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Section 1. High education

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A THEORETICAL AND METHODOLOGICAL APPROACH TO THE PROBLEM OF DEVELOPING STUDENTS' COMPETENCE IN A HERMENEUTICAL APPROACH

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Abstract

In this hermeneutic approach, the issues of theoretical and methodical approach to the problem of development of student competence are covered. The personality of a modern teacher is largely determined by his erudition and high culture. Anyone who wants to move freely in the modern world should know a lot. A knowledgeable teacher should be a bearer of high personal culture so that students can always be this good example. Professionally significant qualities of a teacher's personality as the intellectual and emotional-volitional sides of life have a significant impact on the result of professional and pedagogical activity and determine the individual style of a teacher.

Keywords: *professional skills, competence, dialogue, theory, text comprehension, thinking, learning, professional skills, teacher, culture, pedagogical activity*

Introduction

Promising trends in the development and application of creative skills and abilities of both students and students in the field of education have actualized the problem of developing knowledge, skills and abilities of teachers of higher education institutions.

President of the Republic of Uzbekistan Sh. M. Mirziyoyev noted that "Solving another problem is extremely important: it is the professional level of teachers and teaching staff, their special knowledge. In this regard, it is necessary to create an environment that actively promotes the processes of education, spiritual and educational maturity and the formation of true values."– substantiates the relevance of the problem we are studying.

It is advisable to improve the literacy of students by studying the text on the basis of a strategic model for the implementation of a hermeneutic approach to the development of content and methods for improving the educational and cognitive activities of students.

Today, fundamental updates are also taking place in higher education, a special type of these updates is the formation of cognitive activity of students, increasing their desire for knowledge, understanding, understanding and encouraging them to be active in this process. To do this, it is impossible to ensure the quality of education without a qualitative organization of the interests, aspirations of students of philological education in the educational process, their attitude to a significant event, phenomenon and ability to communicate, as well as their competence. The meaning of the concept of competence is reduced to the value of abilities, therefore, it is necessary that both the teacher and the student consider it in their activities as a process of effective use of theoretical knowledge, manifestation of a high level of professional skills and potential. Knowledge in every person is considered to be systematized information stored in human memory. Teaching the mechanism of its use is the main task of every teacher, including the teacher of the native language.

As you know, "competence" means "the ability to engage in non-standard activities, unexpected questions, engage in dialogue, a new way of interacting with opponents, perform ambiguous tasks, use information full of conflicts, consistently develop and master an action plan in complex processes." Professional competence is the acquisition by a specialist of the knowledge, skills and abilities necessary for the implementation of professional activity and the possibility of their high level of application in practice.

Materials and methods

Professional competence does not imply the acquisition of individual knowledge and skills by a specialist, but the assimilation of integrative knowledge and actions in each independent direction. Competence also requires constant enrichment of special knowledge, the study of new information, understanding of important social requirements, the ability to search for new information, process it and apply it in their activities. Professional competence is manifested in the following situations:

- in complex processes;
- when performing unspecified tasks;
- when using overlapping tasks;
- the ability to follow an action plan in an unforeseen situation.

Professional competence:

- constantly enriches his knowledge;
- absorbs new information;
- gratefully understands the demands of the era;
- looking for new knowledge;
- processes them and applies them effectively in their practical activities.

When teaching a native language, it is important to develop the professional competence of both the teacher and the student, and when structuring this competence, social and legal competence. Because it fully assimilates knowledge and skills in the field of interaction with people, as well as professional communication and behavior styles. Scientists believe that professional competence is the highest level of pedagogical competence. This is the highest level of skills and innovation in their field. In general, he can be described as a person who, having mastered the profession, adheres to high standards, enriching professional experience with his unique creative contribution.

For the development of professional competence in the lessons of the native language, it is important to be able to work with the text, understand, understand the content in it.

In the course of his activity, a person generates knowledge through the skills and abilities that are inherent in a person who is able to think in the process of cognition. Knowledge arises from a need, so it is important to take this need into account in the process of knowledge transfer. According to the rule of philosophy, there are two forms of cognition: empirical cognition and theoretical cognition. Based on this rule, the formation of student knowledge should be one of our main tasks. It is ensuring the activity of the subject in this cognition that should be the main goal of a native language teacher. The objects of knowledge encompass the whole being. The fields of cognition based on cognition are divided into natural, socio-humanitarian and exact sciences. In our work, we aim to analyze the understanding of hermeneutical phenomena inherent in education in the native language, which give the social sphere an impetus. The purpose of cognition is not only to

form scientific knowledge, but also to achieve human perfection, in particular, the student, humanize nature and society through knowledge, skills and abilities acquired in the process of cognition. These ideas were particularly outlined in the scientific program "Methods of teaching the native language": "the role of teaching the native language in understanding being and its essence. (Topic 5)", which examines the essence of philosophical thinking and its comparison with linguistic concepts. The essence of perception is being studied. "The role of logical thinking in teaching the native language", (topic 6) the role of understanding in language teaching in this. Education of thinking based on the law of contemplation. Topics such as nationality and consistency are discussed. Or "approaches in teaching the native language" (topic 7). Approaches in teaching the native language within the framework of this topic (grammatical, communicative, competence-based, integrative, hermeneutic, cognitive-pragmatic, anthropocentric approaches). Achievements and disadvantages of linguistic approaches to learning. Topics such as the specifics of language learning approaches for teaching the native language will be considered. "The role of productive learning in the development of thinking" (topic 8). The essence of pedagogical technology within the framework of this topic. Didactics is a category that produces teaching methods. The combination of imagination, image and definition in learning. Topics such as the role of image in the development of thinking and speech are explored.

