of training qualified personnel at the level of developed democracies that meets high moral and ethical standards³.

One of the current challenges of the period is to improve the professional skills of students, to develop in them important professional knowledge, skills and competencies.

Therefore, it is important to work on the quality of knowledge, skills and competencies that students need to learn in the process of teaching and learning.

Acquisition of knowledge, skills and competencies characterizes the basis of the educational process and occurs as its basis, an important condition. Accordingly, these concepts are of fundamental importance in the theory and practice of pedagogy. The content of knowledge, skills and abilities and aspects of their formation are theoretically substantiated in a wide range of literature on psychology, didactics, private methodology and practical training of students. No matter how clearly these concepts are defined, these concepts need to be studied in more depth and theoretically grounded in all respects.

In the pedagogical literature, the concept of "knowledge" is usually evaluated by people as a product of knowledge of existing knowledge and phenomena, the laws of nature and society. (Ped. Encycl., 1965).

2 .Mirziyoev Sh.M. Let us be more united and work resolutely for the fate and future of our country. // "Xalq so'zi" newspaper., June 16, 2017.

3. Laws of the Republic of Uzbekistan "On Education" and "On the National Training Program". -T.: "Sharq", 1997.

Such a definition mainly serves to reveal the philosophical aspect of knowledge. In didactic theory, the concept of "knowledge" is mainly interpreted in two ways: the knowledge that students need to acquire, as well as the knowledge that they have acquired and applied in the process of practical activities, which have become personal qualities.

The first definition we give above defines the content of education. This knowledge is of an adequate nature and represents a proven material existence, in the life of society. Knowledge is not a rigid, unchanging phenomenon, but throughout the historical development of the life of society, knowledge is also constantly evolving, being defined, deepened, and sometimes subjected to significant changes and improvements. In pedagogical theory, the scientific content of education is ensured only by taking into account this factor, which is inherent in knowledge. The knowledge provided in the course of the subject can be divided into two groups: scientific knowledge that represents the basics of science in the appropriate form, and scientific information in the form of information that varies in terms of relevance and stability. Scientific data usually occurs as a product of theories. The regular accumulation of this knowledge leads to an increase in the amount of information in the deductive system that represents a particular state of modern science, but does not make any changes to the knowledge system that forms the basis of this science. In this case, only a fraction of the new data serves to change the basic tenets of scientific theory. In this case, the more generalized the knowledge, the more stable it will be.

Naturally, in the process of managing students' learning activities, the teacher not only provides them with fundamental knowledge of a particular subject, but also provides current



information that enriches this knowledge, demonstrates the various connections and relationships between them, reflects the ever-increasing needs of society and the individual should.

Knowledge should cover the main aspects being studied in a logical sequence, be interconnected, and reveal all the important aspects of each concept being studied, i.e., be consistent. The main quality of the acquired knowledge is their level of comprehensibility. They are manifested in the ability of the student not only to describe objects and events, but also to substantiate the facts being studied, to draw conclusions. Knowledge must also be perfected to serve the content and scope of the objects and events being studied.

The acquired knowledge serves as the basis for the skills and competencies to be developed. There are a number of perspectives on the content and interrelationships of skills and competencies. From the traditional point of view that exists in didactics, the skill is formed before the skill, and the skill becomes the skill as a result of the exercise. For example, in the "Pedagogical Encyclopedia" (1968) skill is defined as "the ability to effectively perform the characters appropriate to the conditions in which they work"; skills will be both practical and theoretical in nature. In the same Pedagogical encyclopedia "Qualification is defined as a high-level action", at this stage the actions are automated, mental control is reduced to a degree. Qualification is the ability to perform a practical activity so quickly that it is as if the action is being performed spontaneously."

In the book "Psychology", edited by AA Smirnov, edited by AN Leont'ev, skills are described as "a method of action strengthened by exercise", and skills "do not require exercises that allow to achieve a stable and orderly level of

performance." (M., 1962. pp. 439, 446-447).

MA Danilov writes that skills are knowledge of actions, and skills represent some automated part of movement. / Learning process // Basic didactic edited by BPEsipov M.1967, pages 197-198 /.

The Recommendation for Vocational Schools defines: "Skill is a type of activity in which actions are performed with sufficient thought and automation; and skill represents automated action. "Any planned operation is very thoughtless." (M.I.Eretskiy, E.S.Porotskiy. Proverka znaniy i umeniy i navykov uchashchixya tekhnikumov. M 1978. pp. 11-12).

According to KK Platonov, "Skills are formed on the basis of previously formed knowledge and skills; Qualification is the performance of a purposeful activity by automating the actions that make it up, without special attention to it, but under mental control.". According to KK Platonov, "Skills are formed on the basis of previously formed knowledge and skills; Qualification is the automation of the actions that make it up in the course of a purposeful activity, without special attention to it, but under mental control. The scholar writes: "Any skill, including knowledge and skills, is formed on the basis of existing knowledge and skills, reshaping their missing elements in new conditions. Олим шундай ёзди: "Any skill, including knowledge and skills, is formed on the basis of existing knowledge and skills, reshaping their missing elements in the new environment. (Psychology. M., 1977. pp. 80-82). The literature on psychology states the following about skills and competencies: "The ability of a person to perform purposeful actions in a partially automatic manner is called competence." Also, the knowledge and skills acquired by the subject with the term "skill" represent a system of pedagogical and psychological actions necessary for the proper management of activities.



(Psychology. Edited by A.V.Petrovsky. M., 1986.107,116 pages).

In summary, "Ability is the ability to perform actions effectively; skill is knowledge in action; ability to perform actions to a certain extent; skills are a way of performing an action in new conditions; the ability is to master complex systemic mental and practical actions".

Skills are defined as follows: "A skill is a set of actions with a high degree of maturity; skills are formed on the basis of knowledge and skills" [8, 97].

From the examples given, it is clear that there are different views on the content and essence of the concepts of "skill" and "qualification".

Given the diversity of human activity and the nature of the skills and abilities it uses, the concepts of "skills" and "qualifications" are used in didactics in pedagogical, psychological and socio-historical senses. This is explained by the fact that, firstly, the student is the object of psychological pedagogical influence, as a result of which he acquires knowledge, skills and abilities, and secondly, gradually becomes a socially significant person under the influence of acquired knowledge, skills and abilities. At the same time, knowledge, skills and abilities serve to meet a person's needs.

The skill is initially performed under practical mental control. As the conditioned reflector connections are strengthened, this control decreases. Accordingly, it can be said that the ability in human activity is realized under a certain degree of mental control. This represents the psychological pedagogical essence of the skill, in turn. As a result of exercises in individual movements, a situation arises in which no mental control is required in the performance of the action, the activity is performed automatically, as a result of which the skill becomes a skill.

The psychological basis of a skill is expressed, on

the one hand, in the purpose of the activity, and, on the other hand, in its interaction with the initial state of the activity.

Complex skills are formed as a result of the addition of new ones to existing skills and competencies in a person. For example, the ability to drive a car, in particular to open the car door, start the engine, depress and release the brakes, clutches, accelerator pedals, the number of extensions is improved as a result of the addition of many elementary skills and connections, such as switching and disengaging, connecting headlights, steering wheel steering. As conditioned reflex connections become stronger, some skills quickly become skills.

Skills are formed as a superstructure of qualifications according to their origin. This situation is determined by the diversity of human actions, which require a creative approach to the environment. The result of analysis and synthesis, in which each new skill is constantly evolving, is the addition of new ones to existing knowledge; and skill is the result of many repetitions of the same action.

- Thus, skill and competence is a socio-historical concept that develops under certain conditions and at a certain rate, using specific tools. Social practical activity for students will be available as a system of demanding and purposeful actions.

- In particular, general labor and professional skills of students are formed at the following stages:

- At the initial stage of skills development, students are explained the procedure for the action to be mastered. While knowing how to perform an action may not ensure its full performance, it will be necessary for skill formation. Acquaintance with the student's actions takes place until he learns it, that is, until a skill is formed. But a superficial acquaintance



with the task of action and its description is not sufficient for the formation of competence. Execution of actions should be mastered deeply and firmly under the guidance of the teacher. In the early stages of action learning, the educator's task is defined by explaining the sequence of actions, demonstrating their practical significance, deepening and systematizing students' knowledge, in other words, giving him or her a clear understanding of the exercise description and purpose;

- The next, the second stage is the formation of the rules that form the basis of the formation of skills and the acquisition, restoration of knowledge;

- The third stage - the actions that can be stagnant during the performance of the next exercise, demonstrate patterns that eliminate the initial errors. How the teacher should perform this or that action shows the difficulties the student faces in the work process;

- The fourth stage is determined by the practical mastery of the action, the formation of skills. Skill formation takes place during an exercise aimed at improving the way a movement is performed. In doing so, the student begins to consciously use the rules. At this point, it is especially important to analyze actions, study errors, and prevent them;

- Finally, the last fifth stage - consists of exercises performed independently and systematically. As these exercises increase in complexity, attention is paid to their diversity, so that the activity is interesting and in most cases has a creative description.

The distribution of exercises over time will be important in the formation of skills. The result of exercise performed continuously for a long time may not give the expected effect due to fatigue. This means that exercise should be replaced by other types of work and rest.

The breaks between them also have a significant effect on the effectiveness of the exercises. Excessively long breaks reduce the effectiveness of the exercises and increase the time spent on them. Psychological research has shown that the most convenient distribution of exercises is as follows: frequent repetitions at the beginning of training and gradually lengthening their interval.

The level of skill formation can be determined by the speed and accuracy of the actions performed. Stability of action outcomes is also an important factor. Highly formed skills are determined not by individual success in performing actions, but by consistently achieving high results. If the good results of an action are maintained even when it is incorporated into a new, more complex system of actions, it is an indication of a fully formed skill, and is another important criterion of its formation.

During the exercises, the skills become more flexible, that is, the ability to choose the appropriate style according to the conditions of the movement is formed. In training workshops, students have almost no time to perform learning exercises to develop the required skills.

Due to the large number of specific types of work, it is not possible to equip university students with all kinds of professional skills and competencies. There is no need for that either. Skills are migratory. Accordingly, a skill previously acquired from one type of activity makes it somewhat easier to master another type of similar activity. Therefore, students should be equipped with the skills and competencies related to the most general and typical types of activities. The condition for the transfer of skills is determined by the psychological structure, content and methods of implementation of activities. For example, when cutting and sawing metal with a saw, there is a pressure action on it. In performing them, the student position, instrument grip, and movement control are the



same. The percussive movement is the main in cutting, splitting, straightening, bending, sharpening with a chisel, all of which have the same grip, posture, general control of movements. There are also similarities in the performance of many other actions. The scientific and technical bases of modern developing production bring the work of workers in various fields closer. Accordingly, an understanding of their mastery is important in the transfer of skills. In mastering a particular skill, the student learns not only the appropriate actions, but also the methods and ways that will lead him to success. In his next activity, he will use his previous experience and try not to repeat the mistakes made, and as a result, it will be easier to learn new skills.

Thus, considering the educational process from the point of view of the activity of the theory of education, we believe that it is necessary to transfer all educational work in public education to the direction of pedagogical technology, to seriously justify each element of its voluntary nature in school practice.

CONCLUSION

- In conclusion, we present a generalized scheme of implementation of pedagogical technology. We used it as a methodological basis in conducting experiments:
- Analysis of future activities of students, setting goals and objectives to be addressed in the educational process;
- Development of educational content on the use of teaching aids in the development of general labor and professional skills;
- Determining the place of time for students to master the technology of using educational tools in the curricula of higher education institutions;
- Development of a system of exercises

aimed at developing skills and abilities in students;

- Development of a system of objective control and testing related to quality control of students' knowledge, skills and abilities;
- Practical testing of the developed pedagogical technology and its application in the educational process.

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BASIC CONCEPTS AND TERMS OF HORSE SPORTS

Nazarov S.U.

Acting Associate Professor, Department Of Sports Management, Institute Of Retraining And Advanced Training Of Physical Culture And Sports, Uzbekistan

ABSTRACT

This article provides information on the basic concepts and terms of equestrian sports in the form of short articles. This will increase the interest of young people in equestrian sports, strengthen their knowledge, enrich and develop the Uzbek language.

KEYWORDS:- Horse breeds, equipment, equipment, running, race, history, jockey, kupkari, manege, pedigree horse, horse passport, equestrian school, equestrian hurdles, equestrian, stables, sur-papah , competition-ippik, three wrestling, saddle-harness.

INTRODUCTION

Horses have long been a major source of support in mountainous and rural areas. Today, equestrian sports are gaining popularity around the world. It is well known that horses are not only a labor force but also bred for meat and milk. From their milk a healing girl is made. Horse blood is also used in the preparation of medicines and serums.

Horses were domesticated about 3,000 BC. The ancestor of the domestic horse is Tarpan, which once lived in the deserts of Europe and is now extinct. Horses are divided into heavy-duty, salt-riding, light-weight (horse) and meat and mare breeds. Heavy-duty horses include Vladimir, salt horses, Karabayir in Uzbekistan, Lakay in Tajikistan and Akhal-Teke in Turkmenistan, and Orlov and Rus in Russia.

Cabinet of Ministers of the Republic of Uzbekistan 2017

In accordance with the Resolution No. 517 of 19 July "On measures for the integrated development of horse breeding and equestrian sports in 2017-2021", further development of the horse breeding industry in the Republic, breeding and breeding of sports horses , identified ways to ensure participation in sporting events, control episodic sustainability, as well as address issues related to the breeding and breeding of sport horses. Addressing these issues also requires children to be provided with important information to increase their knowledge of the basic concepts and terms that are widely used in equestrian sports in order to engage them in equestrian sports. We believe that the concepts and terms of equestrian sports will help the younger generation to further strengthen their knowledge of physical culture and sports, to enrich and develop the Uzbek language.

AKHALTAKA HORSE BREED (axaltekinskaya breed) is the oldest horse breed. The most



ancient breed of riding horses, mixed with Nesej and Parthian horses. The homeland of the Akhal-Teke horse breed is the Akhal oasis (Turkmenistan), located in the northern foothills of the Kopet-Too ridge, inhabited by the Teke Turkmen tribe. Typically, these breeds are very large (up to 155-160 cm in height), distinguished by their slender body, elegance and grace. They have tall legs, a slender but strong body structure. In 1935 he took part in the Ashgabat-Moscow horse race and covered 4300 km in 84 days. crossed the road. Successfully participates in classic equestrian sports. The ancestors of the Akhal-Teke horse breed played an important role in the formation of the Arabian breed in the IV-VI centuries BC. Later, it was used to breed traken, buckwheat, grain, eagle and other thoroughbred horses.

THE STATE BREEDING BOOK is a collection of information about horses that incorporates pedigree traits.

Doping control - all horses in international and other major competitions are subject to a special commission inspection of banned drugs (doping). Horses tested for doping before the start will not be allowed to compete. If at the end of the race, doping is detected in the horse in which the athlete participated, the athlete will be disqualified. Doping control has been included in all Olympic programs since 1972.

JOCKEY (visual jockey) - a skilled rider in horse racing; horse training specialist, trainer.

COMPETITION, equestrian competition (French: Concours Hippique - equestrian competition) - in the broadest sense, any equestrian competition. In our country - competitions on overcoming various obstacles (from 6 to 18).

KUPKARI is the national equestrian sport of the peoples of Central Asia (Kazakh, Kyrgyz, Tajik, Uzbek and Karakalpak). Kupkari means "Wolf". In ancient times, nomads took a warrior as a toy

and chased him on the most agile horses. Later, the body of a kid was replaced by a fighter. The goal is to lift the kid's body off the ground and take it to its gate. The rule of the game is that the game involves two teams of 5 people each (1 reserve). The playground is 400-500 m long and 20-30 m wide. (usually in the equestrian arena of the tribunal). There will be two gate flags on the side of the field. Diam to the center of the field to place the kid's body before the game starts. 3 m. a circle is drawn. At the referee's signal, the teams are 10 m from the center circle. they have to go a long way and clear a number. The game lasts 15 minutes. If a draw is observed, another 15 minutes will be added. In case of violation of the rules of the game, the kid (the rider with the body of the kid) is out by the referee and the game is restarted in front of the place where the rules of the game are violated. An unruly rider who violates the rules of the game will be suspended for 5 minutes by the referee (cannot be replaced).

MANEJ (French manege) is a special open or closed place where horses are trained or riders and cavalry are trained. Typically 20 × 40 m. or 20 × 60 m. (minimum 10 × 20 m) is a rectangle.

BREEDING HORSE - a horse of pedigree (pedigree) belonging to a particular breed and registered in the State Pedigree Book as a pedigree horse.

HORSE PASSPORT - contains information on the pedigree and pedigree of sport horses, pedigree, pedigree value, vaccines against infectious diseases, the results of laboratory tests and diagnostic tests document received.

Equestrian sports - equestrian competitions. Main types: wheelchair training; competition (overcoming an obstacle); running - horseback riding in the manege (based on allura exercises), field tests (steeplechase, cross, road traffic) and overcoming obstacles; run; horse hunting; volleyball (equestrian exercises) and others were



included in the program of the 1900 Olympics and the 1994 Asian Games. World and European Championships have been held since 1953. The International Equestrian Federation (FEI) was founded in 1921 and now unites 134 national (2006) federations. In 1993, the Equestrian Federation of Uzbekistan was established. Since 1997, the national team of Uzbekistan has been independently participating in international competitions. M. Ismailov, V. Dvoryanikov, Yu. Kovshov, A. Tankovs gained great fame.

EQUESTRIAN SCHOOL is the main form of organization of equestrian sports, along with equestrian clubs and sections. The equestrian school teaches horseback riding, trains athletes in a variety of equestrian sports, dresses and trains equestrian sports, and organizes equestrian competitions.

HORSE SPORTS Types of barriers - barriers can be: high and steep (for example, barns, stone walls, fences, etc.); high-wide-stations, oxers, etc. ; broad-shouldered. Consists of 2 or 3 separate barriers, 1 or more of which are horses

Obstacles that exceed 2 times are called systemic.

SPORTS HORSE - a horse that participates in various equestrian competitions involving horses.

HORSE OWNERS are legal entities or individuals who have the right to own a horse.

OTCHOPAR (Greek hippodromos - hippos - horse and dromos - a place for running, jogging), a complex for testing equestrian competitions and racehorses; the organization that organizes them. Modern horse-drawn carriages are modeled on ancient Greek horse-drawn carriages. The length of the corridors is usually 2000-3000 m. The main corridor is covered with tar-impregnated black soil (for testing and training of racehorses and racehorses). There will also be a local, wood-paneled (horseback riding) drive. The curves of the treadmill are

slightly raised 12-15 cm from the outside. The equestrian center has a variety of service facilities: a stable, a blacksmith's shop, a mobile veterinary clinic, and locker rooms. Horseback riding is sometimes held in cross-country athletics. The following types of modern horses are known and popular: Lexington (USA), New Market, Epsomsk (UK), Vienna, Lonshan (France), Pardubisk (Czechoslovakia), Madrid (Spain), Moscow (Russian Federation).

HORSE - a place that plays a key role in the storage of horses, the construction of the stable, ventilation and cleanliness must meet the special rules of storage of horses. For horses, good lighting and fresh air make them feel good. Taking good care of your horses will keep them healthy and able to work. It also includes taking good care of the horses, treating them well, and following the rules of riding. The daily amount of fodder (ration) for a horse is about 5 kg added to the cut straw mixture. oats and the composition consists of the same amount of hay. The horse is fed 3 times a day (morning, afternoon and evening).

SYUR-PAPAX (equestrian basketball) is an equestrian sport. It is widely developed in Azerbaijan. It requires agility, speed, and masterful maneuverability, precision, and great courage on the part of the rider. Game length 300-400 m. will be held on the racetrack. 3 m to the beginning and end of the field. column diam. 50 cm. the ring is fastened. 5 m around the column. a penalty line is drawn (another 1.5 m inside).