Teaching based on the theory of the "semantic field" "general didactic and specific principles of teaching the native language" (topic 9) and "methods of forming language skills in students" (topic 14). The content of the formation of language skills among students. The transfer of linguistic knowledge in the context is carried out on the basis of such topics as. Or the peculiarities of oral speech during the passage of the topic entitled "Methods of forming students' oral speech skills" (topic 15). Pedagogical and psycholinguistic interpretation. The order and methods of verbal expression of thought. Formation of literary pronunciation skills Features of written speech. Pedagogical and psycholinguistic interpretation. The content of the formation of written speech is also expressed through such topics as "The methodology of composing a creative text" (topic 18). This is the content of creating an oral text. Methods of writing a written text. Hermeneutical knowledge is given on the basis of topics such as communication, methodology for creating descriptive, descriptive and discussed texts.

That is why we have approached language teaching from a hermeneutical point of view. In our work, we have adapted the work to the subject program, supporting the opinions of the following scientists. Linguist B. Mengliev in his interview with the channel "Kun.uz "he said, 'We all studied physics, chemistry, mathematics, biology at school. We got a grade of "five" while admiring the reading. But in many cases, we simply cannot cope with installing an electric lamp cartridge, grafting a tree, determining the time by the stars, what kind of ointment to apply to a wound, or calculating the size of something. And either we simply do not understand even the circulation of water in the heating system. Why? Because education in the native language is divorced from life. Not everyone will become physicists, mathematicians, biologists! Therefore, it would be an understatement that life competence comes to the fore in a student. "Indeed, the unity of theory and practice has remained unrealized." The scientist continues the thought: "What is the state of education in the native language? There is neither a title nor an adverb, in addition, we memorize countless scientific (linguistic) rules that change with the transition from textbook to textbook, from class to class. We output the Abra-lining of the text, the specified sentences and analyze from the thread to the needle. However, we do not even think about the extent to which this "knowledge" affects our oral and written speech." In this regard, Prof. Yusupova on the need to cultivate thinking. "Despite the fact that in recent years, more and more attention has been paid to the activation of students in language teaching, as well as the development of their thinking, its application in practice is very slow. Moreover, there is not enough methodological literature on this issue. In fact, every teacher should be provided with scientific and methodological literature, armed with modern pedagogical

technologies, have a methodologically adequate understanding, and profoundly proficient in the laws of their native language. Therefore, one of the urgent tasks of modern pedagogy is to clarify the methodological issues of language teaching, enrich the accumulated experience in this field, link it with such disciplines as psychology, philosophy, literature," F. I. Buslaev writes: "The first and most important thing is to develop practical abilities, consisting in understanding what is represented by speech forms, and in their proper use, that is, as educated people say, through oral and written exercises, we form in the reader the skill of easy understanding of speech forms characteristic of conversation and writing."

The subject "Methods of teaching the native language" is inextricably linked with a number of disciplines. Therefore, the future teacher of the native language will need to thoroughly study such subjects as philosophy, linguistics, literary studies, didactics, psychology.

"Language is a multidimensional phenomenon. It is a link between its units, the connections are also different areas, and there is no network in the system of sciences that is not related to a particular branch of science. The object is currently to be studied in a range of several disciplines. After all, it is advisable to use the achievements of other disciplines for full-fledged language teaching.

The subject "Methods of teaching the native language" is primarily closely related to literary disciplines. Because in order to love a language, it is necessary to know literature and its normative requirements. His connection with philosophy lies in the fact that it plays an important role in understanding the content of the native language, in understanding being, in correctly setting the reader's activity, in feeling that a person is a product of activity. It is considered important both in understanding that language is a phenomenon associated with thinking, and in identifying barriers of the subconscious mind. (5% of people obey what they think 95% are based on the habits of the Iceberg, which seems to us to be 10%, and the remaining 90% is underground). The subconscious mind is stronger than the conscious mind. That is why we found it acceptable to use hermeneutics, in which consciousness is a philosophical principle. Any job seems difficult the first time.