TASHKENT OTCHOPARI is a sports facility where national and international equestrian competitions, various ceremonies, kid riding and horse training are held. Official equestrian competitions in Tashkent were first held in the early 20th century. It was built in 1976 in Tashkent, the largest equestrian center in the country (until 1976, the equestrian center was



located near the Kuylik district of Tashkent). Tashkent equestrian center is located in Chilanzar district (formerly A. Ikramov district) and has an area of 70 hectares, designed by architects: RU Asanov, EIGusarova. Tashkent equestrian center has equestrian, horse racing, horseback riding, running, testing and cooling of horses, training grounds, barrier corridors, veterinary infirmary (hospital), quarantine rooms, swimming pool and others. The Tashkent Equestrian Center hosts competitions, equestrian exercises and other ceremonies.

THREE WRESTLING (troebore) is one of the equestrian competitions. Competitions are held in the manege, on the field and over obstacles, for three days without a break. The first day of competitions - 60 × 20 m. on the art of horseback riding in a large manege (basic allure, turns, stops in the prescribed manner), the second day - 23-34 km of 5 different difficult roads, overcoming obstacles without stopping to the finish line On the third day, you will have to overcome difficult obstacles ("Red Wall", "Double Barrier", "Oxer", "Stasonat", "Elephant Barriers", "Amsterdam Gate", etc.). they compete. During the winter, there are two indoor wrestling events (no hurdles competitions).

EGAR-JABDUQ (upryazh, sbruya) - a device for managing horses and oxen, deer, dogs and other animals and using their power in work (loader, oxen, cart, agricultural implements). A horse's bridle consists of a saddle harness, a bow, a slotted belly button, a slit, a belt around the waist and chest, a jug, and a reins. A saddle is the basic saddle of a horse.

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INTENSIVE APPROACHES TO DEVELOPING LEGAL CONSCIOUSNESS IN PUPILS

Nilufar Fakhritdinovna Saidalihodjaeva

Candidate Of Pedagogical Sciences, Assistant Professor, Department National Idea And Fundamentals Of Spirituality And Legal Education, Tashkent State Pedagogical University Nizami, Uzbekistan

ABSTRACT

In this article, attention was drawn to three aspects of the development of the school, the development of the personality, the focus of the school. The school should, first of all, provide a full life for the child, stimulate his development at every age stage. It also examines the conditions of education at school, using pedagogical technologies, the formation of civil society and the rule of law.

KEYWORDS:- School, child, age characteristics, ideology, development of society, modular training, innovative technologies.

INTRODUCTION

Legal education in modern society is a national task that affects the development of the country, especially for the development of a State governed by the rule of law. Enhancing legal awareness and culture in society is an important condition for ensuring the rule of law and strengthening the rule of law. In recent years, significant efforts have been made to overhaul the national legal system, develop a culture of the rule of law in society and train qualified legal personnel.

At the same time, there are still a number of problems and shortcomings that prevent the formation of a respectful attitude to human rights and freedoms, the raising of the legal awareness and legal culture of the population and the level of legal literacy of citizens in society. [1.2]

Proper education and education of each

individual leads to the emergence of a cultural, socially active and law-abiding society. The positive attitude towards the law increases as individuals develop a legal awareness. An important attribute of legal education in modern society is the school. The key point is the idea of the new school's development - ideology. The three main facets of this idea are: the continuous development of education, its transformation into a mechanism for the development of the individual and a real factor for the development of society. The long period of extensive evolution of the school fully reflected the nature of the processes taking place in public life. The educational «shaft» was a chip of the general «shaft», not so much expressing, but imitating development. Accordingly, the criteria were predominantly quantitative. The qualitative criteria were mainly in the form of mythological problems to ideologues: general education and others.

Extensive approaches have exhausted



themselves. A society that has embarked on a path of intensive development needs an intensely developing school. Using new pedagogical and innovative technologies for the child's self-development.

The first aspect of the idea of development is the constantly evolving school. It eliminates many of the pressing problems, in particular the current unnatural situation of anomalies in teacher creativity and pedagogical innovation. Search becomes an organic component and a factor in accelerating school development. Dynamism and many variants of this development are provided by a wide network of experimental sites - from pilot, «author» schools to experimental districts and regions.

Research is coordinated and promoted within the framework of the Permanent Educational Renewal System. It is designed to keep abreast of promising trends in school development, to serve as a support for pedagogical experimentation, and to provide a driving belt that transmits all new and advanced school practices. This system spares the school and society from the traditional «volcanism» of school reforms, makes smooth movement of the school on the steps of qualitative renewal.

The second aspect of the idea of development is the decisive role of the school in the formation and development of the child's personality.

The current school, which is dedicated to the comprehensive and harmonious development of the individual, by its authoritarian structure and its didactic centrism of the content, forms and methods of education, essentially rules out the very importance of student development. Intellectual development is replaced by the acquisition of so-called ZUVs - knowledge, skills and skills. Emotional and primitive, knowledge of art, culture. Instead of developing capacity and readiness for work, there is a persistent alienation-natural consequence of servitude,

randomness and lack of systematism of narrowly understood educational work, and the impersonality of its results. The state of physical development is increasingly a matter of medical concern.

The areas of child development are even more narrowed due to artificial school-centerism of children's life, due to the desire to cover the whole life of the child within the school framework, to turn the school into a «storage room» of children. The inevitable result of this school fixation is a massive movement of young informal workers.

No less significant obstacle to the child's development is the predominant understanding of the purpose of the school only as «preparation for life». It isolates the school life of the child from the whole process of his or her life, and it takes school away from life and away from other factors of the child's development, often of greater importance, especially in adolescence and adolescence, in the family environment, in self-education, sports clubs.

The primary task of the new school is to remove the dams that impede the child's development and to build a pedagogical system that can stimulate this development.

Finally, the third aspect of the idea of development is the focus of the school as a sociocultural institution on the further development of civil society and the rule of law, rather than on the reproduction of entrenched forms of society.

In this new function, education is a fundamental factor in economic and social progress and spiritual renewal; it is a condition for dynamism and the acceleration of transformative processes in various spheres of social life; as a mechanism for the formation of an educational society in which the process of education is individual and socially meaningful, is continuous.



With the emergence of civil society and a democratic State based on the rule of law, there is a growing need to prepare the younger generation for a conscious choice. Modern society has set certain goals and objectives for schoolchildren, which require many skills, including the ability to defend and defend their rights and interests. Such competencies can be developed in law classes as well as in extracurricular activities. The State educational standards for second-generation education are based on a system-oriented approach.

This means that the learning process is understood not only as the acquisition of knowledge, skills and skills, but also as the nurturing and development of personal qualities that meet the requirements of the information society, the innovation economy, the building of civil society, Tolerance, intercultural dialogue and respect for the multi-ethnic, multicultural and multi-religious composition of Uzbek society. A person's legal culture is the general level of knowledge and society's objective attitude to the law; the body of legal knowledge takes the form of norms, beliefs and attitudes that are created in the course of his or her life and that regulate the rules governing interaction between individuals and between them and the social and ethnic groups; Professional groups, societies, the State and legislation. It manifests itself in the work, communication and behaviour of the subjects of interaction. The results of the school's teaching of humanities, in particular the raising of pupils' legal awareness, will be adjusted when teachers, through modular application of knowledge and innovative technologies, can bring the child to self-development.

Modular teaching, that is, the ability to teach science only in the first half of school education, and in the second half of humanities, to improve the performance of adolescents. Thus, taking into account the age-specific characteristics of the

child, the teachers of the school will be able to achieve the achievements of the teenagers, as they will be trained only in mathematics, physics, chemistry, etc. in the first half of the week, and in the second, on the basis of history, law, physical culture and work. This will greatly improve the quality of learning and the performance of students.

The formation of civic identity in the process of learning can be described as pedagogical technologies such as communicative, game, social activity.

Communicative technologies (heuristic conversation, discussion, panel discussions, interactive, informational, almanac, debate), game technologies (quest, role play, business game, simulation game), social activities (social proofing technology, laptop, enterprise marathon, collective creativity, case technology, project technology). Communicative technologies are a mechanism for introducing pupils to the norms and values of civil society, allowing them to adapt to modern realities that require the ability to compete, to engage in polemics and to defend their point of view.

In order to learn how to acquire knowledge, it is possible to apply the techniques of critical thinking development technology - composing a synchwein, a cluster, filling the table XU (know-want to know-know). Game technology creates a positive attitude in pupils towards the basic values of our society and towards social reality as a whole. It is possible to find a solution to the problem defined by the game script and to fully live the roles of the participants of the game, which is very important for forming the attitude to the problem. Social testing and collective creativity technologies are more suitable for use in extracurricular activities, and project technology and case technology are very well integrated into level and extracurricular work.

When using socially productive technologies,



students see the social value of the results of their activities and the opportunity to assess their effectiveness. The emergence of a legal culture is manifested in:

1. Within the framework of the cognitive component in shaping the image of the social and political structure of Uzbekistan; knowledge of the provisions of the Constitution and fundamental rights and duties; orientation in the system of moral norms and values; formation of socio-critical thinking.

2. Within the framework of an emotional and valuable component in the development of civic patriotism; respect for the values of the family; tolerance.

3. Under the action component: participation in self-government; knowledge and use of students' rights; ability to engage in dialogue; and constructive conflict resolution. The interest of students is the writing of the draft of the section «Rights and duties of students» in the School Charter. Later, the section is compared to the existing one. Heuristic methods not only develop the ability to think creatively, but also promote active socialization. To develop communication and creativity in children, effective use of role play [2].

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BEST ESSAY WRITING AND ESSAY WRITING TECHNIQUES IN ELEMENTARY SCHOOL

Nodira Nazarkulovna Eshmanova

Teacher, Chirchik State Pedagogical Institute Of Tashkent Region, Uzbekistan

ABSTRACT

The article analyzes the most important of them in the practice of Uzbek pedagogy, the development of the skills of writing essays and essays among primary school students and when familiarizing themselves with the laws of the Uzbek language, the implementation of the selection procedure and orientation by disciplines.

KEYWORDS:- Emotion, mental ability, independent thinking, text comprehension, memory, analysis, writing, assessment, essay, statement, optimal, method, internet, technology, thought, logic, expression, learning, environment, scientific, pedagogical, psychological, physiology, value, physical, mental.

INTRODUCTION

It is important to build a new stage of development of Uzbekistan, the Third Renaissance. In this process, strategic tasks were set for the development of primary education. The main of these tasks are:

- to determine the interests and abilities of children from primary school;
- Introduction of a system of continuing education of primary school students in specialized classes in the future;
- Implementation of the procedure for selection and orientation of 4th grade graduates in subjects from the 2022-2023 academic year.

These are completely new tasks, and essay and essay writing teaching aids also play an important role in their implementation. Because, according to our approach, as justified above, essay and narration are important tools in

shaping the emotional, mental ability, independent thinking, text comprehension, memory, analysis, written speech, and evaluation skills of 7-11 year old students. It is easy to identify the interests and abilities of primary school students with such skills, to select them for teaching in specialized classes, and to direct them in subjects. In this sense, over the years, the experience of Uzbek pedagogy has formed the optimal methods of writing essays and essays, and here we draw your attention to the analysis of the most important of them.

The word "optimal" is Latin and means "convenient", "acceptable", the term means "coordinated, most convenient and expected effective educational process." The word "method" is also Latin and means "way of knowledge", "method" and "style", the term means "guidelines for the acquisition of practical and theoretical knowledge in the educational process." In this regard, when we say optimal methods of writing essays and essays, we mean



convenient and acceptable methods.

In the practice of Uzbek pedagogy there are several optimal methods of writing essays and essays:

1. Fluent writing method. According to this method, elementary school students should be able to write an essay or essay on a topic based on a specific text. To do this, students are taught the following:

- understand the meaning of words and write them correctly;
- correctly connect words and put suffixes correctly;
- to express the idea in the text and make short sentences;
- to get used to writing as figuratively and comparatively as possible;
- correct representation of letters (such as distinguishing the letters "h" and "x").

Primary school students are required to master these skills with the help of the Teacher. In this case, students do not master the method of fluent and beautiful writing as expected.

Nowadays, the development of Internet technologies and their widespread use by students aged 7-11 makes it sometimes difficult to master the method of fluent writing. Because many words are misspelled on the Internet, there are cases of writing in dialect and spelling rules are not followed. And students are learning to write them that way.

2. The method of expressing an idea in logic. According to this method, the essay and essay written by the primary school student must logically express their ideas. Students will be taught the following:

- feel the text or statement;
- be able to express an idea in short words;

- have the ability to write;
- try to think independently;
- have sufficient vocabulary;
- take an interesting approach to writing;

These skills are learned from lesson to lesson with the help of the teacher. There are cases where some students read a lot and have enough vocabulary, but find it difficult to express their thoughts in written logic. In such cases, students are required to work individually with each student as much as possible.

3. Narrative method. Under this method, elementary students are required to provide a written story of a suggested plan or topic in essay and essay writing. Therefore, in these matters, students are required to have:

- deep imagination of the text or topic;
- be able to express an opinion in a planned way;
- highlight the main aspects of the text or topic;
- be able to use details and punctuation;
- interesting writing;

These skills will be tested by a teacher. Teaching elementary students to tell stories through essays and essays is an important achievement. Because it reflects the knowledge, skills and abilities of the student. Their sense of creativity develops precisely through the ability to tell a written story.

4. Creative writing method. According to this method, primary school students must write an essay and a statement creatively. To do this, primary school students need to get used to:

- independent approach to the text or topic;
- creative coverage of the text or topic;
- interesting expression of written speech;
- interest of others;
- independent thinking;



These skills are taught to students by the teacher. These skills must be mastered by primary school students. Otherwise, the creative writing method and written speech in students will not be formed as expected.

After all, these optimal methods of essay and essay writing are required to be mastered by students aged 7-11. Because these methods are

important for the purposeful development of primary education during the Third Renaissance, the formation of primary school students in the expected level of skills such as knowledge, thinking, creativity, emotion, mental ability and written speech. These optimal methods are perceived as follows:

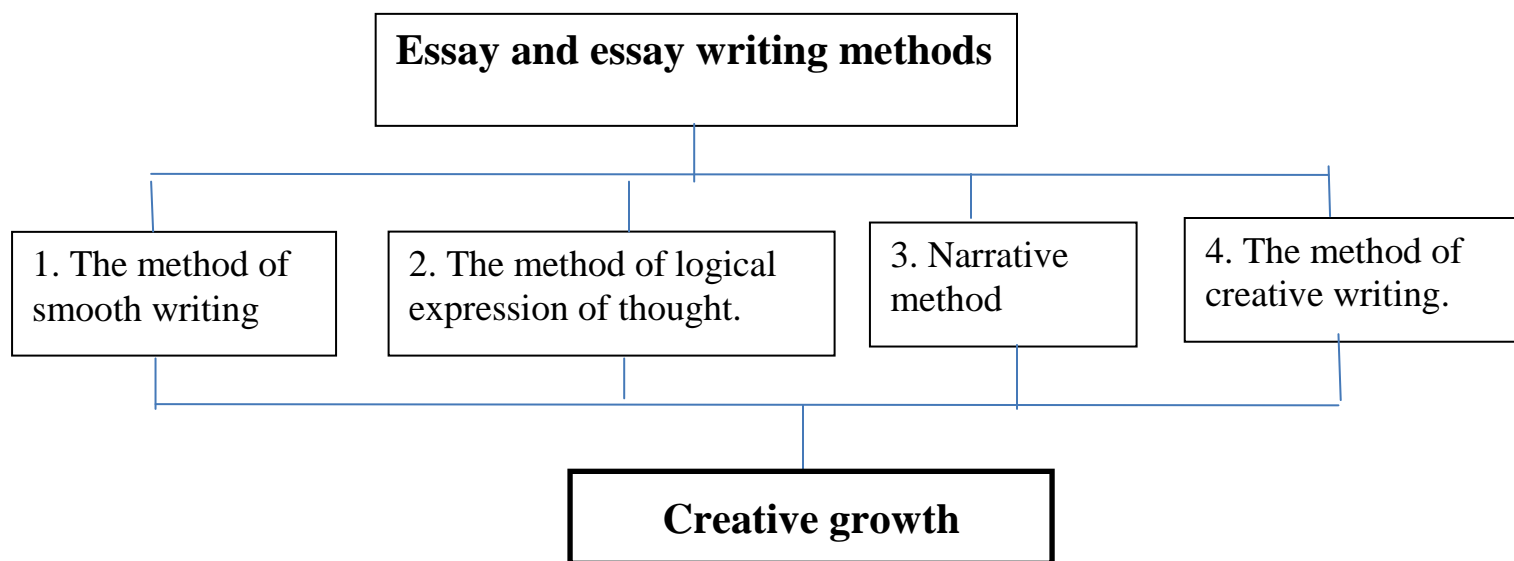


Figure 1.2.1: Optimal methods of essay and essay writing in primary school.

Based on these optimal methods, primary school students should be trained to write essays and essays. For this purpose, specific recommendations are presented in world pedagogy. According to him, it is necessary to take into account the physical capabilities of students aged 7-11, to create a unique learning environment and deal with them individually. We draw your attention to the analysis of these approaches.

1. The question of physical capacity. Primary school students at the age of 7-11 are primarily characterized by physical development. That is why the Russian

pedagogical scientist N.K. Krupskaya said in the 20s of the XX century: Without it, the teacher will not be able to properly develop the child's body. Therefore, in the twentieth century, educators, psychologists and physicians have developed and recommended the following indicators of physical development of primary school students:



Table 1.2.1

Boys		
age	Height (cm)	Body weight (kg)
7 years old	117,3-127,3	20,4 -28,8
8 years old	121,5 – 131,1	22,2-30,4
9 years old	126,2 -136,2	24,9 -33,4
10 years old	130,9 -141,5	26,7 -37,6
11 years old	133,9 -145,4	28,8 -38,7
Girls		
7 years old	115,9 -126,9	20,3 -28,0
8 years old	120,3 -131,7	21,3 -29,8
9 years old	124,8 -136,5	24,2 -34,1
10 years old	130,0 -142,9	26,0 -38,7
11 years old	134,2 -146,1	29,1 – 39,2

This scientific-methodical recommendation has a special character and should be used in essay and essay writing. Because Essay and Statement writing is primarily a physical assignment for an elementary school student. Therefore, the choice of text for the essay and the statement, the determination of the scope of words and the amount of time should be based on this recommendation. Because a child's brain works and receives information precisely in relation to its physical development.

1. The issue of learning environment. The modern primary education environment is organized on the basis of scientific, pedagogical, psychological and physiological values. At the same time, the use of the Essay and Narrative teaching tool requires the creation of an learning environment based on the principles of freedom,

convenience and fun. According to him, the child should be able to freely master the text or topic chosen for the Essay and Narration, to write in a comfortable environment as he wants, and to approach the written work with interest.

International pedagogical practice recommends organizing lessons in grades 1-2 on the basis of tools such as games, and gradually reducing the number of games in grades 3-4. In this regard, it is recommended to write essays and essays in grades 2-4. This means that the learning environment at each class stage should be organized based on the physical, mental and intellectual capabilities of the primary school students. For example, in international pedagogical practice, the following recommendations are given for a table and chair depending on the height of the child.



Table 1.2.2

Child's height (cm)	Table height (cm)	Chair height (cm)	Depth of chair (cm)
110-119	52	32	27
120-129	57	35	29
130-139	62	38	29
140-149	67	41	34

In our opinion, it would be expedient to follow this international pedagogical recommendation in creating a learning environment for essay and essay writing.