Teaching a student their native language is closely related to thinking. Because the realization of linguistic phenomena in the reader's mind occurs through contemplation. The interrelation of language and thinking contributes to solving the problem of educating a creative thinker in the lessons of his native language. It is known that in philosophy there is a rule according to which each general concept consists of a sum of separate, Juzian concepts. We rely on the same rule when organizing the student's activities in the lessons of his native language. Observing linguistic phenomena broken down into certain fragments, comparing one of them with another, the student comes to common definitions, rules and conclusions. Philosophy considers thinking and development in mutual harmony. The great encyclopedic scholars of the East (Omar Khayyam, Abu Rayhan Beruni, Abu Nasr Farabi, Abu Ali ibn Sina V. H.) consider development as a product of thinking. When language material is acquired by students through creative thinking, it is knowledge, skills and abilities of practical importance. It should not be forgotten that through creative thinking, such necessary skills as understanding the essence of linguistic phenomena, identifying similarities and differences between them, and using the possibilities of language in speech activity are realized. As you know, philosophical hermeneutics is a living part of human social activity. Hermeneutics in the native language is a branch that develops national, moral spheres of practical life, and the student's ability to understand. Hermeneutics, recognized as the art of understanding and explanation, is now considered important in developing the thinking of both the student and the student. Therefore, it would be advisable to conduct research in this area in order to develop the student's mindset. Thus, the work carried out in higher education institutions is aimed at developing students' necessary skills and abilities. The meaningful purpose of education should also be aimed at the clear and careful fulfillment of these great tasks. Current changes in the political, socio-economic and cultural spheres require

a revision of the teaching of the subject of the native language, especially in higher education, the goals and objectives of its teaching and the content of the organization of this process.

Result and discussion

The main goal of language teaching is to acquire more communicative competence than even studying the language system (language abilities), i.e. a person's willingness to conduct speech communication within the framework of a particular activity based on the studied language tools. The basis of communication ability is a set of language knowledge, speech skills and skills that are formed and assimilated in the course of classes.

It should be noted that grammar, which has intensified in teaching the native language, has begun to push aside the practice of forming the ability to use the capabilities of the native language.

When asked what the content of education is, I had to answer that theoretical knowledge is in the construction of language. That is, textbooks of the native language were turned from linguistic disciplines into manuals. The development of speech was overshadowed by grammar. Special attention was paid to linguistic analysis, which became a parameter for evaluating a student's theoretical knowledge of language construction. Watching the lessons of the native language used until the 90 s of the XX century, we see before our eyes memorizing the rules of language construction, performing structured exercises and phonetic, morphological, syntactic analysis, respectively. For example, the identification of about 20 types of compound phrases, the definition of phrases in sentences or grammatical analysis of words gives us in the future that every native language teacher in his tribe heard objections from his students and was always embarrassed that he could not give them a reasonable answer. The development of national self-awareness, national style of thinking during native language lessons gives the expected result. At the same time, it is gratifying that the goal of education in the native language is being updated in accordance with the spirit of our national independence. The consolidation of this national ideology in the mind of such a student gives an effective result using a hermeneutic technique. Because hermeneutics is an artistic teaching aimed directly at improving the ability of the student and the student to understand. Consequently, even in the promotion of a national idea, a hermeneutic concept and the widespread use of its methods and means are required. The student's competence is embodied in the expression of such concepts, and it becomes possible to apply practical skills.

But when teaching the methodology of teaching the native language, it is necessary to use these approaches competently and consciously. But there is not only a occipital, but also a tragic side to this issue. This is especially noticeable in: secondary schools 5-, 6-, 7-, 8-, 9-, 10-, 11- in the current textbooks of the "native language" intended for classes – (it is assumed that the student remembers and remembers) about one and a half thousand grammatical interpretations – (according to our statistics) 55–60 percent are given with refutations of traditional, 25–30 percent of substantive, 10–18 percent of descriptive linguistics. Therefore, it is appropriate to give recommendations on the critical use of these approaches in teaching the subject of the methodology of teaching the native language in higher education. At the same time, it is necessary that any explanation is based on knowledge, and understanding expands the range of knowledge. Therefore, we must explain to the student what, how, means. Here we rely on hermeneutical knowledge about how philosophers determined the scope and levels of use of the word, how it could be skillfully used. Because hermeneutics shows that it is understanding and explanation that is carried out with the help of language.

L. Wittgenstein created a school of philological hermeneutics, analyzing in his research the peculiarities of thinking, language, and words. In the course of our research, we teach students how we should inculcate this philological hermeneutics. In light of the importance of a meaningful word in the formation of thinking, Wittgenstein's thoughts are noteworthy, "... all that can be said is that it only needs to be clearly expressed. The philosopher, without sharply criticizing the views of his predecessors, sought to explore the boundaries of thinking, more precise-

ly, thinking, that is, possible and impossible aspects of the boundary of thinking. He believed that a person should be able to clearly understand the limits of his thinking, that is, consciously know what he is able to understand and what he is not able to understand enough. This is a fundamental feature of the ability to see and understand both sides of a conversation.

Sh. B. Sadykova emphasizes that for intensive teaching of Uzbek as a foreign language, it is necessary to implement a number of tasks, and lists:

– transfer of communicative-speech, lexical-grammatical material based on a certain system;

– learning spelling rules;

– deepening the skills and abilities of oral and written speech;

– develop vocabulary skills;

– formation of skills for working with text;

– improve students' vocabulary and speaking skills;

– expansion of knowledge about the national and cultural identity of the Uzbek people;

– encourage students to think freely, observe independently;

– to provide the basic necessary knowledge on the culture of speech. The aspects listed by the author can also be useful methods of work in the process of our research. While theoretically the proposed tasks help in the assimilation of language material, from the methodological side, the proposed aspects create a creative process for the teacher. Interpretation and translation classes, teaching students to work independently, and expanding their range of knowledge during extracurricular activities can also be considered as alternative activities.

Thinking about the text, we can say that we are sure that it is a whole representing a complete idea. But since the second half of the last century, it has been recognized that a complete thought is not a statement, but a text. Therefore, research on the study of the text was conducted in Uzbek linguistics. In particular: for the first time in Uzbek linguistics, academician G. Abdurakhmanov spoke about the text and the theory of the text, outlined his views, and then A. Gulomov, M. Askarova in the textbook "modern Uzbek literary language" the text is recognized as a unit. Later I. Rasulov, M. Toksonov, M. Mukarramov conducted research on various aspects of the text. M. Yuldashev, who also conducted research on the types of text. It can be said that he also investigated the manifestation of real models of being. In this regard, the scientist emphasizes: a text based on a communicative task is better called a non-artistic text, and a text based on an aesthetic task is an artistic text. Addressing Russian linguistics in this matter, N. S. Valgina pointed out the essential features of two different texts: 1. The presence/ absence of a direct connection between human activity and text. 2. The presence/ absence of an aesthetic task. 3. Explicitness/ implicitness of the content (presence / absence of meaning.).4. Orientation towards the same understanding / disorientation towards the same understanding. 5. Orientation to the reflection of real being / orientation to the reflection of unreal being (artistic texts demonstrate not a real model of being, but probabilistic real models of being, consciously constructed intentionally). He also explains that an artistic text is based on the laws of associative imaginative thinking, that an artistic text affects the emotional intuition of a human personality, and a non-artistic text affects the intellectual aspect, and, finally, that these two types of texts differ in their function, that is, that a non-artistic text serves as a communicative and informational, and an artistic text serves communication and aesthetic tasks.

Indeed, since we recommend that students of higher educational institutions explain hermeneutical teaching and study texts on this basis, students will need to learn how to understand both working on non-fiction text and working with fiction text in the process of studying subjects. Because, as already mentioned, an artistic text affects the emotional perception of a human personality, and a non-artistic text affects the development of the audience's intelligence level. Including:

– identification of its specific aspects in the process of learning the native language, as well as the ability to understand its effectiveness;

– be able to perform not only text materials and tasks presented in the training material;

– be able to understand the words in a given text, work with a dictionary and its meanings;

– be able to work with the literature presented in historical and scientific works;

– that tables can also perform statistical data analysis;

– be able to understand the tasks set, and then creatively approach them;

– they will need to be able to think.

Comparison, distinction, differentiation, analysis and generalization of ideas help the student to understand the view from a hermeneutical point of view.

Conlusion

Since in our dissertation we will focus on both methodological and methodological aspects of hermeneutics, we will explore how this approach affects thinking that depends on understanding and explanation. Hermeneutical methodology as an approach aimed at understanding the product of human creativity and labor is important in the study of any historical, artistic, scientific texts. For example, in historical research, some hermeneutical methods concerning understanding and explanation can also be used in the study of the Avesta, the Cowie Veda. Also, the science of interpretation associated with the Islamic religion of the VII–VIII centuries is interpreted by some authors as "Oriental hermeneutics". That is why it is also advisable for a future native language teacher to give recommendations on how to teach works related to the Islamic religion. For example, Sheikh Muhammad Sadiq Muhammad Yusuf argues that "in Islam, purity comes from faith.Islam takes matters of purity and purification extremely seriously. No religion, regime, or philosophy in the world, except Islam, has raised cleanliness and neatness to a level consistent with faith. In Islam, however, although it is a work of faith, the prayer of a slave will not be accepted if there is no purity. In order for all prayers to be accepted in Islam, the heart and intentions of a slave must be pure.

In addition, for prayers to be acceptable, the entire human body, the head in clothes, and even the place of worship must be clean. Even when it is clean, big and small, visible it must be free from all invisible impurities. The acceptance of prayers in Islam depends on their performance on the basis of purity. Everything that is done on the path to purity is highly appreciated here, and those who do it are promised huge rewards and high ranks. These teachings on purity are studied in the science of spiritual education." It is not for nothing that we cited this text, given in the author's column "Etiquette of personal neatness". Because when organizing an interdisciplinary integration process, it is useless to instill spiritual education in students within each subject. Also, when studying such a process of comprehension, the development of student competence, it is advisable to use the opinions of our fellow scientists.In the works of the Eastern thinkers Farabi, Beruni, Rumi, the question of understanding is part of their theory of knowledge. Studying Farabi's work, we find that the main part of the thinker's legacy is devoted to translations and commentaries of Greek philosophy (in particular, the works of Aristotle). The philosopher's views on cognition are reflected in his "historical and philosophical treatises". Farabi believes that understanding is a continuous process in consciousness, and understanding is the first stage of understanding. In the works of Beruni and Rumi, the search for understanding and meaning is mainly focused on the issues of cognition of being. We think they mainly explored the hidden and explicit aspects of the meaning superimposed on the text. When transferring competence knowledge, "biting the meaning" of each word, sentence, text gives the expected result.