1. The issue of individual engagement. "Individual training" is a form of training in which the teacher has an individual pedagogical impact on the student. It is important to work with each student as individually as possible when doing essay and essay writing. This is because some students may not be able to quickly grasp the suggested text or topic from the content, some may not be able to express their opinion as they wish, or many may find it difficult to begin writing freely. Therefore, the teacher is required to individually prepare each student to write an essay and statement. To do this, it is recommended to follow the following:

- identify the problem that each student has difficulty writing an essay or statement;
- increase student interest;
- to know the character of the student;
- Development of individual abilities of the student.

All of this will be individual to each student. For this reason, the teacher is required to engage as individually as possible with each

elementary student in developing essay and essay writing skills.

After all, the application of optimal methods of writing essays and essays to primary school students is at the forefront of the requirements of modernity, convenience and efficiency. Therefore, the physical abilities of students, the learning environment and individual engagement play an important role in this. This, of course, imposes a wide-ranging task on the teacher. In order to achieve this, it is expedient to rely on Uzbek and international pedagogical experience. To this end, it is important to equip future primary school students in higher pedagogical education institutions with innovative approaches, tools and technologies.

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MANIFESTATION OF ANCIENT RELIGIOUS BELIEFS IN THE TRADITIONS AND CEREMONIES OF THE UZBEK AND KAZAKH PEOPLES

Oybek Salimahamatovich Artikbaev

Associate Professor, Institute For Retraining And Advanced Training Of Specialists In Physical Culture And Sports, Uzbekistan

ABSTRACT

This article describes the manifestation of the ancient religious beliefs of the Uzbek and Kazakh peoples in the traditions and ceremonies of the Tashkent oasis in the twentieth century, ethnic and non-ethnic features and ethnic processes.

KEYWORDS:- Ethnos, ethnicity, in ethnic, belief, tradition, ritual, totemism, animism, fetishism, magic, shaman, ethnocontact, Zoroastrianism.

INTRODUCTION

The study of ethnocultural relations and ethnic processes serves to identify national and regional characteristics, ethnic and non-ethnic aspects of ethnos and ethnic groups. On the basis of the materials of the Tashkent oasis, we study the manifestation of ancient religious beliefs and ethnic processes in the traditions and ceremonies of the Uzbek and Kazakh peoples.

In general, ancient religious beliefs and related customs and traditions have been studied by some researchers, including Radlov VV, Potapov LP, Lobacheva NP, Khaytun AE, Toleubaev TA, Abdullaev US, Ashirov Studied by scientists such as A.A.

The Uzbek and Kazakh peoples of the Tashkent oasis, who have lived together in the same area for a long time and are one of the ethno-contact areas, have not studied the manifestation of ancient religious beliefs in ethnic processes and

ceremonies as a separate study.

At the heart of the traditions and ceremonies of the Uzbek and Kazakh peoples are traces of ancient religious beliefs: totemism, animism, fetishism, magic, worship of nature and ancestral spirits, shamanism and Zoroastrianism.

Belief in animal totems was strong among Kazakh ethnic groups in the Tashkent oasis, including those whose livestock was predominant or who now have a sedentary lifestyle. Here are some of them, for example, the use of wolf organs: jawbone, fur, skin, nails and teeth as a "protective" means. This habit is also present among the settled population, where they are valued more as a means of protecting the teeth and claws of the wolf from various ins-rocks and evil eyes (evil forces). They even made a tumor out of wolf teeth, fur, and claws and hung it around his neck or hung it on a house net. This custom is still practiced today.

The horse has long been valued as a lightweight,



long-distance, and close friend. In ancient times, the custom of "circling" associated with the horse totem, which was characteristic of pastoral peoples, existed among the Kazakhs and the population of the Fergana Valley until recently. However, in the twentieth century, this practice was not observed among the population of the Tashkent oasis, including the Kazakhs, only some of the older people say that the ancestral custom of "circling" was followed by their ancestors.

The peoples of the Tashkent oasis also had strong fetishistic ideas, such as the belief in inanimate things and their sanctification. For example, in the early twentieth century, the Kazakhs, whose economy was based on animal husbandry, had tumors made from animal organs: eyes, teeth, nails, wool, while the Uzbeks had tumors made from incense, pepper and other fruit tree seeds. Such differences in tumors disappeared as a result of ethnocultural connections and became common in fetishistic perceptions manifested in tumors. At the same time, amulets with verses of the Qur'an written in Arabic on paper are also common.

In the ancient system of religious beliefs, the worship of ancestral spirits is present in all peoples, as well as in the Uzbek and Kazakh peoples. Ancient animistic views are reflected in such concepts as "spirit", "ghost", "hereafter", "that world", "this world", "false world", "true world", "ghost butterfly", which are common in their daily lives.

Belief in the soul (animistic imagery) is manifested in the rituals associated with the mourning and remembrance of the deceased in the Uzbek and Kazakh peoples, mixed with ancient religious beliefs: totemism, fetishism, shamanism, Zoroastrianism and Islam. There are cases among the population when such superstitions or beliefs are accepted as Islamic rituals.

It is also worth mentioning shamanism. In

ancient times, people believed that shamans had the power to communicate with spirits. In particular, shamans were believed to have properties such as treating various ailments, burying the dead, finding lost objects, and prophesying. In the period under study, those who performed such tasks were not called shamans, but in Kazakhs they were called "baksy", in Uzbeks "baxshi", "fortune teller", "kinnachi". They performed specific tasks. For example: fortune tellers find lost objects, predict the future. The bakhshis, on the other hand, cast out evil spirits from the human body along with divination. The Kinnaists, on the other hand, treated those who were weakened by shock and loss or eye contact. The Tashkent oasis is a common ceremony among the Uzbek and Kazakh peoples. In it, evil spirits and spirits were driven out by "zikr" in a circle. According to the participants in the dhikr, during the dhikr, some laughed, shouted, and some cried, but they could not say exactly how they got into such a stressful state of mind. They imagined that evil spirits would fall into such a state in the process of leaving the human body. Remembrance and related practices have been preserved among the population, mainly among bakhshis, kinnas, and elderly women.

The Tashkent oasis was also valued by the Uzbek and Kazakh peoples as the main symbol of Zoroastrianism, and fire was used as a means of protection from evil spirits. In particular, fire-related rituals were performed during childbirth, chills, and wedding ceremonies. For example, in Uzbek and Kazakh weddings, before the bride enters the groom's house, the two young people revolve around the fire three times, believing that they will be free from purification, witchcraft, and evil forces, and have followed this custom.

This custom was followed by other ethnic groups in the Tashkent oasis, but by the late 1980s and



early 1990s, the "fire-turning tradition" had disappeared in urban areas and then among rural residents. For example, the cities of Yangiyul, Chinaz, Qovunchi and Yallama have become a tradition among the entire population. However, this tradition was partially preserved in the 1930s in some of the Uzbek and Kazakh ethnic groups who migrated to the Tashkent oasis, mainly from Forij and other districts of Jizzakh region, and formed a separate rural community. This situation is now more pronounced in areas with mixed population and Kazakh ethnic groups from other oases (Uzbekistan, Tursunboy Ernazarov, Amir Temur collective farms).

It should be noted that in Ochamayli mahalla of Chinoz district there is a population of Achamayli Kazakhs. They also had a tradition of turning on fire by the 1990s. This may be due to the intensification of bride-to-be relations with local Uzbeks since the 1980s. In general, the fire accompanied the bride and groom during the migration process and in the subsequent period, ie during the chilla.

The blindfolded woman protected herself and her baby from harmful ins and outs by lighting a lamp to keep the room bright day and night (formerly candles, lanterns, candles, now electric lights) by strictly following the chill practices.

In the Chilla period, the bed of a young bride and groom, the room of a woman with tears in her eyes, and the room of a baby, or the room in which the deceased was born, were considered to be light for 40 days. In addition, the custom of lighting a lamp (candle) dedicated to the soul for 40 days (during the chilla) after the burial of the deceased is also present in the oasis sweaters, and this custom was followed every Thursday of the week in the period we are studying. The genesis of fire-related acts in funeral and condolence ceremonies is associated with Zoroastrianism and is now recognized in the

minds of the population as one of the Islamic acts.

The Tashkent oasis has a lot in common with the Uzbek and Kazakh ethnic groups, the birth of children in the family and related ceremonies, which are manifested in the following cases. In the period we were studying, the birth of a baby and the activities associated with it were mostly performed by older women. At the same time, the Uzbek and Kazakh peoples of the Tashkent oasis still have their own myths about the first removal of baby hair and nails. For example, baby nails were not previously removed using cutting tools. Because the first nails were thin, they broke as they grew. In some parts of the Fergana Valley, the baby's mother cut the overgrown nails on the baby's fingers with her teeth. By the end of the twentieth century, such practices had ceased to be observed. Now, the baby's hair or nails are removed using scissors. These actions were performed by the elderly in the sense that the baby would live a long life and be respected. The resulting hair and nails are buried under a fruit tree or in a place where it is not underfoot.

In general, the purpose of burying a child's nails and hair in the ground is to protect him from evil forces, and the purpose of burying him under a fruit tree is to prolong the child's life and make him a happy child.

Thus, in the family traditions and ceremonies of the Uzbek and Kazakh ethnic groups, Zoroastrian rituals and notions of shamanism are common in the minds of the population as religious in nature and as religious practices.

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THE USE OF DEVELOPMENTAL EDUCATIONAL TECHNOLOGIES IN ACTIVATING THE COGNITIVE PROCESS OF CHILDREN

Saidova D.I.

Associate Professors, Department Of Pedagogy And Psychology, Institute For Retraining And Advanced Training Of Managers And Specialists Of Preschool Educational Institutions, Uzbekistan

ABSTRACT

The article examines the role of educational technologies and their effectiveness in accelerating the reform of the preschool education system and the development of the child's educational process. The views on the systemic implementation of developing educational technology and its principles in organizations of preschool education are reflected.

KEYWORDS:- Developmental education, teacher, method, method, structure, cognitive competence, flexibility, creativity.

INTRODUCTION

Attention to the upbringing of the younger generation is one of the most pressing issues in our country. Because the development and future of the country is provided by the youth, they are responsible for the future of the country not only as the successors of the development relay of the country, but also as the creators and creators. Based on this, it is necessary to develop the national consciousness and moral qualities of the younger generation, to cultivate in them an advanced scientific worldview, ideological conviction, deep knowledge and diligence.

To be effective in any educational play activity, it is important to focus on the unity of education and upbringing. Because the unity of education and upbringing in the classroom are always concepts that require one another. Some educators focus on education only in educational play activities, forgetting to form competencies,

which should focus on the process of applying it in practice, strengthening the theoretical knowledge of the subject, replacing the specific features of the complex, the basic elements. However, the goal cannot be achieved if the lesson focuses on the educational aspects of the topic and ignores the educational or developmental aspects. The importance of developmental learning technologies in the preschool education process is great. In order to raise pre-school education to the level of the foundation of knowledge, it is necessary to use a combination of different modern pedagogical technologies, methods and techniques, i.e. interactive methods. In addition to the educational nature of each educational play activity, the educator's work in accordance with the theme forms in children active movement, independent thinking skills.

THE MAIN FINDINGS AND RESULTS



The child does not fully understand the lesson, does not understand its essence, does not recognize the purpose of the lesson, performs the tasks given by the educator only on the basis of obligation. This in itself dampens the child's interest in learning. With this in mind, it is important to allow the child to defend his or her views. Because the intensive development, enlightenment and spiritual development of the child is directly due to the activities of his teacher. Another important thing in preschool education is that the child's psyche, the uniqueness of his inner world should always be in the focus of the educator. Individual aspects of preschool education are manifested and knowledge is subjected. Because traditional teaching methods provided knowledge in a ready-made way, it was difficult for children to apply it in practice. In particular, in preschool education, children did not develop independent thinking skills due to the fact that they were limited in their ability to think independently on the topic only under the guidance of a teacher. This, in turn, created difficulties in finding solutions to some complex problems in children's future lives.

Modern pedagogical technologies allow to study the topic of each educational game activity on the basis of the principle of integrity, based on the content and characteristics of preschool education, as the main goals and objectives of the lesson, and to apply research methods accordingly. In turn, the main purpose of preschool education is to teach children to master the basics of knowledge, to develop scientific thinking, ability, speech and independent thinking, as well as to understand the opinions of others. Based on this, to develop children's thinking potential, mental development, logical thinking; it opens the way to self-understanding, to a material being in a peculiar way, and to the ability to express one's thoughts and feelings beautifully, to apply

knowledge in practice.

The active application of modern pedagogical technologies is important in the development of children's cognitive competencies in the process of preschool education. The acquisition of knowledge, skills and competencies requires the direct involvement of children and the use of management-based pedagogical technology by educators. An important aspect of the application of modern pedagogical technologies in the educational process is that children become equal members of the educational process. The choice of types of modern pedagogical technologies depends on the emerging knowledge, skills and abilities, the form of organized lessons, the nature of the methods used and methodological methods.

An approach based on modern pedagogical technologies, the rational use of developmental educational technologies in the educational process play an important role in the lessons of preschool education. The way in which children complete assignments in certain life situations, how they stop, and at what level they complete the tasks they are assigned, depend in many ways on preschool education. In preschool education, educators need to approach their work from the same perspective. To take into account the fact that modern pedagogical technologies used in preschool education create a strong need for children of all ages to express their opinions, to express their views independently; therefore, it is advisable to allow each child who reads the text to have his or her own point of view, without giving ready-made interpretations of the information in preschool education.

Preschool education development education focuses on developing children's academic knowledge as well as life skills, increasing their internal capacity, and realizing them [1, p. 50]. In this training, more trainings and presentations



are used. The trainings help children to master certain knowledge, to form skills to apply them effectively in practice, and in the process to realize their full potential. This process is a conducive environment based on mutual respect and support directly between the child and the educator. At the same time, it is necessary to understand and take into account the life experience of each child, taking into account the uniqueness and importance of his inner world. The method is also based on helping children to develop their abilities in a way that believes in their goals, potential and future abilities, strengthens children's self-confidence, increases their cognitive activity, helps them to develop self-study and independent learning skills. It is aimed at increasing the inner potential of children and their realization. In this training, more trainings and presentations are used. The trainings help children to master certain knowledge, to form skills to apply them effectively in practice, and in the process to realize their full potential. This method helps students to develop a creative approach to the organization of educational activities, self-study, independent learning. It is aimed at increasing the inner potential of children and their realization. In this training, more trainings and presentations are used. The trainings help children to master certain knowledge, to form skills to apply them effectively in practice, and in the process to realize their full potential. This method helps students to develop a creative approach to the organization of educational activities, self-study, independent learning.

Guiding principles of developmental education technology:

Incorporation (systemic activity) - generalization of preschool theoretical knowledge through scientific analysis in terms of preschool education;

Flexibility - the application of the form, method

and methods of teaching the subject in different educational institutions;

Harmony - to carry out the content in harmony with the forms, methods and techniques of personal development;

Creativity is a science in the process of preschool education, as well opportunities for teachers of various educational institutions to create innovative technologies, depending on the content, essence of the studied topic and the age characteristics of children;

Relying on naturalness is to take into account the specific, personal characteristics of children in accordance with genetic and social aspects [2].

All of the above embody the interrelated trinity in the educational process - education, upbringing and personal development, which is directly in line with the requirements of the Law on Education and the National Training Program.

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All of the above embody the interrelated trinity in the educational process - education, upbringing and personal development, which is directly in line with the requirements of the Law on Education and the National Training Program.

Preschool educators need to approach their work from the same perspective. It is advisable to take into account the fact that innovations in preschool education create a strong need for children of all ages to express their opinions, to express their views independently, so that in preschool education materials are not ready, but allow each child to have their own point of view.

One of the most effective ways to develop developmental learning technology in preschool



education is to systematically analyze topics. This is because systematic analysis is noteworthy in that it incorporates all the principles of developmental learning technology as it is focused on achieving a specific goal and task as a practical activity. In this sense, the main purpose of systematic analysis is to form personality traits in children through the correct perception of the subject. Its main task is to form in the child a sensitive heart, sensitive emotions, healthy aesthetic taste, fluent and expressive speech [3]. It is necessary to rely on the principle of structure in the implementation of these goals and objectives. This principle can be used in all classes in preschool education. A systematic approach to the process of preschool education should pay special attention to the intellectual potential, psycho-physiological state of children [4].

It should be noted that it is no secret that the use of developmental educational technologies in preschool education varies from time to time according to the level, taste, intellectual level of children.

With this in mind, the use of developmental educational technologies in preschool education should be based on the principle of systematic and pedagogical orientation, taking into account the intellectual potential and aesthetic thinking of children. Given the important role of preschool education in the development of a harmoniously developed person, the purification of human spirituality, the rational use of developmental educational technology in educational play activities is one of the important tasks of today.

CONCLUSION

From the above, it is clear that adherence to the principles of developmental education technology in preschool education increases the effectiveness of education, provides children with intellectual and moral qualities, the

formation of personal life experiences and ensures the balanced implementation of educational and developmental goals in preschool education.

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HISTORICAL AND LITERARY TEXTS AS THE BASIS FOR TEACHING A NON-NATIVE LANGUAGE

Sayyora Amideevna Alimsaidova

Candidate Of Pedagogical Sciences, Associate Professor, Department Of “Russian Language And Literature”, Kokand State Pedagogical Institute Named After Mukimi

ABSTRACT

This article reveals the criteria for the selection of historical and literary texts for educational purposes. The correct selection of historical and literary texts will make it possible to correctly assess the textual basis of existing textbooks for secondary schools, and will also serve not only as a means of improving students' Russian speech, but will also play a significant role in the formation of sociolinguistic competence.

KEYWORDS:- Historical and literary text, principle, morality, motivation, sociolinguistic competence.

INTRODUCTION

The leading priority of the National Model of Personnel Training is a personality that is formed in a fundamentally new economic and political environment. Ensuring the implementation of this priority is based on a comprehensive consideration of world experience, living conditions of our people, their traditions, customs and habits, way of life.

It is the national orientation of education that lies in its organic unity with national history, folk traditions and customs, preservation and enrichment of the culture of the peoples of Uzbekistan, recognition of education as the most important instrument of national development, respect for the history and culture of other peoples [2,1997].

The selection of historical and literary texts of national importance and considered not only as a

unit of study, but also as the main way of organizing educational material in the lesson contributes to the deepening of the motivation for learning the Russian language. The reliance on the use of the motivational capabilities of historical and literary texts ensures the development of mainly communicatively valuable and personally significant types of work on the texts, which have a positive effect on improving the skills of independent work, and most importantly, on the upbringing and deepening of the feeling of love for the Motherland, the native land.

The communication-oriented system of teaching a non-native language is characterized by the convergence of the teaching activity with the activity of real communication. And it is expressed, first of all, in the selection of educational material (coherent texts) and its special organization, in which the formation of the speech activity of students is ensured.



This is facilitated by the fact that texts about outstanding people of the country of the target language (Russia) are studied in parallel with the selected local history texts of a historical and literary nature (history and culture of Uzbekistan), which creates conditions for the dialogue of languages and cultures, which today is acquiring a huge socio-political and spiritual and moral significance.

We agree with the point of view of N.P. Shulgina that to teach trainees “to use the Russian language as a means of communication, a means of knowing the world and oneself in it, familiarizing with culture, developing in them the ability to competently, actively and creatively master all types of speech activity provide an opportunity for lessons, where the text acts as the highest unit of learning, in which all elements of the language system are integrated, combined and synthesized” [3, 2003].

THE MAIN FINDINGS AND RESULTS

Since the educational text for students of secondary schools is at the same time a source of information, a model and a means of teaching the construction of an independent monologue statement, it is necessary to pay serious attention to the sample as the primary source, with the help of which students develop key skills and abilities of coherent speech.