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METHODOLOGY FOR TEACHING PROFESSIONAL VOCABULARY IN RUSSIAN LANGUAGE LESSONS AT A NON-PHILOLOGICAL UNIVERSITY

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Abstract

The problem of teaching Russian as a foreign language at a non-philological university is considered based on modern technologies. The requirements for the formation of language courses, for the organization of teaching the Russian language, including taking into account the national language specificity of students, highlighted. General and particular methodological aspects of the problem of studying Russian as a foreign language analyzed. Moreover, the methodology of teaching Russian as a foreign language, including modern approaches to the forms and methods of control.

Keywords: *Russian as a foreign language, methods of teaching Russian language, forms and methods of control, modern technologies, teacher*

Introduction

Today, a necessary requirement in the preparation of a modern specialist is teaching a foreign language, in particular, Russian as one of the working languages of the UN and a number of international organizations. When entering a university, students already have a certain level of knowledge, skills and abilities in the Russian language, acquired by them based on general secondary and secondary specialized, vocational education. “University teachers are faced with the task of enriching this knowledge and deepening it, consolidating speech skills and abilities in relation to the chosen specialty. However, at the same time, one should not forget that today, living in the modern world, it is necessary to obey its needs. Modern society lives and follows the requirements of the time and it needs not only highly qualified specialists capable of solving production problems, but professionals ready for innovation, with the potential for continuous professional self-development in a dynamically changing world” (Mikhailova E.V., 2020, 25). Moreover, this means that the learning process itself has changed dramatically (Moiseeva M.V., Petrov A.E. 2019, 20). The modern learning process has turned students from passive learning objects into active subjects, able to independently acquire the necessary knowledge and effectively organize their self-educational activities even after graduation.

However, it must be taken into account that not all students may have sufficient skills in self-educational activities and are not always able to properly organize their independent work, regularly complete assignments, especially if the number of hours allocated for independent work is much more than the number of classroom hours. "If in other disciplines, students study the material in their native language and can quickly complete the necessary knowledge, then in the case of the Russian language, problems arise, since the students themselves consider it a difficult discipline and cannot independently control the correctness of mastering the material" (Akhmedova M. M., Khomidova M. M., 2021, 209).

Materials and methods

Most students have no idea how to organize their self-educational activities, how to study the material and control the quality of knowledge, and how reasonably distribute the time allotted for independent work. "As a result, independent work, as a rule, begins to be carried out before control activities, which leads to the need to study a large amount of material in a short period of time, while the quality of the knowledge obtained deteriorates significantly, and part of the material simply remains unexplored, which significantly worsens the quality of knowledge" (Mikhailova E. V., 2020, 28). In addition, those students who perform independent work, in case of difficulties, do not have the opportunity to ask questions of interest to them, and if they cannot solve problems on their own, then they postpone or stop independent work altogether (Mikhailova E. V., 2020, P. 21–36). The electronic educational environment allows you quickly get answers to your questions not only from the teacher, but also from other participants in the course, to conduct individual consultations. In addition, the teacher has the opportunity to see how the process of independent work is going on, can correct and direct the work of students, adding the necessary theoretical materials, tasks for working out what caused difficulties, give recommendations and comments. Thus, independent work in the electronic environment is more efficient and transparent, visible to both the teacher and other students.

In addition, the organization of independent work in the electronic environment allows students to develop the skills of planning self-educational activities and the regularity of its implementation. To form regularity skills each topic offered for independent work in our case on Russian as a foreign language contains mini-lectures explaining the rules, video / audio materials, exercises for memorizing, consolidating vocabulary and practicing grammatical material, as well as tasks for self-control and final testing on topic, which are evenly distributed over the weeks. But at the same time, each student can decide whether he will do it right away, in the middle of the week, or postpone it to the last days, or will follow the proposed pace, but in any case, it is necessary to meet the deadlines.

Compliance is monitored at the initial stage every week, then every 2 weeks and at the final stage every 4 weeks, that is, after the completion of work on the topic. In order for students to learn how to plan their self-educational activities, they are invited to create their own electronic work plan calendar, which will remind them of the need to complete tasks. Thus, everyone forms for himself or herself an individual comfortable pace of work, but at the same time, the ability to meet deadlines develops, which is important for their future professional activities, when it will be necessary to constantly develop and acquire the necessary knowledge on their own. "When organizing independent work in an electronic environment, the teacher and the student himself have the opportunity to see directly both the work process itself and its result and analyze what succeeded or failed and why.

In the future, the student himself can adjust his plan of independent work if he was not satisfied with the result, or there were problems with the completion of tasks, for example, some tasks took more time than the student expected did, and as a result, it was difficult to meet the deadlines (Alijonovich, A. R., 2021, 3). Thus, independent work in the electronic environment helps the student to become an active recipient of knowledge, able to control the selfedu-

cational process. To study individual topics and complete tasks online and offline, we offer online learning platforms that we used in our classes during distance learning. 1. For groups studying Russian as a foreign language, when fixing topics, we suggested listening the dialogues with an earpiece: "Customer and contractor", "Director and employee", "Builder and architect". Compliance of the audio material with the level of language and communicative competence of cadets, their interests.

Result and discussion

The presence of significant educational, educational and developmental potential in the content of the listening. Reflection in the film of modern reality or the reality of the period of interest. The range of sociocultural and sociolinguistic information contained in the film, reflecting various areas of communication and communicative situations. Numerous studies prove the effectiveness of the use of feature films in the process of learning a foreign language for the purpose of professional and personal development of students.