In order to establish criteria for the selection of the text component of teaching the Russian language in general education schools, we studied recommendations for the selection of texts for non-Russian students, developed at the end of the XX - beginning of the XXI century by famous scientists-methodologists (N.M. Shansky, N.Z. Bakeeva, S. K. Folomkina, T. S. Kudryavtseva, E. A. Bystrova, V. I. Kapinos, B. M. Esadzhanyan), as well as dissertation research on the methodology of teaching the Russian language in the Uzbek school (A. I. Andriyanova, L. T.

Akhmedova, O. V. Kon, E. A. Lagai, M. M. Davlyatova and others).

The analysis of the above sources made it possible to group, isolate and refract to the problem we are investigating the following main criteria for the selection of historical and literary texts of a historical and literary nature for linguodidactic purposes.

The first criterion is that the text should be informatively valuable (new and relevant), contribute to expanding the horizons of students.

The second criterion is that the texts should contain a local history component, in particular, reveal the peculiarities of everyday life, culture, traditions, peculiarities of the character of the Uzbek people, aesthetic tastes, natural conditions, and most importantly, the pivotal milestones of history. At all times, knowledge of the history of one's native country was considered a necessary condition for the formation of a comprehensively developed personality, a patriot of one's Motherland. This constitutes the richest educational and developmental and valuable culturological material.

The third criterion is that the degree of information content of the texts must correspond to the intellectual and cultural level of the student's development, that is, the basic information must be understandable.

The fourth criterion is that the texts should be justified in terms of the communicative needs and interests of students, focus on discussion, reasoning and thereby contribute to the implementation of verbal communication in the lesson; be entertaining and emotional.

The fifth criterion is that the texts should be accessible for perception and understanding from the point of view of the psychological and age characteristics of students.



The sixth criterion is that the texts should reflect the real spheres of communication, contribute to the natural enrichment of students' speech with the vocabulary and constructions of the modern Russian language.

Any type of speech has its own linguistic characteristics. For example: in narrative texts, the main actions are successively replacing each other. For example:

“Acquaintance with any city is always interesting, like a journey into the region of the unknown and the beautiful. Getting to know a city known in history is doubly tempting. This is one of the ancient cities of Uzbekistan and all of Central Asia - Kokand. It is unique with its “face”, role and significance in history, cultural heritage, extraordinary fate, fame and fame, which, of course, are conditioned by the work, talent and deeds of its inhabitants.

It went down in history at the beginning of the 17th century as the capital of the Kokand Khanate, a major trade and cultural center of Central Asia. It is no coincidence that today in Uzbekistan Kokand is called the city of poets. In the anthology of Uzbek poetry, researchers count more than 100 names of remarkable masters of the word - Kokand people. Among them are the most famous poets Mukimi, Furkat, Gulkhani, Zavki, Nadira, Anbar Atin, Uvaysi and many others” (N. Lukashov).

The connection between sentences should be chain, realized with the help of conjunctions, pronouns, adverbs, synonymous substitutions, lexical repetitions.

For description texts, the enumeration of signs of objects, phenomena, persons are inherent, the presence of predicates - verbs with the same type of meaning of simultaneity of action. For example:

“Kokand is located in the western part of the Fergana Valley, in the lower reaches of the Sokh

River, 25 kilometers from the Syrdarya River. The green attire of the city is rich and varied. In the courtyards and on the streets, in the spring, they delight the eye with their exuberant flowering of apple and pear, cherry and sweet cherry, apricot and peach, dense leafy foliage saves the vineyard from the heat, exotic trees of pomegranate and figs bring pleasure both with flowering and fruits. On the streets, in parks and squares, powerful plane trees give cool and clean air to residents, the patriarchs of forests - oaks, curly maples, pyramidal and silvery poplars, powerful centenarians - elm, unpretentious talas and weeping willows, chestnuts, ash trees, acacia and many other decorative trees” (N. Lukashov).

Texts of this kind are characterized by parallel communication carried out using structural parallelism of syntactic constructions.

For texts, reasoning is characterized by a cause-and-effect relationship between judgments. Therefore, three parts are required in them: thesis - the main statement, a clearly formulated thought; proof, arguments supporting the thesis put forward; conclusion following from the evidence (conclusion, generalization). They are dominated by linguistic means expressing cause-and-effect relationships (circumstance of cause, conditions, complex sentences with subordinate reasons, conditions; evaluative words, assertion or denial of something). For example:

“Do we really have to love our land only because it is rich, that it gives abundant harvests, that its natural forces can be used for our well-being?

We love our native places not only for this. We also love them because they are beautiful for us.

I love my native land because it is beautiful, although all its charm is revealed not immediately, but very slowly, gradually” (According to K.G. Paustovsky).

RESULTS AND DISCUSSION



The functioning of speech types is inextricably linked with speech styles. Scientists - methodologists (N.M. Shansky, K.Z. Zakiryanov, Z.P. Daunene and others) argue that in the textbooks of the Russian language for the development of oral speech, texts of both journalistic and popular science style, and literary texts.

According to our observations, stories, essays, excerpts from the works of famous poets and writers of Uzbekistan can be effectively used in the classroom and in full, and in fragments, and in a compressed form. The degree and form of adaptation of texts depend on the stage of training, on the level of general development of students, on their language readiness. Our experience convinces us that a text is suitable if it is adaptive, that is, with minor changes, it is applicable for teaching and educational purposes.

Based on our many years of experience, it became clear that the role of the artistic and journalistic text in the development and improvement of the Russian speech of students of general education schools, in particular, in the formation of sociolinguistic competence using historical and literary texts of a historical and literary nature, is enormous. This is understandable: after all, literature is the great treasury of language. It is in her that language finds its fullest and most perfect expression. In addition, literature is a textbook of life, a source of deep moral and aesthetic values.

In the process of selecting historical and literary texts of a historical and literary nature, we proceeded from the fact that the intensity of the productive speech of students, based on literary material (literary text), directly depends on the degree of understanding of the text, on the multilevel nature of the text. The first level of understanding (the level of knowledge) is mainly associated with the degree of completeness, and

the second level (the level of meaning) - with the degree of depth of understanding. At the first level, the perception and assimilation of the figurative nature of the word, the activation of emotional and evaluative vocabulary is extremely important. On the second, the ability to highlight and define the main idea of the text, the main aspects of the content, individual facts, the ability to anticipate information, summarize it, comprehend and evaluate (from the point of view of cognitive, educational and aesthetic value) is formed.

We agree with the position expressed by researchers L.P. Ataeva, T.N. Martinovich and L.L. Novikova that "the creation of a motivational basis for educational actions leading to the mastery of speech skills and abilities is achieved by the selection of educational material that is meaningful for students." [1, 1989]. Such material is a local history text of a historical and literary nature, providing for the correspondence of the methods of modeling primary texts that students hear and read, and secondary texts that students create themselves. It follows from this that in the lessons of the Russian language, it is necessary to create such conditions for students of lyceums in which they will take part adequately to a specific life situation.

CONCLUSION

The above criteria for selecting texts, on the basis of which the selection of historical and literary texts will be carried out, will allow us to objectively evaluate the textual basis of existing textbooks for secondary schools, as well as select new, interesting, personally significant additional texts about the history and culture of Uzbekistan, which will serve not only as a means of improving students' Russian speech, but will also play a significant role in solving educational and cognitive tasks in the educational process.

In conclusion, we note that reliance on historical



and literary texts will contribute to the formation of the sociolinguistic competence of students in general education schools, activate their creative abilities, and have a positive effect on the comprehensive development of the student's personality.

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THE ROLE OF ENGLISH IN MODERN SOCIETY

Shahlo Mizrobovna Makhmudova

Teacher, Department Of Foreign Languages, Tashkent Institute Of Chemical Technology, Tashkent, Uzbekistan

ABSTRACT

The essence of this article is about the importance of the English language and its role in the world today and the easy ways to learn English. In this article you can learn all the features of the English language, as well as find out why it is so in demand. History of the emergence and development of a foreign language, to understand the role of English in the modern world, first of all, it is necessary to know the history of its creation.

KEYWORDS:- Teaching method, different activities, grammar and linguistic structure, listening, speaking, writing, reading fairy tales, teaching method, different activities, grammar and linguistic structure, listening, speaking, writing, reading.

INTRODUCTION

It is considered the most commonly used language. More than 450 million people consider him a native. Another 600-650 million citizens use English as an additional language for communication. It is considered in demand in many countries of the world.

To understand the role of the English language in the modern world, first of all, it is necessary to know its history. It's no secret that finding out exactly how a language was formed is almost impossible. It is known that the German invaders arrived and settled in Britain in the 5th century AD. They spoke Germanic. Specialists have a small amount of information about this period. This is due to the fact that no written archives and documents of the time were found. The formation of dialects is confirmed by sources from the 7th – 9th centuries. They all relate to the language that Alfred the Great called English in the 9th century.

It is believed that the speech of the Scandinavians is also quite strongly influenced the development of the English language. For several centuries after the Norman Conquest, significant changes occurred in the English language. The inflectional system formed during that period is used today. According to it, grammar-specific generic endings are almost not used in English. Changes touched the vocabulary. There were borrowings from other languages, which eventually began to appear in writing. In the Late Middle Ages and the modern period, stable processes of standardization of the English language took place. Written and colloquial speech continued to change. The so-called great movement of the vowels took place. From the beginning of the seventeenth century, the influence of the English language was felt throughout the world. Over time, it began to be used by people from different countries.

Knowledge of the vocabulary and grammar of



this language is extremely necessary in order to study abroad. Do not do without it and want to find a prestigious and highly paid job. Besides, the English language is the language of the great literature. William Shakespeare, Charles Dickens, Oscar Wilde and George Bernard Show, they all wrote their books in English. A lot of modern literature and many new films in English come out every year. If you know English, you can understand them without translation. No wonder that most educated people speak English fluently.

Interpret the following quotations:

“Language is the dress of thought”. (S. Johnson)

“A thing well said will be wit in all languages”. (J. Dryden)

“Words are, of course, the most powerful drug used by mankind”. (R. Kipling)

“England and America are two countries separated by the same language”. (G. Bernard Shaw)

“The English language is the sea which received tributaries from every region under heaven”.

(R. Emerson)

“English is a language that came from nowhere to conquer the world”. (G. Bernard Shaw)

Knowledge of foreign languages helps to promote cultural, educational and technical cooperation among nations. That’s why one of the characteristic features of life in our country today is a great interest in the study of foreign languages – chiefly English. At present English is the most important of the world’s languages. In number of speakers it ranks second. The rise of English is a remarkable success story. When Julius Caesar landed in Britain nearly two thousand years ago, English did not exist. Today English is used by at least 750 million people, and barely half of those speak it as a mother tongue. Some estimates have put that figure

closer to one billion. Whatever the total, English of the 21st century is more widely spoken and written, than any other language has ever been. It has become the language of the planet, the first truly global language.

More than half of the world’s technical and scientific periodicals are in English. English is the language of technology from Silicon Valley to Shanghai. English is the medium for 80 per cent of the information stored in the world’s computers. Nearly half of all business deals in Europe are conducted in English. It is the language of sports and glamour: the official language of the Olympics and the Miss Universe Competition. English is the official voice of the air and sea, and of Christianity: it is the ecumenical language of the World Council of Churches. Five of the broadcasting companies in the world (CBS, NBS, ABC, BBC, CBC) transmit in English to audiences that regularly exceed one hundred million. The use of English in diplomacy, commerce and science is evidence of its importance. That’s why millions of people learn it as a second language.

The importance of English in the modern world at the moment is quite large. Quite recently it was for us a foreign language, and today it is international. In all countries of the world, the study of English is of great importance. Almost everyone dreams of studying it at least at the initial level. Today, children begin to learn this language even at preschool age.

Nowadays English has become the most important language in this modern changing and developing world. If we want to communicate, and have conversation with foreigners except, our mother tongue we need to have a common language which makes us able to join the other part of the world. English is the common



language which is known to most of the people in the world.

The developing world demands to have good English because an effective conversation and

communication can be reached better and easily if you speak fluent English. Nowadays English is being taught to children at primary level itself. Having understood that English gives more opportunities in the future students are making a great effort to study this language attending various courses and language schools. This helps students to improve their language and get better results. But there is a question how can we improve our English? English can be improved by constant usage, by watching films, reading books with high level Grammar, playing games and trying to use new words. English can be improved by practice. As we know, practice makes the man perfect as well as using good pronunciation and grammar. Most of the jobs in today world are based on English such as IT sector, business field, call Centre jobs and teaching job, etc. So students aspiring for good jobs need to stress upon their English and usage of it because their job depends on this simple structure. English is quite easy in comparison with other languages. Basic English one can learn easily and effortlessly. Mostly people can learn English easily if they try to master some rules and regulations. Unlike many languages, English does not have a complicated structure and except for a few areas of Grammar, it is quite simple.

It is paramount to speak English nowadays since it gives all kinds of opportunities in communication, life quality, and education. First of all, English breaks down communication barriers because it is a lingua franca. In other words, English is the most commonly used language among foreign language speakers. Throughout the world, when people with different languages come together they commonly use English to communicate. That also

means that a vast majority of people around the world can speak use this language for different purposes; for example, a multicultural meeting and a chat with a foreigner unable to speak the local language are some of the situations where English is used as lingua franca. Second, English speakers are very likely to have good job opportunities. For instance, most of the English-speaking countries, such as England and the United States are countries with a high gross domestic product and where speaking English is the best way to get job opportunities. Therefore, the standard of living of these people can improve considerably. Finally, English-speaking countries have the best education offer in the world. In order to enter prestigious universities, such as Harvard University, Stanford University, and Oxford University, it is necessary for candidates who want to study there to speak English. Also, these countries offer lots of scholarships for foreigners that want to study in some of their universities; the only requirement besides being a good student is to have a good level of proficiency in English. In conclusion, speaking English is very important for tourists, professionals, and students who want to be successful.

English is mainly divided into two accents - US and British. US accent is very slow compared to British accent. Most people of the world follow British accent and only some people follow

American accent. In the modern world English is highly useful to have business relations as well as social network with friends and family. A better communicator can communicate effectively and this reaches people very well and chance of misunderstanding is quite less. People can be influenced with your thoughts and ideas as well as they can connect to them without much complications in understanding.

Undoubtedly English is required in today's world, as you need to communicate from the



time

you get up till you go to bed for something or other. It is not just English is only a mode of

communication; apart from English there are many languages but English is understood by many people and is the most commonly used language. English is taught to small children at preprimary level itself. This makes understanding it easy. English is simple at the basic level but if we go deep into it, it is quite tough. The functional grammar is very hard. English must also be learnt because it is used to read various instructions on the road and many other places. It becomes a medium to study various subjects and master them. If you have good English, you can answer questions in examinations in your words as you have mastered the usage.

Any language can be master by constant usage, the more you practice the more you can

learn the language. You can watch video about various speeches about communication skills,

role play, jam session, debates and group discussion. Watch English news for updating

knowledge and movies to catch good ascent and listening skills. Watch movies with subtitle,

read newspaper, various articles in internet and good books for developing or improving

listening skills. To improve your speaking skills you must prepare power point presentation and practice explaining to your friends and take suggestion. Learn at least ten new words and

improve your vocabulary, just learning words won't make big different using them at proper

situations makes a lot of difference. Your pronunciation and ascent is observed by people so

focus more on them and try managing your voice. Speak with confidence. Apart from this

play vocabulary games.

As we all have different ideas and we need to express it to other to implement them. An

effective communication means the way your word connect other and your ideas are express to other in the manner that they can follow your words and understand without any problem. It convinces the others to accept to your ideas. This is more useful in software practices as half of their work is based on communication, any miscommunication might result in loss of lots of money as well as valuable time. An effective communicator can become a successful person. Effective communication has lot of advantages in field of education, public sector, private sector and business zone also as English is required in all fields.

The reasons for learning languages vary. However, everyone agrees that all languages are meant to help in communication process. In my opinion, it's good to be born in a multi-lingual family.

It means the child will grow up knowing several languages. Otherwise, it's necessary to learn

foreign languages at school, university or any other institution. The most widespread among

foreign languages is undoubtedly English. When thinking why this old Germanic language is in such great request nowadays, I find several reasonable answers. First of all, most business fields depend on it. Secondly, it's the accepted language of modern digital era. As reported by recent statistics, almost two billion people across the world use it regularly. It's the prevalent language in travel and entertainment, in computer technologies, in medical and pharmaceutical fields, etc.

The market for learning English is simply booming. As I see it, the most significant gate that's open through the knowledge of this



international lingua franca is the gate to career and personal growth. Knowing English is vital in many companies nowadays, while personal growth is connected with mastering the technological innovations. It's worth mentioning that almost all digital novelties are launched and exploited mainly with English language instructions. That's why employees who speak it freely are welcomed and valued.

English has quite a big role in day to day life. English is used in banks, railway stations, bus stations, airways, educational sector, medical, private sector, etc. English is a trade language with other countries. Many students fly aboard for education and jobs. If their mode of communication is English they can manage their communication with the local people. And students are prime learners of English because if they want to build up a good career, they have to have good English speaking skills and confidence to face many people in interviews. Without English it is very tough to manage in this ultra-modern world.

CONCLUSION

I would conclude by stating that apart from your mother tongue you need to have a common language to communicate with others and share ideas with them. English plays a role of common language between all countries. English is the official language for many countries and it plays a prominent role in all sector of work and it is highly useful for business field and private sector.

English plays an important role in all countries. It is the official language for many countries and it has a prominent role in all sector of work and it is highly useful for business field and private sector.

There are more than 300 million native speakers

of English. It's the native language in such countries as Great Britain, the USA, Canada, Australia and New Zealand. It is also used as an official language in 70 and more countries of the world. This includes, Cameron, India, Pakistan, Fiji, Tanzania, Malaysia, etc. All in all, today there are almost 1000 million people in the world who know English at some extent. Even if they can't speak fluently, they understand it quite well.

English is the top language in many spheres, including business, tourism, science, education, medicine, aviation. At the moment most Internet sites are in English and many youngsters use

English alphabet to write text messages. Millions of students worldwide attend language schools to study English, although the best way to learn a foreign language is to merge into native atmosphere. That's why many students prefer studying in English-speaking countries to improve their language skills. English dominates the media landscape as well. So many films, soaps, song lyrics are in English. And, it's surprising how many adopted English words and expressions we use in everyday life. In fact, English isn't the easiest language to learn. Just thinking of its difficult spelling and pronunciation makes me wonder why people choose to learn this language.

The answer is obvious: English unites people and helps to communicate with people from every corner of the world.

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ORGANIZATION OF DUAL TRAINING THROUGH THE STEAM APPROACH IN HIGHER EDUCATION

Shoxrux Razzoqovich Turdiyev

Phd, Associate Professor, Karshi Engineering Economics Institute, Uzbekistan

ABSTRACT

This article is an important role in the organization of dual education. Steam education is better than a number of traditional teaching, which is clarified by the unique features of dual teaching, ie the concepts such as the unification of practical experience and theoretical training.

KEYWORDS:- Dual Education, Steam-Education, Steam-Support, Design, Engineering, Engineering, Integration, Professional Activities, Creative Thinking, Practice.

INTRODUCTION

Article 15 of the Law of the Republic of Uzbekistan on the new Education Law of the Republic of Uzbekistan has provided 8 forms of education, which is one of the forms of education [1]. In carrying out this training, the decision of the Cabinet of Ministers dated March 29, 2021 № 163 “on measures for the organization of dual education in Professional education” was adopted and began to be used in professional education processes starting from 2021/2022 academic year[2]. The idea we offer is to introduce the step-by-step dual education to higher education institutions.

Literature review. Dual training has long been present in the pedagogy, proving itself in the world in different countries. The main directions of application of dual education are higher and professional education. Although Dual education is recently incoming in Uzbekistan, it is already a

very popular approach to train new professional staff. A distinctive feature of the dual teaching is the union of practical experience and theoretical training. It is the such a new approach in the system of professional education provides quality preparation of future highly qualified specialists [3].

Scientific novelty of the article. One of the instruments of investment attractiveness and competitiveness of the territories through training of high-tech production requirements is this dual education system, which is the coordinated interaction of teaching and industrial areas in training specialists and the high level of graduates is to provide employment.

Analysis and results. Forms of dual education are mainly used in areas such as engineering, economy and social security. At the same time, specialty, like specialty, also cover machinery, engineering, construction, real estate industry, tourism management and social management.



Germany is the leader in the world's national education, in which the developer system of vocational education, the active training and personnel training, is distinguished by the active participation of business. The experience of this

country will serve as a model for the whole of European Union [4]. We can see the advantages and shortcomings of dual learning in Table 1 below.

Table.1

Advantages and disadvantages of dual education	
<i>Advantages of Dual Education</i>	<i>Disadvantages of Dual Education</i>
The practical section is carried out not only in the workshops and in the fields of educational institutions, but also in enterprises.	The quality of education with teaching motivations at the enterprise may decrease.
The content of working programs is agreed among educational institutions and employers.	Work programs do not always comply with the seasonal sequence of work performed in production.
Close relations between the educational institution and the enterprise can arise and develop.	The educational institution may not always be able to deliver the necessary training materials for enterprises.
When the graduate is employed, the knowledge can immediately apply can apply the accurate descriptions, as well as the same level of preparation.	It is not enough to teach enterprises - as a result of which there are no learning space.
The continuous change in the educational institution and the	Enterprises are obliged to work on their products through high prices (lack of



enterprise helps good motivation and the production process is not strictly interrupted.	equipment, lack of financial loss, etc.).
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Advantages and disadvantages of dual education. In the organization of dual education, the need to establish Steam - Educational Organizations. (Fig. 1).

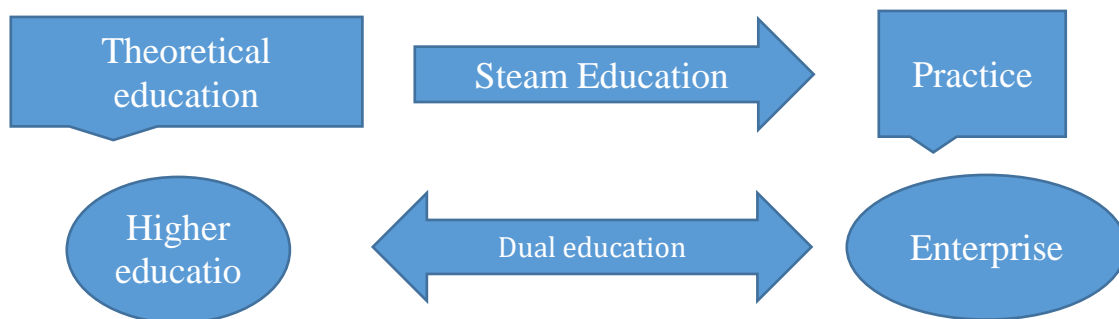


Figure 1. Use Steam training in organizing Dual education.

The term steam was first included in the School Program in the United States, and students are aimed at developing their competence in scientific and technical directions. This route was later expanded and additional letters were included in the term. In particular, he began to call Steam by adding "Robotic robot technology or" A "-" by adding Art art. This concept was adopted as a inovational approach to education. The most popular example of the STEAM approach is the Massachusetts Institute of Technology. The motto of this famous university is "mind and hand". The Massachusetts Institute of Technology has developed STEAM courses and even opened STEAM training centers in some educational institutions[6].

Steam helps students develop the following important features and skills. Comprehensive understanding of problems, understand creative thinking, engineering approach, understanding, understanding, and use design foundations, and others. Technology of Steam Education is carried out through the methods of constructucts, design and modeling and on its basis lies the theoretical knowledge, as well as artistic research. This training unites students closely knowledge of theoretical and practices. The Steam-approach allows students to open new concepts, creative thinking, understanding, understanding, logical observation, to understand the mutual observation, the theory and the interaction in theory and practice [5].



As a number of traditional education of Steam education, we list them:

First, integrate education on topics, not in the academic disciplines. Interdisciplinary communication and design method is combined in Steam-Education, on the basis of which natural sciences are lies on technology, engineering creativity and mathematics. Preparations for professional activities related to engineering are carried out;

Second, use scientific and technical knowledge that students have received in real life. With the help of practical classes, students are shown in real life of scientific and technical knowledge. In each lesson, students develop, build and develop modern industry models.

Third, the third critical thinking skills and solving problems. Steam-program develops the skills to solve critically thinking and problems that need to overcome the difficulties they face in their daily lives.

Fourth, an increase in a feeling of trusting in its own strength. Students learn to eliminate the problems of the upcoming professional disuses during their education during their education, build a bridge and approach the purpose every time you run a model. Will improve the model after each test. In the end, they achieve the goal of overcome all problems with their own forces. It means inspiration, victory, and joy for students. After every victory, they are more confident in their forces.

Fifth, active communication and work in groups. The STEAM-program is different from active communication and work. During the talks, a free environment will be created to express its opinion and debate its opinion. They learn to speak and make a presentation. Students always remember the workout well if they are always referring to teachers and each other and actively participate in the process.

Sixth, development of interests in specialization and general professional subjects. The task of Steam education in higher education is to increase students' interest in specialty and general professional subjects. Since the Steam training is very speaker and fun, students do not bore during the training and do not feel how time the time is.

Seventth, creative and innovative approach to projects. Steam-school consists of six stages: assignment, discussion, design, construction, testing and development. These stages are the basis of a systematic design approach.

The eighth, a bridge between education and professional activity. Steam's knowledge will be needed in the professions of engineers, analysts, computer systems, engineers, engineers, and robotechnics engineers, engineers, engineers, and engineers, and engineers, and engineers, and engineers, and engineers, and engineers, and engineers, and engineers, and engineers, and engineers, and engineers, apparies.

Ninth, preparing students for technological innovative life. Steam-skills are questioning students' skills to work with fast-developing equipment and technology.

Ten, software applications will be used in the implementation of independent training in higher education curricula.

Conclusion. Conclusion Simultaneously, the introduction of modern science achievements in practice.

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THE POSITIVE EFFECT OF SWIMMING ON THE MOVEMENT SYSTEM

Sobir Usmonovich Nazarov

Associate Professor, Department Of "Sports Management", Institute Of Retraining And Advanced Training Of Specialists In Physical Culture And Sports, Uzbekistan

ABSTRACT

The article discusses the positive effects of swimming on the human body. In particular, the effects of butterfly, brass, crawl methods on the musculoskeletal system, increased resistance to diseases of acute respiratory viral infections, improvement of the functional state of the body were discussed.

KEYWORDS:- Musculoskeletal system, butterfly, brass, crawl, acute respiratory viral infections (ARVI), endurance, muscle elasticity, psychoemotional state.

INTRODUCTION

The development of physical culture and sports in our country has become one of the priorities of state policy. The reason is that only a harmoniously developed generation with a physically healthy, spiritually mature and independent mind can build a great state of the future. Therefore, the resolutions and decrees adopted by the head of our state, the resolutions of the Cabinet of Ministers identify problems related to the development of physical culture and sports and their solutions.

The process of renewal and development of all spheres is being actively carried out in the country, and great attention is paid to the science of physical culture and sports.

Nowadays, in the context of the growth of scientific and technical tables, the issues of adaptation of the organism to the environment are cross-cutting. In particular, these ideas apply

to the young organism. By the same period, the acquisition and enrichment of vital skills and movements is observed.

Swimming is a form of physical education. Its benefits in strengthening the body and making the body healthier are invaluable. Swimming is one of the most beneficial types of exercise.

Swimming is an effective prophylactic against acute respiratory viral infections ARVI (influenza, parainfluenza, adenovirus disease, reovirus disease, respiratory syncytial infection and rhinovirus disease), as well as a sport that closely helps in maintaining the health of people of different ages.

The benefits of swimming have been covered in many sources, including the beneficial effects of this sport on human health.

It is known that the fetus is in contact with the aquatic environment from the time of development in the mother's womb. This is why newborns are not afraid of water treatments,



bathing and diving. Thus, the aquatic environment is comfortable and natural for humans.

It is also one of the effective tools in strengthening the immune system. Many years of

practical experience show that the incidence of acute respiratory viral infections (ARVI) in primary swimming training groups is higher than in training exercise groups. (Table 1)

Table 1.

Percentage of total morbidity in groups.

Periods	BT-1	BT-3	O'MG
September 2017	25%	18%	-
December 2017	30%	20%	-
September 2018	20%	17%	12%
December 2018	18%	15%	10%

Note:

BT-1 Primary Preparatory Group 1 year

BT-3- Primary Preparatory Group 3 years

O'MG-training exercise group

But as we have noted, the beneficial effects of water occur through regular participation in the swimming pool at least 2-3 times.

How does swimming affect our body?

There is a lot of information about the beneficial effects of this sport on our body and health. We outline the key points to consider.

Swimming in the pool for an hour two to three times a week makes us 80 percent more resistant to viruses and germs, even in the fall and during a flu epidemic. By mastering professional swimming techniques (dragging, breaststroke, butterfly stroke, etc.), we learn to breathe again and develop the lung workforce.

Because swimming has almost no restrictions, unlike other sports, it does not allow the body to receive high levels of physical and psychological loads, which can be practiced by people of different ages due to their health, swimming

respiratory, circulatory, musculoskeletal systems, including: has a positive effect on the spine, joints, and is an excellent antidepressant.

According to a 2014 experiment by Russian scientists working with children with musculoskeletal disorders and children with high mobility, it was found that swimming takes a long time (1 year or more) and only through regular exercise to have a positive effect. is achieved.

Swimming is also one of the most effective means of combating overweight, as additional muscle groups are activated during swimming (it is known that an average of 600 kcal of energy is expended during 45 minutes of swimming). Swimming can be considered as one of the popular sports that provides practical assistance to overweight children.

The reason for the abundance of breathing



exercises in swimming exercises is that it has a beneficial effect on the development of the respiratory system, thereby leading to an increase in the vital capacity of the lungs and a decrease in respiratory rate.

All this leads to an improvement in the functional state of the body.

Interviews with sports school coaches revealed that coaches tend to include swimming in their curriculum. Such measures help trainers to solve various problems: for skiers, in particular - to increase endurance performance; for gymnasts - to achieve joint, muscle elasticity and load on the spine; to players - to improve coordination of actions; to restore the psycho-emotional state of chess players and others. In addition, such measures shorten the recovery period of the athlete's body and increase the volume of special loads.

To determine the demand for this type of physical education and sports, when Russian scientists conducted a survey in 2014 among parents of pupils of MBUDO 1-DYUSH (BOSM) "LIGR" in Novosibirsk (368 participants), 40% of students in various sports regularly go to the pool. showed participation. Swimming has become important among all segments of the population.

Indeed, the role of swimming in our lives is unique: it is one of the most beneficial types of physical activity, it has a positive effect on the human body in all respects, promotes health on a physical and mental level.

On the issue of interdependence of disciplines, the direction of physical education and physical culture education students should focus on the interdependence of swimming in the transition from the subject of anatomy to the basic movement system. Accordingly, today we want to talk about the role of water sports in the development of the musculoskeletal system in

student athletes, the issues of its positive qualities.

The human body contains more than 600 muscles, more than 200 bones, which are connected by mutual joints and joints. The benefits of swimming are invaluable in strengthening the body and making it healthier. Because when a person swims in water, all his muscles move. Consequently, the human body develops in proportion as a whole. The joints of a child who is regularly engaged in swimming are mobile, strong, move in a moderate manner, the limbs and muscles are well developed. One of the main reasons for this is that the horizontal movement in water is somewhat different from the movements a person performs while standing.

While standing exercises have a one-way effect on a person's locomotor system, swimming exercises have a one-way effect on him. In humans, there are diseases of the spine, such as kyphosis, scoliosis, lordosis. These diseases are caused by young children sitting incorrectly at a desk, table, chair, not fully following the rules of various exercises when doing sports. This in turn leads to the incorrect formation of the base movement system. This is why swimming is so important in preventing such diseases. In the treatment of people with such diseases is recommended to engage in swimming. Of course, it will be necessary to take additional treatments at the same time as swimming.

There are several methods of swimming (dolphin, brass, crawl), the performance of which, of course, depends on the proper development of the musculoskeletal system in athletes.

If there are any defects in the musculoskeletal system, it will certainly make it difficult to perform swimming techniques correctly, reduce the effectiveness of the exercise, and require the athlete to perform additional movements, which



will consume a lot of energy, muscle fatigue, heart palpitations and rapid fatigue.

Although the mobility of the arms in water sports seems to depend only on the position of the shoulder joints, in fact their free and harmonious movement depends on the position of the spine, more precisely on the flexibility of the thoracic and lumbar spine. That is, in butterfly swimmers, if the thoracic-shoulder portion of the spine is not sufficiently mobile, the arm will be forced to lift the upper body involuntarily when performing wrist training exercises. This in turn leads to the development of this part of the base locomotors system.

In breaststroke swimming, it is important that the pelvis, especially the knee joint, and the ankle joints move as freely as they want. Because in any of these joints, if the movements are a little bit limited, it becomes difficult to perform wide stretching movements with the legs.

If the mobility and flexibility of the cervical spine is weak, the crawl swimmer will be forced to lift his head up without turning to the side, as required for breathing. In sports, not only 5-10 cm of anger, but also 5-10 mm of extra movement is superfluous, as raising the head of a swimmer upwards further undermines the shape and harmony of the general movements. This, in turn, affects the body's excessive vibration, the general condition of the body, and disrupts the athlete's swimming process.

Athletes do not perform well when swimming with the legs, lying on their chests or backs with the crawl method, when the movement in the calf joints is slow. The reason is that when a person swims in this way, mainly the toes of the feet move the swimmer forward. Therefore, the structure of the paws and their position during swimming are of great importance.

With this in mind, we recommend that swimmers pay close attention to the movement

of their joints, depending on their swimming style, and train them non-stop during training.

When swimming is practiced, the musculoskeletal system is well developed in athletes. It has a positive effect on the proper development of the musculoskeletal system, especially if you start to engage in water sports at an early age. Especially the back, chest, shoulder muscles are well developed. The leg muscles also develop properly.

It is known that muscles contract or lengthen depending on the content, continuity of impulses coming from the lower centers of the brain. Depending on this, the foot or hand makes a movement. Consequently, it does mechanical work and at the same time moves the human body, moving it forward.

The swimmer usually develops the method of his choice in a series of exercises, and in this regard he begins to understand the technique of swimming.

Only an athlete who is able to embody the swimming technique in his brain can achieve a lot. Because all actions are known to him from thread to needle. Now he has to make this habit, which he knows and perceive, by using the appropriate muscles. The quality of a swimmer's technique is determined by how well he or she is able to save energy and prepare for the event.

Proportionality in body structure is to some extent important in mastering swimming techniques. For example, average swimmers with well-developed long-legged weights may have slightly higher performance. This can be seen in the activities of world-renowned swimmers. In most cases, tall, arms and legs are relatively light. It is no coincidence that 14-17-year-old adolescent swimmers often have high performance due to light weight, although their muscle development is not sufficient.

That is why these aspects are taken into account



when choosing a future swimmer. In an adolescent athlete, there may be various changes in the body as an adult. For this reason, anthropometric examination is carried out from time to time, but it should be noted that the height of the swimmer's height and arm-leg length and small body weight cannot be a guarantee of his success, but only serve as a basis for it. In order to achieve high results in sports, first of all, the functional capacity of the floating organism depends on the methods of movement, which are based on the skills and abilities acquired during training.

In the dolphin method, swimmers are usually of medium height, the body is long, the legs are relatively short, the muscles of the shoulders, torso, arms and legs are developed early, and the joints are mobile. Athletes swimming in the backstroke method have high shoulders, long arms and legs, well-developed shoulder and arm muscles, broad chest, and mobile joints.

In the brass method, most swimmers are of medium height, heavy weight, especially the pelvic floor muscles, as well as the well-developed thigh and leg muscles. It is also known that their legs are the strongest energetic. The mobility of their shoulder joints is relatively low, but their knee and leg claw joints are so mobile that this opportunity is very handy in the brass method, and so on.

Muscles of physical workers, regular physical education and sports have a large amount of reserves of substances such as ATF, KF, glycogen, which are a source of energy in the muscles. Therefore, such people do not get tired quickly when exercising, because the above substances are broken down and provide the energy needed for muscle work.

Most people recognize professional swimmers among strangers, paying attention to the shape that suits them and the unique confidence and strength they hold.

Why pay more attention to this particular sport?

First, swimming is a universal sport in which all muscles move with the same load.

Second, swimming is safe for our joints and spine. People who have problems with the locomotor system but don't want to give up movement find a great way to give their bodies the energy charge they need when swimming.

Third, swimming helps to strengthen the immune system and increase the body's protective function.

The popular SPA abbreviation in Latin, Sanis Pierre Aqua, means "health from the water," which means that cool, clean water not only cleanses when touched, but also heals and energizes the body and soul.

There are no age or gender restrictions for swimming. Both adults, children and the elderly can enjoy maximum opportunities for health and physical development from this sport. Swimming is equally beneficial to man in any situation. Regular exercise in the pool will help their bodies feel new and prepare for childbirth, which will be easier for pregnant mothers in the pool after special exercises.

CONCLUSION

From the above data, it can be seen that the normal development of the elements of the musculoskeletal system can be achieved in athletes through swimming. If the musculoskeletal system develops normally in the athlete, it will certainly lead to the proper and positive development of the respiratory system, blood circulation, digestion, nervous system, which are important systems of the body. Therefore, it is recommended that athletes engage in additional water sports, regardless of the type of sport. This, of course, leads to an increase in their physical qualities, the proper development of the musculoskeletal system.



Proper development of the locomotor system in all sports closely helps the athlete to achieve high results.

In fact, proper swimming is another pride of many professional swimmers, as it allows air to be pumped directly from the lungs into the water during movement, endurance, developed chest and strong voice.

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A LOOK AT THE GENRE OF UZBEK FOLK MUSIC

Yuldashev A.

Teacher, Fergana Regional Branch Of Uzbekistan State Institute Of Arts And Culture, Uzbekistan

Azizov S.

Teacher, Fergana Regional Branch Of Uzbekistan State Institute Of Arts And Culture, Uzbekistan

Boboyev V.

Teacher, Fergana Regional Branch Of Uzbekistan State Institute Of Arts And Culture, Uzbekistan

ABSTRACT

This article tells about the Uzbek folk music culture, the diversity and style of Uzbek songs. Uzbek music culture is developing in an ancient and colorful way, while embodying modern traditions. First of all, it reflects the unique forms and styles of unique folk music, classical musical heritage, national composition, modern composition, as well as folk amateurism and vibrant popular pop art.

KEYWORDS:- Melody, song, music, performance, lapar, yalla, ceremony.

INTRODUCTION

Thanks to independence, the focus on our national and spiritual values, the revival of our forgotten traditions in a historically short period of time, has become a priority in the process of renewal and reform for the sake of continuous development. Efforts to develop cultural and musical ties with neighboring and far abroad countries have also become important.

Also, the musical heritage of the Uzbek people, which has its roots in ancient times, is still heard today. He combines his folk art (i.e., folklore) as well as songs and instruments developed in terms of melody structure - epics and maqom music. Heroic as well as heroic - lyrical works - epics also play an important role. The genres of Uzbek musical instruments, as well as the genres

of musical instruments associated with the practice and style of music, are characterized by great diversity and richness. Uzbek folk music, like any other folk art, embodies the aspirations of workers, their lives and morals, and the struggle for social and national liberation. The diversity of Uzbek folk music, the richness of genres and the diversity of its place in life are connected with this.