The use of films in the classroom makes it possible to qualitatively change the learning process and, in the future, to ensure a higher level of Russian as a foreign language. It helps the teacher to reveal his creative abilities, bringing something new each time, which arouses interest among students and gives impetus for expression and, therefore, allows you to more fully implement the communicative orientation of the learning process, as well as make learning more intense, performing educational and moral aesthetic function. To use these resources or not is the choice of everyone. Nevertheless, it is the task of the teacher to direct them to the search for the best and most useful. Thus, "the organization of independent work in an electronic environment at the initial stages of education contributes to the development of self-educational competence of students, forms the skills and abilities of self-educational activities, both in an electronic environment and outside it, contributes to the development of time management skills, regularity and a responsible attitude to work performed independently" (Akhmedova M. M., Khomidova M. M. 2021, 118). As a result, the quality of the acquired knowledge increases, which is important for the further professional activities of students, when it is necessary to constantly develop professionally and independently acquire the necessary knowledge in order to correspond to the level of development of modern technologies.

Conclusion

Our observations indicate that the expansion of cognitive capabilities with information technology in the study of Russian as a foreign language contributes to the development of a sustainable, conscious interest in learning new and immense. Stimulation is implemented in several ways: by irradiation – spreading interest in learning the Russian language without leaving the computer, by being in demand in Internet lessons or by independently working with a computer of material from other disciplines, by involving students in educational and research work. It can be said that there is no definite solution to all problems, and there are no exact instructions on how to deal with them. The best solution is to use a combination of different solutions, taking into account the characteristics of today's youth of the XXI century.

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PROGRAMMING STUDENT PRACTICE METHODOLOGY OF SKILLS FORMATION BASED ON STRUCTURED MODULAR TECHNOLOGY

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Abstract

The main feature of the pedagogical technology used in the educational process is to ensure the guaranteed achievement of the planned educational results. The methodology of effectively organizing the educational process based on logically structured elements of the content of programming is a necessary condition, but not sufficient to achieve guaranteed effective knowledge. All students try to master and complete the subjects of the subject effectively, but not all of them can achieve the same high results. In our opinion, in order to further improve and increase the quality of the educational process, it is proposed to organize the educational process on the basis of a graph scheme, which represents the sequence of effectively describing the content of logically structured topics according to the levels of the student's knowledge acquisition.

Keywords: *educational science, analysis, methodology, logical structure, graph scheme, module, educational process, efficiency*

Introduction

In higher education, in addition to classroom training, the organization of independent work of students under the guidance of a teacher is considered one of the main, most important factors in the preparation of future professionals. In the current trend of modern teaching, a great deal of attention is focused on increasing the efficiency, productivity, scientific practical potential and other similar factors of the student's independent work under the supervision of the teacher. From year to year, the amount of hours allocated to independent education under the guidance of a teacher in the component of teaching subjects in the curriculum of specialization is 60% of the amount of hours allocated for some subjects. This is natural, because in today's rapidly developing era of information and communication technologies, a lot of attention is paid to the organization of independent education.

The student's independent work should not be considered as a simple method of acquiring knowledge, on the contrary, it is one of the main principles of the activity of the higher education institution. Self-directed learning is a necessary component of a unified learning process, as it is organized, targeted, regulated and controlled by the learning process. Therefore, organizing the

student's independent work, especially in the conditions of the development of information and communication technologies, is one of the priority and effective ways of improving the quality of education (Juikova, O.V., 2013, 290; Yusupov F., Sapaev U., 2016, 84).

In the subject of programming, like other subjects, the student's knowledge is monitored step by step (current control, mid-term control, final control). Students' knowledge is monitored in practical and laboratory sessions on each topic. Control over lecture materials is carried out on the basis of logically completed topics, as well as tasks given for independent learning.

In order to develop the student's ability to perform independent practical activities in the field of programming, it is necessary to organize students' acquisition of algorithms and programming principles and effective methods on the basis of continuous, active, systematically structured modular technology. Now the student develops internal motivation to learn, self-learning skills are formed and activated. Therefore, it is necessary to stimulate the theoretical, practical and creative potential of the student (materially and spiritually).

For this purpose, it is necessary to create structured modules in the form of a tree (graph-scheme) of logically completed educational elements of the content of the subject in order to organize the learning activity of the student in various forms (under the guidance of the teacher, independent work of the student) (Maksanova L.A., Zolotareva A.M., 2001; Yusupov F., Shamuratova I., Yusupov D. and Khudayberganov T., 2019; Narman H.S. et al., 2020; Yusupov F., Nafasov I.S., 2023). The use of the logical structure scheme of the science in the form of a tree provides an opportunity to conduct the student's independent work on the basis of a planned schedule of topics during the semester. Therefore, more than 1.000 examples and problems have been prepared and placed in the algo system in the section of programming subjects.

Methodology

Based on the structured modular technology, we consider the formation of practical skills of the student in the topic of algorithmization and programming of sequential calculation processes (Yusupov F., Sapaev U., 2016; Yusupov F., Shamuratova I., Yusupov D. and Khudayberganov T., 2019).