Along with Uzbek folk music, samples of Uzbek folklore are our invaluable heritage, which has been passed down from generation to generation and renewed for centuries, expressing the culture and spirituality of the people. That is why the head of our country Shavkat Miromonovich Mirziyoyev said: "We have a great history worth envying. We have enviable creative organizations, writers, great ancestors. We have incomparable



riches that are worth envying. And I believe that if we are lucky, we will have a great future, a great literature and art, which is worth envying," he said, adding that this is directly related to folklore (Mirziyoyev, 2017).

Indeed, one of the priorities of folklore is to always respect national values, to study them in detail and make them the object of scientific research.

In this regard, it is worth noting that in our country, along with the highest examples of modern art and literature, great work is being done to make the rich spiritual heritage, which has withstood the test of centuries, a partner, a breath of fresh air for present and future generations.

The essence of art is life, the reality around us, the person and his inner world - his thoughts and feelings. Art assimilates reality through the creation of artistic images rather than other forms of human activity. He seems to recreate the world in a way that directly affects a person's emotions and consciousness. However, the artist does not copy life, events and things. He selects the most common, typical features of an image, understands them all, changes the image, and then embodies it in the form of paintings, poems, and music. Of course, the work of any artist preserves the personal complexity of the author. This is because the objective material of the external world is reworked in the artist's mind and re-created as an original, original creation. However, at the same time, every creative work is also considered a product of public consciousness. Because it has to do with a certain social psychology, a country, a historical event. The social aspect of art is manifested in the fact that one feels the connection of one's contemporaries and people with the past and humanity through artistic images. True art, while creating eternal artistic values, justifies the continuity of generations.

Thus, works of art are a picture of both life and creativity. But art forms are not able to depict different aspects of life to the same extent. Each type of art is characterized by its own means and principles of expression. So what is the art of music? What are its goals and objectives?

Music is the art of intonation, an artistic reflection of reality expressed in sounds. It reflects and enriches the being in a unique way, and helps to understand and change it. It is known that music plays an important role in the life of society. Music is a unique tool that leads a person to spiritual values, serving as a symbol of a person's participation in life and social life, work and leisure. It is considered to be an effective tool of aesthetic education, which shapes the spiritual world and moral goals of the individual. Music itself, its creators, performers and listeners, is an important part of the culture of society. There is no doubt that music is closely related to other arts. Their lively connection is evidenced by the closeness of the intonational basis of music to literature, the rhythmic coherence of which is similar to the art of poetry and dance, the harmonious structure of their works in accordance with architectural forms. I would like to add that works of literature, fine arts, and sculpture often serve as the basis for musical works. Music has this or that content, which is revealed through musical images. These are natural landscapes, events and situations in social life, the inner spiritual world of man. Music is able to express a person's feelings and moods. At the same time, it has the ability to depict natural landscapes, embody images of movement, imitate the sincere sounds of life (birdsong, thunder).

Sound is a physical phenomenon. In turn, the concept of "sound" includes a series of different events, which are interconnected. The source of sound is the vibrational motion of an object (e.g., a wire string). As a result of these actions, sound



waves are created in the air. They affect the auditory system, travel through the auditory nerve to the brain, and produce sound sensations.

In nature, the sounds that the human ear hears are endless. They are noisy - natural sounds like knocking, rustling, squeaking, and musical - singing sounds.

Noisy sounds are also used in musical works. For example: the sounds of a circle, drums, plates, spoons. The human voice is divided into artificial sounds, such as the sound of a musical instrument. Musical sounds are the main means of the art of music and serve to reflect the reality around them. They have been selected in the course of centuries of development of musical culture. organized into a specific system. The basis of the elements of musical expressiveness is the musical sound has its own characteristics. These properties result from the vibration speed, vibration width, vibration duration, and the number and quality of the components of the vibrating body. Genres of Uzbek songs and instrumental music are divided into two groups according to their function and place in life. The first is songs and melodies that are performed only for a certain period of time or under certain conditions. These are: family songs, labor songs. These are lullabies and those that are performed in various ceremonies and performances. The second is songs and musical instruments that can be performed at any time and in any situation. These include: lapar, yalla, tune, song, instrumental melodies, chulama and epic melodies. Each group has its own characteristics. For example, the theme of the first group of song genres, the performance of which requires a certain time or condition, is related to a particular ceremony or other situation, and is distinguished by the fact that it is almost indistinguishable from it. Deviations from the main theme, which are sometimes

encountered, are in the context of lyrical thinking and generalized exhortations. Of these, "Yor-yor" songs have existed among the people for a long time, and examples of them are described in the book "Songs of Uzbek folk ceremonies" by Muzayyana Alaviya. "Yor-yor" has a wide range of topics, sometimes humorous, sometimes cheerful, sometimes light humor, sometimes bitter humor. This is due to many aspects, such as the moral qualities of the unmarried girl, the wedding, and finally the young man who is getting married, his position in society, and his human qualities. In addition, the predominance of the melody in "yor-yor" depends on its performers. For example, when bringing a girl to the groom, the free verses of the song "yor-yor" are sung by the bride's wife or the girl's relative, in which case the bride's good qualities, good manners, and perfection are praised. If "Yor-yor" is performed by the bride's friends, the song may be dominated by the girl's grief, the loss of her parents, the family where she was born and raised, the forced marriage, the inability to reach the lover. So, there are a lot of reasons for what tone, what tone prevails in the world. Uzbek "yor-yor" can be divided into several types depending on the style of performance and the nature of the music. So far, they can be conditionally divided into species such as Fergana, Zarafshan and Khorezm "yor-yor". With further research and observation, the number of these species may either increase or decrease, as the future will show. In general, the melody of all types of "yor-yor" is based on the harmony of narrow-range melodies with a certain metrorhythmic order. Each of them differs in its melody structure, melody character, rhythm, performance style, dialect and emotional impact. Labor songs are sung only during labor: double plowing, harvesting, cotton picking, spinning, hunting, fruit picking, and so on. In these songs, human experiences, labor, types of work, and natural phenomena are



compared. Lullaby songs are the sorrows that mothers inflict on their brown children. In ancient times, the gods were the voices of dreams and hopes of mothers full of human love, the wrath and resentment against unfaithful, cruel lands, the troubled times, the cruel parents. There could be heard the cries of a girl, a slave, a concubine, who had been forcibly separated from her lover, who was being sold for a large sum of money. Modern lullaby songs, on the other hand, take on a completely different modern content.

Lullaby songs are sung by mothers, grandmothers, sisters, women to make child sleep. The difference between lullaby song and other songs is that they can be sung at any time in a home with babies. Lapars, on the other hand, differ from other songs by their eventfulness, their rivalry, and their dialogue with two singers. Lapar's texts are mostly based on love, humor, domestic violence, and parents' relationships with their children are sometimes based on light, sometimes bitter laughter. As a song, Lapar has a small-scale, two-part structure. Many of the features of Lapar's musical poetic basis are the same for the song (even though the song is repetitive).

The terma songs (collection songs) consists of poems on various topics, performed by poets, poetesses, poets, musicians, singers, at weddings, trips, festivals, and in public places in general. Usually, a national terma song is sung to attract the attention of the audience and to set the mood for the narrator and the listener. The terms vary in subject matter. But most of them are didactic songs that call for courage and justice, singing about the bitterness of the world, high and low, good and bad. The melodies are characterized by a certain recitativeness of their melody, a narrow range and a compact form. As a genre, the song consists of independent quartets of finger weight, consisting of a relatively small

range of melodies. At the same time, a complete melodic structure is adapted to each verse. The song is one of the most popular genres, which is distinguished by the diversity and versatility of its content. The melodies are smooth and precise. The song is characterized by repetitions after each verse or after each verse or half of it. Many of the features of the song's musical poetic features are also unique to Lapar.

Yalla has a special place in the Uzbek music genre. It is usually performed in combination with singing and dancing. The melody of the first is relatively narrow, with each stanza and its play being sung by a soloist, and the refrain by each group of musicians or singers. The melody of the second is a wide range, starting with a busy refrain and ending with a refrain. The song is characterized by the length of its melody and the wide range of development, a significant syncopation of the rhythm. Usually, the hymn is based on the romantic-lyrical content of the poetic text, which expresses longing, pain and sorrow. Advanced examples of singing belong to the professional music of the oral tradition. This includes another type of song genre - the big song or the patnis-patnusaki song. Large songs are the main melodic structures that differ in the declamatory nature of their melody, the breadth of their range - about three octaves.

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DEVELOPMENT OF STUDENTS' LEARNING-KNOWING COMPETENCE IN VOCATIONAL EDUCATION

Zokir Toshtemirovich Rakhimov

Doctor Of Philosophy In Pedagogy, Professor, Chair "Social Sciences", Karshi Engineering-Economics Institute, Uzbekistan

ABSTRACT

This article discusses the rapid inflow and large-scale flow of information into society today, the rapid receipt of information, its analysis, processing, theoretical generalization, summarization and delivery to the student, the achievement of quality and efficiency in the educational process, the acquisition of individual knowledge and skills by the student to enhance the knowledge and experience required for in-depth study, the acquisition of integrative knowledge and actions in each independent direction, the requirements for the level of professional training of students, the appropriate use of knowledge, skills and methods, the student's acquisition of knowledge, skills and abilities necessary for the implementation of professional activities of personal and social significance and the ability to apply them in professional activities indicates the competence of the student, and the educational competence of the student is a set of independent thinking competencies, consisting of elements of logical, methodological and social activities related to the specific objects under study, including knowledge and skills in goal setting, activity planning, content analysis, reflection, personal evaluation of activities, competence and learning. The full essence of such concepts as competence, pedagogical conditions, necessary factors and important aspects of the development of students' learning competence in the process of higher education are explained in the article.

KEYWORDS:- Student, education, process, quality, result, competence, ability, knowledge, skill, qualification, necessity, creativity, profession, motive, formation, development.

INTRODUCTION

In these days, in the training of future professionals in the educational process, one of the important directions is the maximum satisfaction of the educational needs of the individual and society, the optimization of vocational training. The main feature of continuing professional training is the adherence to the principle of continuity, reliance on tradition in achieving educational goals.

Important work is being done to reform the form and content of the education system, improve its legal framework, strengthen the material and

technical base, increase the content, form and effectiveness of education[6]. Because the education system has a place in the world, building a prestigious society, ensuring the democratic development of our country and the formation of civil society, its democratization and liberalization, raising the level of political, legal, spiritual, moral, social consciousness and worldview of citizens is considered the foundation of the formation. That is why today one of the directions in the education system - the innovative activity of educational institutions - is identified as a key factor. It is important for every future specialist to understand the need to reform the education system and its importance



in practice to join the innovative processes of educational institutions, and to see themselves in the innovative space where there is an opportunity to create and, most importantly, to learn.

Analysis of the activities of teachers of vocational education in higher education institutions shows that they need to develop professional competence in their subject and the education of a harmoniously developed generation and the ability to apply them consistently in future professional activities.

In modern society, the level of development of a country is determined not only by its technical condition, but also by the professional competence of specialists trained in higher education institutions[3].

MAIN PART. Modernization of the education system, changes in the system of vocational education make it necessary to develop the professional competence of the staff of the educational institution. At present, the state educational standards of higher professional education are being introduced, and innovations are being widely introduced in the content and technology of education aimed at improving the quality of training of future teachers of vocational education.

The English concept of «competence» literally means «ability». The content means «effective use of theoretical knowledge in practice, the ability to demonstrate a high level of professionalism, skill and talent» [8].

The concept of «competence» means having a plan of action in unusual situations, how to behave in unexpected situations, to communicate, to behave in a new way in dealing with competitors, to perform ambiguous tasks, to use conflicting information, to evolve and complex processes [1].

The analysis shows that in the educational

process, many scientists have conducted research on the problems of developing students' learning competencies and improving their professional training. In particular, according to N.A.Muslimov and K.Abdullayeva, competence is the level of independent and creative application of the set of theoretical knowledge, skills and abilities in practice, which is formed in the student's internship and postgraduate activities[4].

As the well-known pedagogical scientist A.R.Khodjaboyev [10] highlighted, "... tools, units, equipment, machines and mechanisms used in the educational process of higher education institutions, schools and vocational schools are not only means of production, but primarily educational tools, which allow students to develop and strengthen their professional skills and abilities that they will have".

Edward Friedrich Zeer evaluates competence as one of the main components of the structure of professional activity, as well as the fact that the person has a focus, professionally important qualities and psychophysiological characteristics [2].

In the researches of Tatyana M. Sorokina, the professional competence of the teacher is interpreted as a unit of theoretical and practical training for the implementation of pedagogical activities. His teaching competence is one of the stages of professionalism that is the basis of a teacher's pedagogical activity [9].

A.V.Khutorsky [11] explains the difference between the concepts of «competence» and «competency» between the concepts of «synonym used». Competence is a set of interrelated characteristics of an individual (knowledge, skills, methods of activity), defined for specific topics and processes and necessary for the qualitatively effective production of them.

A distinction must be made between competence



and skill. Ability is a characteristic feature that can be learned from the observations of action, competence - actions, skills in a particular situation. Thus, skills are manifested in practice as competencies. Competence is something that is a skill, something that enhances action. Competence is formed as a result of conscious activity. The concept of competence is defined as the ability to apply knowledge, skills, personal qualities and practical experience to succeed in a particular field. The main types and content of competence [12] are given below:

Value-content competence is the competence of the student in the worldview associated with valuable ideas, his ability to see and understand the world around us, to be aware of their role and goals, to choose purposeful and meaningful attitudes to their actions and behavior, to make decisions.

General cultural competence is the range of issues that a student should be well aware of, knowledge and experience in their work. These are the characteristics of national and universal culture, the spiritual and moral foundations of human life and humanity, the role of science and religion in human life, their impact on the world, competencies in everyday and cultural recreation, for example, effective ways of organizing leisure.

Learning-cognitive competence is a set of a number of competencies of the elements of logical, methodical, general educational activity of the student in the field of independent cognitive activity, including interrelated with real known things. This includes goal setting, planning, analysis, reflection, and self-assessment in learning activities. Within these competencies, appropriate functional literacy requirements are identified: distinguishing evidence from suspicion, having measurement skills, using probability, statistics, and other cognitive methods.

Information competence is the ability to independently search, analyze and use the necessary information using real objects (television, tape recorder, telephone, fax, computer, printer, modem, photocopier) and information technology (audio and video recordings, e-mail, media, Internet) skills in selecting, organizing, converting, storing, and transmitting them are formed.

Communicative competence includes knowledge of required languages, ways of communicating with others, distant people and events, teamwork skills, possession of various social roles in the team. Students can introduce themselves, write letters, fill out questionnaires, forms, ask questions, have discussions, and so on.

Socio-labour competence is in the field of social and labour (consumer, buyer, customer, producer), civic activities (citizen, observer, voter, representative), family relations and responsibilities, economics and law, professional self-determination means to have knowledge and experience in designation. This competence includes, for example, the analysis of the situation in the labour market, acting in accordance with personal and public interests, and having ethics in labour and civil relations. Students have the social activism and functional literacy skills that are minimal necessary for life in modern society.

Personal self-improvement competence focuses on learning ways to develop physically, mentally, and intellectually, manage emotional feelings, and support oneself. The real object is where the student himself emerges. He constantly manages his activities with his own interests and abilities, which are manifested in the development of personal knowledge, psychological literacy, culture of thinking and behavior, which are necessary for modern man. These competencies include the rules of personal hygiene, personal medical care, sexual literacy, internal



environmental culture. It also includes a number of features related to the basics of life activity safety.

The main components of competence are as following:

- Knowledge, not just information, but fast-changing, dynamic, changeable, information that you need to find, that you don't need, that you turn into your own experience.
- The ability to apply this knowledge in a given situation to understand how to acquire this knowledge.
- Adequate (appropriate) assessment - themselves, their world, their place in the world, their specific knowledge, the necessity or uselessness for their activities, as well as the method of obtaining or using them.
- Competence develops on the basis of mobility of knowledge, flexibility of method and critical thinking. Competence development in the learning process is based on:
 - Achieving a goal and organize one's own success, to explain one's goal;
 - Planning, analysis, reflection, organization of self-assessment of educational activities;
 - Asking questions about the evidence being examined, searching for the causes of events, understanding or pointing out misunderstandings in solving the problem being studied;
 - Defining cognitive tasks and making assumptions; selection of observation or experimental conditions; select the necessary tools and equipment, have measurement skills, work with instructions;
 - Applying their knowledge of analytical and statistical methods;

- Describing the results, formulate conclusions;
- Oral and written presentation of research results using computer tools and technologies (text and graphic editors, presentations);
- Having the experience of perceiving the image of the world.

Educational competencies play an important role in the formation of highly qualified professionals, as they provide the professional movement of graduates of educational institutions who can change the scope of their specialization and professional activity if necessary. Thus, learning competencies are a factor of social competitiveness. The formation and development of learning activities takes place during the transition from external management to self-management and self-organization.

The competency-based approach is one of the new conceptual guidelines for developing educational content [5].

According to modern educators, the acquisition of vital competencies allows a person to travel in modern society, forming a person's ability to respond quickly to the demands of time [7].

The term "competency approach" refers to the core of the learning process for the formation and development of a person's main (key, core) and subject competencies. The result of this process is the formation of a person's general competence, a set of basic competencies, an integrative description of the person. Having such a character should be formed in the educational process and have knowledge, skills, relationship experience, work experience.

A competency-based approach to education is related to current approaches to person-centered learning because it can be implemented and tested in a specific demand process that is



individual to the student and performs a specific set of actions.

Competence is a requirement for the educational training of a specialist, which is necessary for effective work in a particular field.

Competency is the acquisition by a person of competencies related to the subject of activity.

Based on the above, we have given our working definition of competency. Competency is the acquisition by an individual of interrelated characteristics of an individual, including a personal relationship and a subject of activity.

Learning-cognitive competence ensures the effectiveness of the development of professional and special competencies, which allows its development to be considered a priority of modern education.

Learning-cognitive competence takes precedence in a certain part of an individual's competencies, ensuring that a person acquires a comprehensive and diverse cultural world.

In our opinion, learning-cognitive competence is the main competence aimed at expanding knowledge, mastering the methods of cognitive activity, the formation of certain knowledge and skills in educational activities, the development of creative thinking and independence in learning activities.

Therefore, we have defined the learning-cognitive competence of future vocational education teachers as the acquisition of specific competencies that form the theoretical knowledge, practical skills and competencies necessary for them in preparation for independent learning activities.

We believe that the following skills should be used as criteria for improving the learning-cognitive competence:

- The ability to set goals and organize their capabilities, to explain their purpose;

- Formulating cognitive tasks and make assumptions;
- Analysis of one's own learning activities;
- Acquiring knowledge independently;
- Implementation of reflection (reflection) in their educational activities;
- Self-assessment in their learning activities;
- Present the results of their research orally and in written form.

RESULTS AND DISCUSSIONS

The following main factors are based on the professional and methodological training of future teachers of higher education in higher education institutions, which are:

- Professional and methodological training of future teachers of vocational education;
- Professional and technological approach to the creative formation and development of the personality of the future teacher of vocational education in the context of modern information technology on the basis of systematic, pedagogical integration;
- Equipping future vocational education teachers with methodological knowledge, as well as methodological knowledge;
- Expanding and deepening the structure and content of the methodological system of training future teachers of vocational education.