Example 1. y1 = a + b + c; y2 = a – b – c; Create an algorithm and program for calculating the value of expressions y3 = a * b * c. The 3 expressions in the example are not related to each other, you can start counting from any one you want. A structured modular scheme of the example algorithm and program is presented in (Fig. 1).

Figure 2 below shows the schema of the semantic graph corresponding to the structured modular schema of the topic.

This article presents the methodology of teaching the topic "Algorithm and programming of sequential calculation processes" of Programming 1 subject based on logically structured modular technology to activate the student's activity in lectures and practical sessions.

For each learning element, completed logical concepts (program structure, constants, variables, selection of libraries, data entry in the program, input from the keyboard, grammatical syntax rules for writing expressions, algorithm, programming, error correction, description of the result, etc.), from various methods, didactic materials are prepared using tools (textual, graphic, presentation, animation, multimedia tools) (Zakirova, F.M., Saidova, F., & Zakirova, M., 2018).

Training objectives. Educational: providing students with structured information on the topic "Algorithm and programming of sequential computing processes", showing presentations. To explain the concepts of sequence calculation and their organization methods and options with the help of visual materials, to teach the methods of creating and describing sequences in any programming language.

Educational: in-depth acquisition of professional knowledge, education of duty and responsibility towards society.

Developmental: formation of applied knowledge, development of logical thinking and independent work skills.

Form of training: practical (80 minutes). The teacher distributes the time according to his ability and the level of initial preparation of the students.

Training method: computer training.

Figure 1. *An example of a structured modular scheme*

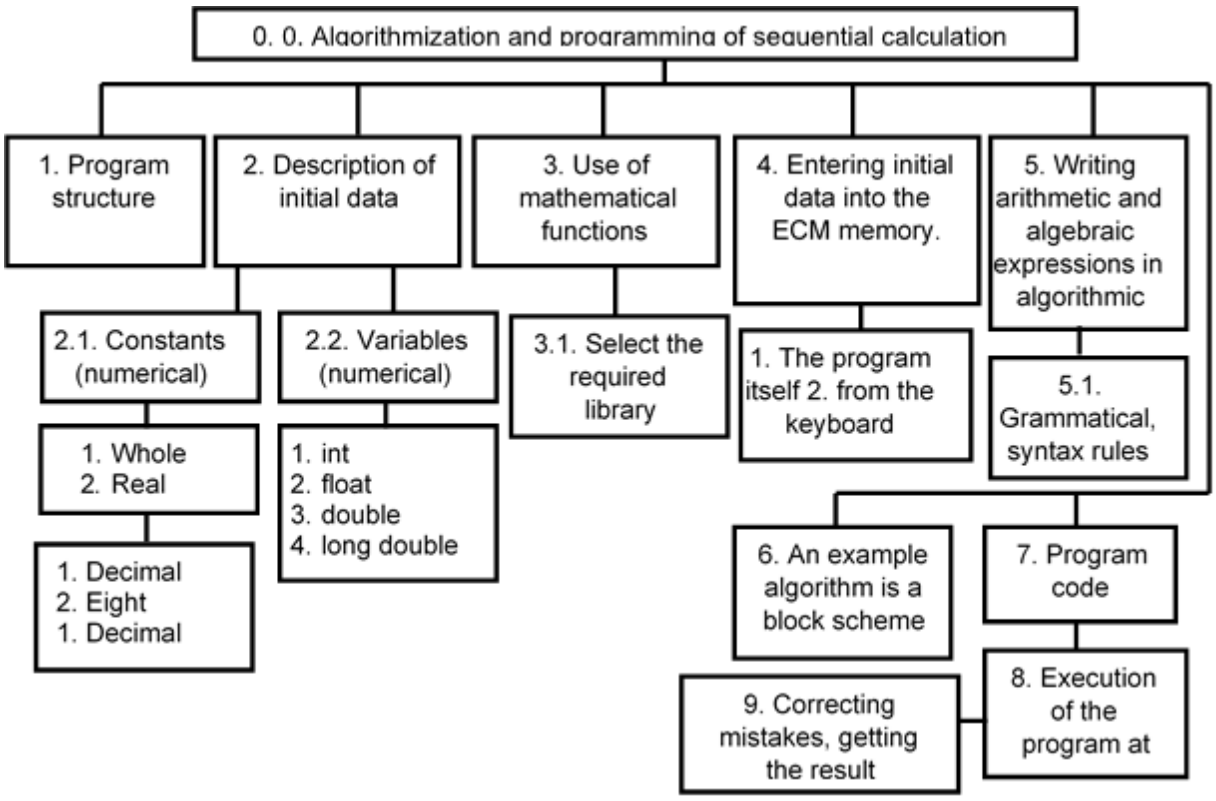
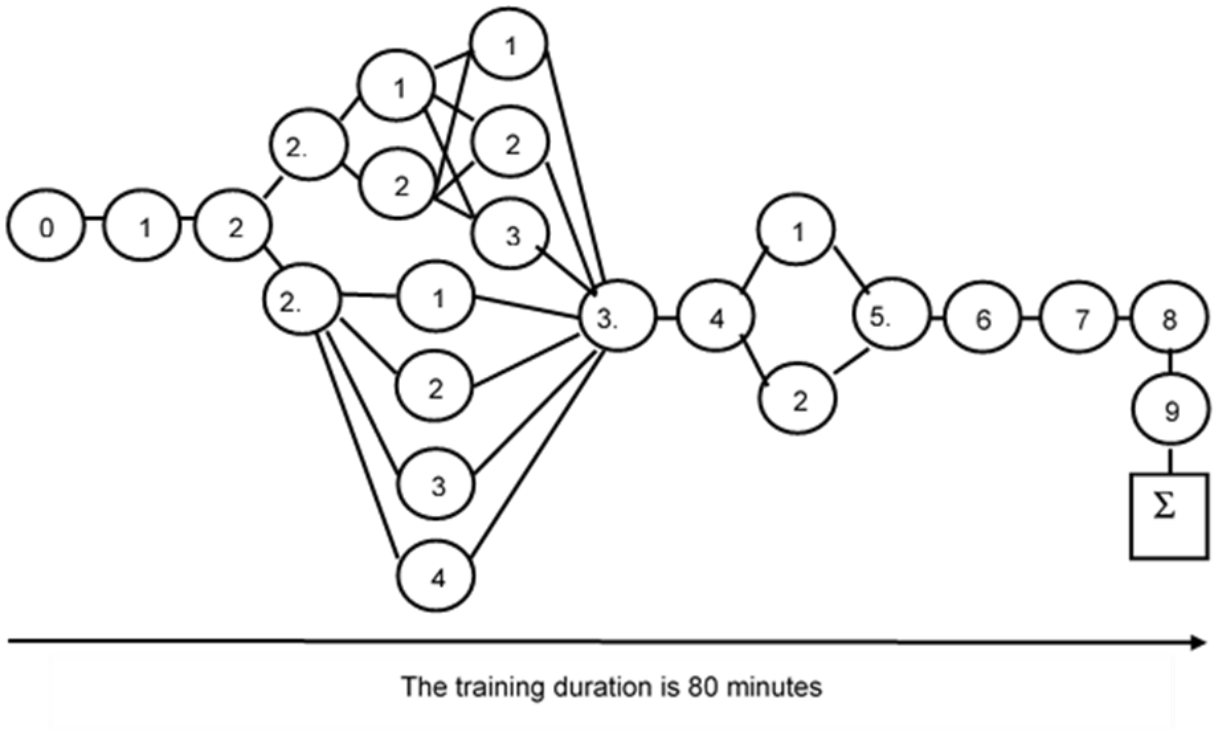