Among the important pedagogical conditions that contribute to the professional formation of a future engineer-pedagogue are the following:

1. Material and technical conditions (educational buildings, classrooms, training workshops, practical-laboratory equipment), information technology (radio, television, computer, copiers,



- laboratory equipment, tape recorders (audio, video), simulators, video projector, availability of a set of technical means, etc.).
2. Educational-methodical normative documents (state educational standard, standard curricula, working curricula, model and working curricula, textbooks, manuals, methodical recommendations, additional special literature, visual aids, lesson plans, projects, et cetera).
 3. Potential of scientific and pedagogical staff (professors, associate professors, teachers, qualified teachers, supervisors and technicians).
 4. Social and educational-technological environment (teachers, students, leaders and students, as well as the content, direction, unity of purpose, etc. of student interactions).
 5. Consistent, continuous and systematic organization of organizational and educational-practical activities.

Future vocational education teachers have a special role in the effective organization of the process of professional formation, as well as educational tools.

The interrelationships between engineering and pedagogical activities contribute to the decision-making of the technological approach. Technology is a set of methods that serve to change raw materials, materials, semi-finished products, their processing, as well as their condition, shape and properties.

Simple production technologies have existed since ancient times and have found expression in the content of pedagogical activity. Since technological knowledge, skills and abilities are not transmitted to the younger generation in a biogenetic way, man has mastered it only in the

process of necessary training.

By the nature of human activity, pedagogical activity has been its structural basis, as well as an important element of the technological system. Given the genetic interdependence of pedagogical and production activities, the following opinion can be expressed: pedagogical technology in the process of its development has never been separated from production technology (in turn, production technology is pedagogical technology). The level of development of production in all periods was determined by the level of skill of the worker, which in turn depended on his education.

The interrelationship between the disciplines of the pedagogical category and the general engineering disciplines is due to the interpretation of special production technology in the form of art, skill and ingenuity. This idea is still in use at these days.

The transition of secondary special vocational education institutions to the regional level will increase the prestige of the specialties involved in the regions, improve the quality of vocational education, attract employers to cooperate with vocational education institutions, order the training of specialists required in the region.

In summary, the modernization of the vocational education system is associated with the transition to innovative development of the country, the need to strengthen the position of the Uzbek education system in the world market of educational services, the search for new approaches to improving the quality of training in vocational education.

The transition to an information society, which places high demands on the intellectual potential of future professionals in higher education, is aimed at changing the technology of the education system, its technologies and teaching methods, in particular, an active approach to



solving educational problems.

CONCLUSION

The development of students' learning competencies in the educational process allows them to form professional competencies aimed not only at acquiring specific knowledge and skills in the field of engineering and technology, but also the ability to apply them in practice.

In addition, students increase their technical literacy based on the formation of professional competencies, use the ability to perform exercises and practical tasks, organize scientific work with students, use information technology and the ability to independently develop the content of curricula of secondary special vocational education institutions.

Competency (especially professional competency) is formed on the basis of pedagogical and methodological approaches.

Many educators reveal the specifics of vocational education in the restoration of professional pedagogical competence and develop new approaches to teaching, modeling various aspects of pedagogical activity and personality. In our opinion, this will significantly change the content of the professional competence of future vocational education teachers and will be in line with the requirements of society, the social environment and a specific area of professional and pedagogical activity. The following are given as suggestions:

1. The formation of professional competencies in the process of vocational training should be carried out not only with traditions, but also with the introduction of new educational technologies, using innovative forms, methods and tools that ensure the effective implementation of new activities.
2. Improving the management of vocational

education - the transfer of management and control of vocational education institutions to higher education institutions. Strengthening cooperation with higher education institutions.

3. Improving the quality of vocational education - the involvement of leading professors and teachers of higher education institutions, the organization of master classes with their participation, the exchange of teachers in the analysis of the lessons, work on overcoming shortcomings through mutual exchange of views.
4. Relying on foreign experience in the development and reform of the education system - for example, the «dual system» in German vocational education (i.e., the system of cooperation with industry) carried out in areas related to agriculture. We are far from convinced that this is exactly what needs to be done, but it is inevitable that the educational process will be effective if the link between theory and practice is systematically established.
5. Improving the content of vocational training of future professionals through the integration of education, science and industry - to improve the professional training of future professionals, it is necessary to strengthen cooperation and increase the responsibility of higher education, vocational training and production organizations.

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LITTLE FEATURES OF FOREIGN EXPERIENCE IN EDUCATION OF CHILDREN IN PRESCHOOL EDUCATIONAL INSTITUTIONS

Marhabo Khudoykulovna Kilichova

Teacher Of The Department Of Preschool Education Methods, Faculty Of Preschool Education, Jizzakh State Pedagogical Institute, Uzbekistan

ABSTRACT

This article discusses the specifics of foreign experience in raising children in preschool education. In Japan, Korea, the United States, Germany, the United Kingdom, and Russia, the preschool education system has its own peculiarities of child rearing. There are also specific recommendations on the correct choice of educational tools in preschool education. It was also noted that an analytical approach is needed in the use of best practices abroad. The specifics of the entire national education system are also highlighted, and the main tasks of pre-school education and upbringing in Uzbekistan are outlined.

KEYWORDS:- Preschool education, educator, foreign experience, developed countries, educational tool, Uzbekistan, Japan, Korea, USA, Germany, UK, Russia, concept, national programs, child, person, citizen, best practices, national moving games, technocratic, information, modern pedagogical technologies, family, mother, duty, position.

INTRODUCTION

Uzbekistan is making rapid progress in education reform. Because the purpose of the large-scale reforms is being carried out today is to bring up a harmoniously developed generation that will ensure the future development of Uzbekistan. In this regard, the Eastern thinker Abu Nasr Farobi said that the main task of education is to bring up a mature person for the existing society".^[1]p.17, 1^[2]

Indeed, the main criterion of the ongoing reforms in the field of education is aimed at educating a

generation that is physically and mentally healthy, with intellectual potential. Preschool education was the primary link in this system of education. In recent years, laws and decisions aimed at reforming and developing the system of preschool education in Uzbekistan have been adopted and put into practice. Resolution of the President of the Republic of Uzbekistan № PQ 4312 of May 8, 2019 "On approval of the Concept of development of preschool education in the Republic of Uzbekistan until 2030" ^[2]for example, this concept the development of educational services, in a word, encompasses the target tasks of the development of the preschool



education system and defines the priorities and stages of the process.

Further development of the preschool education system also requires the organization of foreign experience, analysis of their achievements and the implementation of best practices of developed countries without abandoning national education.

Accordingly, the best practices of several foreign developed countries were analyzed.

METHODS

In Japan, children are sent to school when they reach the age of six. Until then, the children will be educated in kindergarten. During kindergarten, teachers teach children to read simple calculations, as well as the "hiragana" and "katakana" alphabets, as it decreases over time.

In Japan, pre-school education usually begins in the family. For Japanese women, motherhood comes first. Many Japanese women say that raising children is the goal of their lives. In Japan, 59.9% of preschools are private and 40.8% are public.

In Japanese kindergartens, a child's skills of dealing with life's problems are gradually formed from an early age, using unique parenting techniques.

For example:

At the age of 1 year, the child is taught to feel less confident;

At the age of 2 he is trained in manual labor through applied arts;

At the age of 3, children develop a sense of duty;

At the age of 4 he is taught to distinguish between good and evil;

At the age of 5, the child develops leadership qualities, teaches them independence and develops skills in making plans and

implementing them.

In Japan, boys and girls are raised differently. Boy is seen as the future support of the family and is taught to overcome difficulties from childhood. Girls are also prepared for housework from childhood.

In Japanese kindergartens, children are divided into small groups of 8 people - "khans". These children are given fewer jobs in kindergarten, and they choose fewer "khans". In this way, they are taught to work in a team from an early age. In each foster group in this group, skills to form a small position are formed.

The Japanese also pay a lot of attention to environmental education. They are building an entire island from compressed waste today. Of course, children also contribute to this. [p.669, 8]

Preschool education is provided in preschools in the United States, including public and private nurseries, kindergartens, and preschools. The state actively supports the educational mission of pre-school education institutions and provides financial assistance for the pre-school education and preparation of children for school.

Many 5-year-old American children attend preparatory classes in kindergarten. In this class, children prepare for fluency in elementary school, that is, they gradually jump from month to month to master reading, writing, and other necessary skills. Sixty percent of five-year-olds attend public preschools, but many parents prefer private preschools.

In Korea, kindergartens are not part of the general education program, with parents enrolling children in private institutions. Children from 3 to 5 years old are admitted to the kindergarten. Children over the age of six usually go to school. Since the 1980s, the number of children attending kindergartens and preschools has increased dramatically: there



were 66,433 children attending 901 institutions in 1980, compared to 7,792 in 1987, bringing the number of children enrolled to 397,020. The number of educators and teachers has also increased, most of them women.

Korean kindergartens are divided into the following types: primary; average; high. The South Korean pre-school education system is mainly focused on teaching a child basic all-round developmental skills. From the age of three, children learn to read and write in Korean and English. From this age, children learn the secrets of mathematics. Koreans pay special attention to the physical health and vigor of children, as well as the lack of music lessons. From kindergarten onwards, children are given a very large amount of homework, and in addition to translating individual words and sentences in English lessons, children are organized to fluently and simply adjust their little thoughts and opinions in English.

In Korea, children over the age of 6 are accepted for primary education until March 1 of the school year. However, 5-year-olds are also eligible to enter the school, which requires the permission of the person in charge of the school.

The main task of the kindergarten is to create conditions for the full development of families. Kindergartens mainly teach music, drawing and arithmetic. In Korean kindergartens, great emphasis is placed on the formation of independence in children. (Pp.47-48, 4)

In the UK, education is usually focused on the child, not the subject or teacher being organized. Such an approach is based on the history of English education, the development of which was influenced by Russo, Frebel, Montessori. They believed that it was necessary to develop the individuality of the child and protect his independence. The main objectives of preschool education are: to meet the needs and interests of each child, to respect the difference between

children. It is assumed that the child has an inner desire to flow, is curious and energetic by nature. Training should be conducted during the month the child is offered. The main task of the teacher is to support the moon, not by teaching the child, to provide him with various materials for research. (5)

German law provides for the right to free pre-school education. Children can be taken to kindergarten from 4 months. Many Germans exercise this right. In Germany, grandparents who are members of the older generation have no concept of the obligation to retire and look after their grandchildren after they are born. That is why parents are forced to send their children to kindergartens and nurseries.

The various forms and types of German preschools (MTCs) are as follows:

1. Waldkindergarten (forest from the German word Wald, Kindergarten). The idea of creating such kindergartens began in Scandinavia. Often such gardens are located in the woods. Kids are always outdoors, organizing trees and other plants, making different things from natural materials. Children are taught to love and care for nature.
2. Bauernhofkindergarten (from the German word Bauernhof, a farmer's yard, a castle; Kindergarten). Such gardens will be located on dekan farms, farms or nearby lands. The children help the farmers to feed the cattle, grow vegetables and fruits in the fields and orchards until they are strong enough.
3. Reggio-Kindergarten. The concept of creating such kindergartens originated in the Italian city of Reggio Emilio, and the name is derived from it. Such a preschool is reminiscent of a large room (hall) in the middle, reminiscent of a market (fair) area, and a building leading from it to different "neighborhoods" of the town in small rooms. The environment in which children are



housed in this type of kindergarten is called the primary caregiver. Every morning, the children meet with the tutor in a large room to discuss the day's plan, and then disperse to the rooms. One room will be converted into a room for construction and assembly of various constructors. Here children can play with cubes, collect constructors. There is also a drawing room, where paint and paper are usually hung on the walls. The children are dressed in special clothes and they can paint the walls, the floor, each other wherever they want. There are also craft, music and other rooms. In such kindergartens, educators help children only to take up space around them.

4. Freinet-Kindergarten. This direction of preschool pedagogy derives its name from the Italian family couple, who developed a unique approach to the upbringing of children. The main principle of this direction is the complete freedom and independence of the child. In Fryneth Kindergarten, children decide for themselves what to do, how to play the moon, what to do, when to eat and sleep. In the so-called "Children's Conference", children set their own rules of conduct within the MTC. In such kindergartens, great emphasis is placed on creativity, role-playing games, experiments, excursions to nature or the city's enterprises and organizations.

5. Integrated kindergartens. In this type of MTCs, physically and mentally ill children are brought up together with healthy children. Such an environment is seen as a great opportunity for ordinary children to organize resilience, tolerance and respect. Children with disabilities are not isolated from society, they are less likely to communicate and interact with their peers. The large number of such kindergartens and schools in Germany creates favorable conditions for people with disabilities to live, study and perform.

6. International kindergartens. Such MTCs are designed for immigrants and are often organized by a small number of immigrants for their children. There are many Turkish-German, Jewish, Russian-German kindergartens in Germany. The concept of these institutions is based on the principle of bilingualism 1. That is, there will always be a German-speaking tutor in the groups as well as a native-language tutor with the children. In doing so, children learn both their parents' language and German.

Russian-German kindergartens often use programs by Russian authors. It also includes classes dedicated to many holidays in Russia, such as Maslenitsa, March 8, and New Year. [6]

The state policy of the Russian Federation in the field of education is based on the ideas of humanism and democracy, which are reflected in the Constitution and the Law "On Education". These documents explicitly state that education is a process of education and upbringing aimed at the interests of the state, society and the individual.

The structure of Russian education consists of curricula and state standards and directions of different levels, as well as governing bodies of institutions outside the education system and subject to the education system. Preschool education is the first stage of the education system in the Russian Federation. The idea of providing educational opportunities for even the youngest children appeared in 1918 after the creation of the "Regulations on the Unified School of Labor." From the date of adoption of the statute, every child is guaranteed the right to discharge from birth.

The pre-school education system in Russia is constantly evolving, constantly updating, changing its appearance and improving.

The first teachers for a child are his parents. They must raise children physically,



intellectually, and morally from infancy. The activities of pre-school educational institutions (PRE) are aimed at helping families to acquire knowledge and at the next stage of education.

Russia's preschool education system is based on the Concept of Modernization of the Educational Process. This concept emphasizes the importance of ensuring the quality of education. This document is based on the Law on Education, the Constitution of the Russian Federation, the Model Regulations on MTC and other decisions of the Ministry of Education. This Concept emphasizes the need to update the content of education based on the useful experience of individual organizations. [7]

CONCLUSION

In general, preschool education organizations are required to choose the right method of education, to conduct education and upbringing in an integrated manner. However, in the Eastern countries, education is a priority in the educational process. Because in the formation of personality we have the main emphasis on upbringing. The reason is that moral education plays an important role in the development of the individual. At the same time, in connection with civic education, a person develops such qualities as belonging to the state, patriotism, responsibility, having a life position. This method of upbringing also plays an important role in the upbringing of the nation. The nation's understanding and respect for values, its unity around noble ideas and ideologies, will inevitably depend on their upbringing from a young age.

In conclusion, we can say that today a new approach to the educational process in preschool education and upbringing is required. At the same time, it is necessary to introduce the best practices of developed foreign countries into the national and modern education system through the organization, analysis and filtering. For

example, in the field of child rearing, Japanese educators have found a way to save the young Japanese generation in Uzbekistan. Today, some of our people are collecting and taking away the moving moons that they don't play because they aren't modern, and passing them on to their super-modern children.

The reason is that modern children's games have become too technocratic. They lack human spirit, charm, pleasure and emotion. This means that we must make effective use of our national means of education. Along with didactic games developed on the basis of modern pedagogical technologies, we must not forget about the national games inherited from our ancestors. Because these months have such unique features, through which positive qualities in children, such as intimacy, cohesiveness, willpower, are formed through certain actions. Of course, this requires taking into account the age of the child. [p. 634, 9]

Therefore, in choosing the means of education in preschool education, it is necessary to adapt the best practices of foreign countries without giving up the moral, physical, labor education of a national character. There will be healthy competition among preschool education institutions. This process, in turn, will serve to bring up a healthy, educated and intellectually gifted generation for the new Uzbekistan, the third Renaissance.

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THEORETICAL ASPECTS OF THE INFLUENCE OF MOTIVATION ON INCREASING THE EFFICIENCY OF PHYSICAL EDUCATION

Nabijon Narzikulovich Norboev

Lecturer, Department Of Sports Management, Termez State University, Uzbekistan

ABSTRACT

A large role in maintaining and strengthening health, optimal body tone is played by rational motor activity, which for children and adolescents can be implemented at physical culture lessons in order to correctly form their motor skills and abilities, master the basic principles of improving physical qualities and educating the need for their implementation not only in physical education lessons, but also at home, in everyday life. Unfortunately, in recent years, students' interest in physical activity has been steadily declining. That is why this article substantiates the need to increase the motivational sphere among students for physical education.

KEYWORDS:- Theoretical aspects, physical education lesson, students, physical education teacher, motivation, interest in classes.

INTRODUCTION

With the development of society and modern technologies, the attitude towards physical culture is changing. In connection with the increase in the time that the younger generation spends in a sitting position for lessons in front of a computer monitor and TV, there is a growing need to motivate students to exercise during the school day, as well as in their free time. That is why the formation of motives for such activities is an important need of society, because systematic physical education contributes to the development of basic physical qualities, fostering will, courage, perseverance, have a positive effect

on health promotion, increase mental performance and social adaptation [1, pp. 47-51].

Analysis of the development of pedagogical theory and practice shows that at all stages of the formation of vocational education, scientists searched for new approaches and criteria for motivating schoolchildren to learn, the formation of interest in physical activity.

METHODS

The study of methods of physical education, in particular the formation of a positive interest in physical education of schoolchildren, has recently attracted special attention as teachers



and scientists and is a promising direction of scientific research in the system of national education and upbringing [2, pp. 405-413].

The objective of the research is to summarize the data of scientific and methodological literature on the issue under study; to analyze the main directions of increasing schoolchildren's motivation for physical activity, to identify the main ways of developing interest in physical education.

THE MAIN FINDINGS AND RESULTS

An important component in the structure of teaching motional actions at physical culture lessons is the motivation of students to practice. It can be defined as a complex multi-level system of pathogens, including needs, motives, ideals, aspirations, attitudes, emotions, values, etc. A person's activity is mainly determined by the purpose of his activity. The specificity of human motivated activity is that it is always purposeful [3, pp. 64-74].

In a general sense, a motive is what stimulates a person to take a certain action. According to a number of scientists, the motives that are guided by teachers when teaching have a significant impact on the course of the learning process.

The motives may be different, but in all cases they must be positive. It is important for a teacher to know what motives and interests each of the students should have (for example, come to a specific lesson). For the most part, it is the motives that determine the future course of the entire learning process [4].

Interest is one of the main components of motivation. Interest is a conscious positive attitude towards something that prompts a person to be active in learning about the object of interest. Enthusiasm includes the idea of an object; a sense of satisfaction that evokes the object; attitude to volitional efforts, the influence

of a pleasant or positive feeling on the will. For their part, interests are characterized by orientation (they distinguish material, spiritual, intellectual, social, cognitive, sports, professional interests) and selectivity (interest in sports games, in the profession of a physical education teacher) [5, pp. 1348-1354].

Spiritual interests develop most effectively when there is a possibility of their satisfaction. The main motives and driving forces of a social subject, group, class, and society appear in interest. It is by their presence and content that one can judge the comprehensive both physical and intellectual interest of the teacher [6, pp. 381-383; 7].

Intellectual interests are knowledge of the subject and methodology, cultural outlook, understanding of children, the ability to communicate with them, the ability to maintain discipline, unite the team, organize individual and collective activities to form sustainable interests in physical exercises or motor games and, on their basis, foster a positive attitude towards physical culture and sports [8; 9, pp. 73-79].

The formation of interest in the study of certain motor actions in physical culture lessons is as follows: verbal forms of influence on the consciousness of students should be rationally combined with practical methods, showing, repeating and checking the volume of memorizing the content and sequence of exercises, understanding their place and role in the student's day regimen ... First, methods and techniques of explanation are applied, then exercises are demonstrated, and at the end - instructions aimed at conducting independent studies [10, pp. 43-47; 11; 12, pp. 181-184; 13].

The upbringing of students' interest in physical education is the subject of special attention both in the theory of pedagogy and in the methodology of physical education. This is due to



the fact that in adolescence, schoolchildren undergo a transition from a natural need for movement to a conscious need for physical exercise. Such an approach, as you know, requires strong-willed efforts of students, which in adolescence are not yet sufficiently formed. Therefore, in practical work, it is necessary to rely on interest, which is a great driving force, can significantly enhance motives and attract schoolchildren to regular physical exercises [14, pp. 155-159; 15].

The mastery of the educational material, the development and upbringing of the personality in the process of teaching motor actions occurs only with the manifestation of its activity in the educational and cognitive activity. Organized activities, in which a person participates without desire, practically does not develop it. In any case, it is important that a clear personal motive for physical education lessons was formulated and a steady interest in them developed [16, pp. 56-62].

Interest is a constant effort of the student's energy, that is, it can facilitate the performance of the activity (when he is interested, he does not need to force himself to strain), or, conversely, stimulates volitional effort, helps to show patience, perseverance, perseverance, and supports purposefulness.

RESULTS

The formation of interest in physical education is based on the principle of building the pedagogical process of consciousness and activity of students. The essence of this principle is as follows: if a student understands the essence of the task and is interested in solving it, then this speeds up the learning process.

Based on the studied sources, it is possible to systematize the development of interest in playing sports as follows:

1. Interest in knowledge. Its essence is based on

obtaining satisfaction of the very process of mastering the whole body of knowledge, abilities and skills of certain types of physical exercises in physical education classes.

2. Cognitive interests are divided into the following levels: lower (an elementary level of cognitive interest, which is determined by attention to specific facts, knowledge, descriptions, actions according to the model; medium (interest in additions, causal relationships, to their independent establishment); higher level (manifested in interest in theoretical problems in creative activity with the aim of assimilating knowledge).

1. To develop interest in physical education classes, the following methods are used:

1. Exciting learning: the novelty of the teaching material; the use of vivid examples and facts in the process of presenting new material, historicism, demonstration of the practical application of knowledge in connection with the life plans and orientations of students, etc.

2. Use of new and non-traditional forms of education: problem-based learning; heuristic learning; training with computer support; the use of multimedia systems; use of interactive computer tools, etc.

3. Mutual education: peer review of peers' answers; helping weaker students, etc.

4. Participation in discussions and discussions: defending one's own opinion; posing questions to your comrades and physical education teachers; analysis of personal cognitive and practical actions.

Based on the data of scientists, it is obvious that the development of students' interest in physical culture classes largely depends on the influence on their intellectual (the formation of a system of



knowledge in schoolchildren about the influence of physical exercises on the development of the body, skills and abilities to independently engage in physical exercises based on the implementation of inter-subject connections of physical cultures with human biology, valeology and other subjects); emotional-volitional (emotional-volitional influence on students, aimed at forming a positive attitude towards classes in children) and motivational (influencing the motivational sphere in order to form positive motives in children for physical self-improvement through the use of various methods of stimulating and motivating) spheres.

The most important task of a physical education teacher is to interest the student in the subject, as well as to form an idea of his own health. Only when children realize the real possibility of such an impact on their own body, it becomes possible to effectively solve motor problems, which is the content of any educational lesson.

DISCUSSION

Many experts share the opinion that the lack of pronounced abilities can be compensated by the development of other important professional qualities - hard work, honest and serious attitude to one's duties, systematic and constant work on oneself. The physical education teacher's ability to use a person-centered approach and various methods of stimulation and reward can be primarily directed to students with reduced abilities.

A number of research studies by scientists testify to the complex nature of the influence of conditions and a certain rating of some of them: urban and rural living, which does not generate a significant difference of interests; and the age and gender of students and students have a significant impact on the difference of interests.

The center for general interests of classes in the

sports section, classroom teaching, has a significant influence on the development of interests in learning. Scientists established in parallel groups different sides of the general structure of interests, different levels of their maturity, and ascertained different forms of manifestation of interests. If we assume that engaging in a favorite sport is based on sympathy, then we can assume that there is a certain relationship between sympathy, aspiration and the strength of interests of student youth. As a rule, the community of interests gives rise to sympathy among young people for each other, and sympathy in the process of two-way communication causes the approximation of interests. The physical development of boys and girls at different levels of education, as a rule, forms significant differences of interest due to the difference in interaction algorithms.

CONCLUSION

Analysis of scientific and methodological literature and the practical experience of scientists indicate that the effectiveness of the school process depends on highly qualified teachers. Not an exception is a specialist in physical culture, which, with the help of the acquired knowledge and experience, implemented in a certain sequence, is able to teach students the skills and abilities from many sports, to form in them an interest in learning, to encourage a healthy lifestyle.

An important condition for the effectiveness of the learning process at physical education lessons is the formation of schoolchildren's motivation for such activities, which are the subject of special attention of teachers.

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A LOOK AT THE MUSIC EDUCATION IN SCHOOLS: FORMS AND METHODS OF MUSIC EDUCATION

Shermatova X.

Teacher, Fergana Regional Branch Of Uzbekistan State Institute Of Arts And Culture, Uzbekistan

ABSTRACT

This article discusses the teaching of music education in general secondary schools, music perception, dance and rhythmic movements, instrumental and creative activities.

KEYWORDS:- Music, instrument, song, rhythm, literacy, timbre, aesthetics, education, upbringing.

INTRODUCTION

Music education is one of the most basic and complex of aesthetic education, requiring children to be taught to perform in an understanding of the art of music from an early age. Accordingly, the purpose of aesthetic education in all schools and out of school institutions is to create conditions for children to engage in music, painting sculpture in and art education. Music is also an important and effective means of educating children and youth in the spirit of patriotism. First of all, the specific themes of the lessons, which help to explain the essence of music in the lesson, are derived from the main themes assigned for each quarter.

The year, the quarter, the themes, the inclusion of our national music in the program will help to make the lesson more interesting and meaningful.

Secondly, music literacy is not seen as independent part of the curriculum, but a

musical activity that explores the subject matter.

Thirdly, in order to make the lesson interesting and increase the effectiveness of teaching, new musical activities such as dance children's musical instruments such as rattles, spoons, etc. are used to accompany the music, as well as musical creativity. These activities are of great interest to students due to their playful nature.

Therefore, all the music activities used in the lessons are an integral part of the lesson topic and a logical part of it. In this case, a music lesson is a complex (integrated mixed) type of lesson, in which the subject of lesson is subordinated to the general theme, logically interconnected and applies to the following musical instruments. Music perception (listening), singing, rhythm movements, clapping and playing instruments, musical creativity, etc.

Cognitive music is one of the most important activities in the classroom. It happens in two cases. In the first case, a particular work is listened to and performed and its artistic aspects



are described in a simple musical pedagogical way. Through listening, they gain understanding of the work, the musical features of the work, the genre, the structure, the means of expression, the performance, and the artistic content. In the second case, the musical work is studied first by listening to it and then by setting it in one way or another and its artistic content is expressed in practice. For example, a song to be studied is firstly performed by a teacher or once or twice on a magnet, a discussion is held about the nature of the work and then the study begins. It took a long time process for teachers to develop an understanding of the specifics of listening to Uzbek music. With the help of a teacher, students gradually develop the ability to listen and analyze a piece of music.

Dance music is first listened to and after the description of the melodies are understood the expressions of dance movements is studied. Often the work is studied in a combination of activities: listening, singing, dancing and so on. This method of training allows you to study the work in depth and at the same time develop complex skills. In a musical lesson, all the activities are logically interconnected on the basis of a specific topic, resulting in a logical unity of the lesson.

Music literacy. All their activities are theoretically important as a unifying activity. The course explores the work in which the activity is used (listening, singing, dancing etc.) and develops new insights into its characteristics (genre structure performance, etc.). Therefore, a set of general musical knowledge concepts of students in music literacy activities (musical forms, genres, instrumental performances, folk, and compositional music, their ideas, the status of national music, classical music notation, etc.) their focus is on shaping.

Dance and rhythmic movements. In this activity students' musical abilities are important for their

physical development, as well as for developing their sense of rhythm and expressiveness. This is especially important for elementary school students. It should be noted that the Uzbek people are famous for their national dance. However, given the fact that dance lessons are almost non-existent in the school curriculum, it becomes clear that there is need for elements of national dance in the content of music lessons. That is why it is important for a music teacher to know the basics of our national dance.

Applause and children's playing activities are important for both teachers' musical learning skills and performance skills. This activity should be carried out in the primary school in connection with the playing of national instruments and the understanding of their timbre. This involves the teacher's use of percussion instruments such as circles, chisels, spoons, and small safoys and the development of rhythmic accompaniment to melodies transmitted by magnetic tapes.

Singing activities are necessary to develop students' musical reading skills and performance skills. During group singing in the classroom, the student controls his or her own vocal performance, listens to and observes his or her peers' performances, and strives to interact with them. After all, listening and singing are part of the curriculum. In addition to, learning through singing and listening activities, they will also be able to master musical instruments and musical descriptions through playing musical movements and creative activities. For the first time education is included in the new curriculum. This activity is very important for the child to develop musical thinking research and creative skills. This activity is performed by the student in a circle with the help of creative actions, such as finding the appropriate melody, especially dance moves composing a melody on a piece of poetry.

It is recommended to use a wide range of playing



techniques to perform musical movements and creative activities. These activities are based on more game features. The new curriculum provides a wide range of works for listening and singing. It allows students to selectively teach their work according to classroom opportunities and important dates of the school year. At the same time the student has the right to make extensive use of new works that are included in the program, but are artistically high, educationally important, in accordance with the characteristics of the youth of the students, the practice of cognition.

Works describing music literacy, instrumentation dance and movement as well as musical activity are also conditionally given. They can be changed depending on the course conditions. This requires a creative approach to lesson planning and preparation. It should be noted that although the content of works and lessons in the program is specified for each type of activity, but in the planning and conduct of the lesson musical activities should be based on the content of the lesson and reveal its essence. Thus, in the lesson, the musical activities are logically combined to convey the content.

A music teacher needs to address different teaching methods. He or She should be able to create his own music using the optimal methods of teaching music, starting from the type of activity he has a positive attitude to the lesson, without following the plan of the state of program. The use of non-traditional teaching methods and the creative organization of the lesson play an important role in students' interests in knowledge. At the same time the use of non-traditional methods in the educational process such as lessons, concerts, lesson discussions, develops students' musical abilities broadens their horizons of independent thinking. In such classes, the child feels free. In the lesson the teacher not only describes the topic directly

but also organizes a variety of student activities. Instructional materials and pictures related to the content of the lesson (music literacy tables, posters with the melody and lyrics of the song being studied representing a song or a musical image art pictures and song collections, educational films etc.) should be used as much as possible. Assessment of students' department and skills is of great pedagogical importance in improving the effectiveness of lessons. It differs in its features. This issue should also be approached comprehensively.

Students who need to be assessed should be identified and asked questions about topics that have been covered during the lesson and encouraged to give more feedback through greater involvement in research and practice as well as the identification and fair assessment of skills. Asking alone in the classroom can be tedious and prevent you from making the most of your time. In addition, this method reduces the logical continuity of the lesson and the activity of the class.

A well prepared student will have the right to increase the program requirement in gifted classes that have excellent in the field of music. At the same time it is important to pay attention to the organization of individual music education for students and to involve the parent community in this work. As a result of regular activities in the field of music during the teaching period students become literate, love music, listen large musical works, as well as concerts, music broadcasts on radio and television, as a result they grow as active participants in amateur art clubs. Class teachers and parents need to work closely with the music teacher to make these happen. The success of some schools in this area can serve as a model for their schools, so it is important to share their experiences. The modern education system provides for the use of all types of visual aids



television tape recorders technical equipment music news as well as lessons in social sciences pedagogy specialization knowledge and skills.

The modern structure of the science of music the logical whole consists of various musical activities including listening to music music literacy singing in a choir performing actions typical of the nature of music (applause) and the rhythmic accompaniment of instruments to music. It is gratifying especially since independence that our schools have become more inclusive of our national heritage our music and our use of variety of technologies. The study of pedagogical techniques and technologies has contributed to the successful acquisition of pedagogical skills. Integrating with the team in new technology knowing the strengths and weaknesses of their work ensures successful advancement through the skill of educating to constantly replenish their knowledge. The structure of the modern system of music pedagogy proves that in the transition to pedagogy it is expedient to move from its methodology to a broad theory and practice of education. First of all, music is an educational lesson, and there are several methods of education.

1. Methods of shaping moral and spiritual consciousness: dialogue, review example.
2. Analysis of activities, behavior, attitudes, social behavior, practical game, practical-life spiritual exercises assignments.
3. Spiritual creative methods.
4. Methods of motivation and behavior control.

Music lessons comes in both traditional and nontraditional forms.

1. The main objectives of traditional education: clearly unconditionally listens performs prepares students that is obeys

the sequence of lesson activities. The purpose of education to develop knowledge skills and abilities.

2. The main goal of non-traditional education is to educate students who can meet world standards. It educates students who are able to act independently who are self disciplined who are self –seeking who are able to think independently. This includes verbal and practical comparisons games and work with students who have limited musical skills. It is advisable to educate students mainly in the national spirit.

Nowadays, music lessons in schools are more complicated, and our main task is to use a variety of methods to increase musical knowledge.

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MODERN PEDAGOGICAL TECHNOLOGIES IN TEACHING BIOLOGICAL CHEMISTRY

Tursunboy A'zamjon O'g'li Makhammadjonov

Assistant, Department Of Biological Chemistry, Andijan State Medical Institute Andijan, Uzbekistan

ABSTRACT

This article examines modern educational technologies in teaching biological chemistry.

KEYWORDS:- Teaching, teaching, biological chemistry, modern technologies, innovative technologies, computer technologies

INTRODUCTION

The word “technology” seems to have taken root quite firmly in the pedagogical vocabulary. This new word “technology” made its way into pedagogy from the exact sciences and technology. What is “new technology of metal processing” or “new technology of information dissemination” is more or less clear. But it was difficult to understand what the “new pedagogical technology” is and how it differs from the program, from the methodology, from the pedagogical system. It is believed that terminological confusion is a common occurrence in theoretical pedagogy. Therefore, practicing teachers choose not only the program and methodology that they use in their work, but also pedagogical technology [1].

A program is, first of all, a document that defines the tasks of upbringing and the content of a child's education, and technology is a toolkit with which these tasks are solved. That is, the program answers the questions “what to do?”

and “why do?”, and technology - to the question “how to do?” You can only achieve good learning success by increasing interest in your subject. To do this, I use modern pedagogical technologies in the classroom, including information and communication technologies. Information technology of education is a pedagogical technology that uses special methods, software and hardware to work with information. Like all methods, methodological techniques, teaching aids fulfill the trinity of didactic functions, which, in principle, remain unchanged in any subject teaching and perform triune functions: teaching, development, education within the framework of subject activity, taking into account the use of digital educational resources (CER) and information and communication technology (ICT) methodologies.

Learning functions: assimilation of knowledge (about facts, concepts, chemical and planetary processes, laws, chemical theories, methods of activity); improving the quality of knowledge, consolidating previously acquired knowledge, mastering the quality control system of



knowledge (depth, strength, consistency), including the use of distance learning techniques; mastering the methods of natural science in the subject activity of a biological chemistry teacher using the CRC, ICT; the formation of practical skills when working with natural and virtual objects.

Developmental functions: development of the entire system of cognitive processes: attention, perception, representation, imagination, thinking, memory, speech; development of analytical and synthetic methods of thinking using ICT; development of creative abilities based on the CRC. Educational functions: the formation of a natural-scientific worldview and a natural-scientific style of thinking, the ability to algorithmize one's own activity; the formation of socially valuable motives for learning (in particular, interest in learning); the formation of socially positive elements of behavior; education of strong-willed and moral qualities of the individual. The use of IT in biological chemistry lessons can improve the quality of teaching the subject; reflect the essential aspects of various objects, visibly embodying the principle of visibility; bring to the fore the most important (in terms of educational goals and objectives) characteristics of the studied objects and natural phenomena.

Teaching biological chemistry at school implies the constant accompaniment of the course with a demonstration experiment. However, in a modern school, experimental work on a subject is often difficult due to a lack of study time, lack of modern material and technical equipment. And even if the laboratory of the office is fully equipped with the required instruments and materials, a real experiment requires much more time both for preparation and implementation, and for analysis of the results of work. At the same time, due to its specificity, areal experiment often does not realize its main purpose - to serve

as a source of knowledge.

Many chemical processes are complex. Children with imaginative thinking find it difficult to learn abstract generalizations, without a picture they are not able to understand the process, to study the phenomenon. The development of their abstract thinking occurs through images. Multimedia animation models make it possible to form a complete picture of the chemical process in the student's mind, interactive models make it possible to independently "design" the process, correct their mistakes, and self-study. One of the advantages of using multimedia technology in teaching is to improve the quality of education due to the novelty of activities, interest in working with a computer. The use of a computer in the classroom has become a new method of organizing active and meaningful work of students, making the classes more visual and interesting. Information technologies allow: build an open education system that provides each student with his own learning path; change the organization of the learning process of students, forming their systemic thinking; rationally organize the cognitive activity of schoolchildren in the course of the educational process; use computers to individualize the educational process and turn to fundamentally new cognitive means; to study phenomena and processes in the micro- and macroworld, within complex technical and chemical systems, based on the use of computer graphics and modeling; represent, on a scale convenient for study, various physical, chemical, chemical processes that actually occur at a very high or low speed [2].

Unlike conventional technical teaching aids, ICTs allow not only to saturate the student with a large number of ready-made, strictly selected appropriately organized knowledge, but also to develop the intellectual, creative abilities of students, their ability to independently acquire



new knowledge, and work with various sources of information. In lessons, electives and after school hours, I use electronic textbooks, encyclopedias, etc. They help to solve the following didactic tasks: master the basic knowledge of the subject; systematize the acquired knowledge; develop skills of independent work with educational material using a computer; develop self-control skills; to form motivation for learning in general and for individual subjects in particular; to provide educational and methodological assistance to students in independent work on educational material; prepare the student for the exam, along the way developing, and sometimes forming a number of competencies in him.

ICT technologies are applied at different stages of the lesson: when explaining new material (color drawings and photos, slideshows, video clips, 3D drawings and models, short animations, plot animations, interactive models, interactive drawings, supporting material) as an interactive illustration displayed using a multimedia projector on the screen (currently this is relevant due to the fact that the teacher does not always have tables and diagrams); in case of independent study of educational material by students in the classroom during the performance of a computer experiment according to the conditions specified by the teacher (in the form of worksheets or computer testing), as a result of which a conclusion on the topic under study is obtained; when organizing research activities in the form of laboratory work in combination with computer and real experiments. It should be noted that when using a computer, a student gets much more opportunities for independent planning of experiments, their implementation and analysis of the results in comparison with real laboratory work; when repeating, reinforcing (tasks with a choice of answer, tasks with the need to enter a numerical or verbal answer from the keyboard,

thematic sets of tasks, tasks using photos, videos and animations, tasks with a response to the answer, interactive tasks, auxiliary material) and knowledge control (thematic sets of test items with automatic verification, control and diagnostic tests) at the levels of recognition, understanding and application. When students perform virtual laboratory work and experiments at these stages of the lesson, students' motivation increases - they see how the acquired knowledge can be useful in real life; home experiments can be performed by the student on the worksheet with the appropriate adaptation and if there is a study disk for this course at home. The use of interactive models in lessons is of great importance. They allow the student to see processes in a simplified form, to imagine schemes of a particular process or phenomenon. When planning lessons, it is necessary to find the optimal combination of training programs with other (traditional) teaching aids.

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