Figure 2. *Topic semantic graph scheme*



Expected results of training.

Course of the training:

– organizational moment. Motivation: arousing interest in creating algorithms for specific problems based on algorithmization of sequential calculation processes and programming examples;

– activation of knowledge: all students are given an individual personal creative task.

Equipment: computer, projector, lecture text, description of practical training, sample solved examples, tests, methodical recommendations for algorithmizing and programming examples.

Stage 1 (5 minutes). The teacher launches the lecture text "Algorithm and Programming of Sequential Calculation Processes" from the HEMIS system and offers to use it in practical training.

Stage 2 (10 minutes). The teacher explains the topic of the practical exercise and explains that the main purpose of the exercise is to build an algorithm for sequential calculation processes, write a program in S++, program adjustment, check and debug procedures. The teacher explains the procedure for conducting the practical training:

- the purpose of practical training;
- setting of the problem (each student is given an individual example);
- determining the variables in the example and their types, determining the sequence of calculating expressions, building the algorithm for solving the example;
- write the program of the example based on the algorithm in S++ language;
- flash-testing process. Checking, correcting, testing and debugging the program text;
- description of the obtained results;
- instruction on the use of the program.

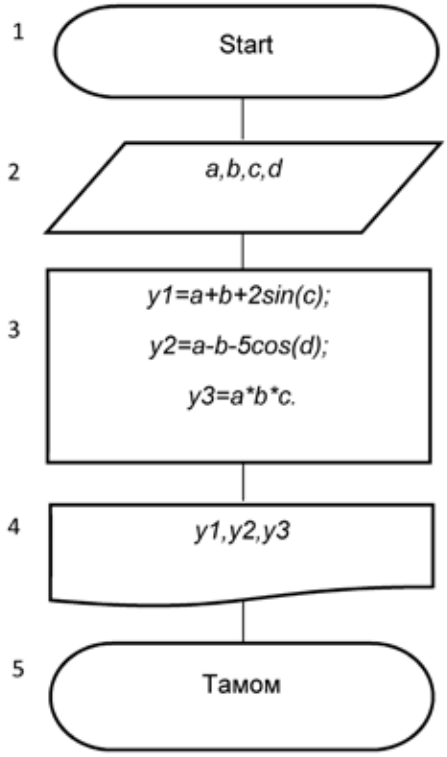
Stage 3 (10 minutes). The teacher explains in detail that sequential calculation processes are used a lot in solving technical and economic issues of an enterprise, in creating information systems, especially in personnel department, accounting work, and its importance. In the framework of this practical exercise, the problems of performing typical operations on single-expression and multi-expression calculation processes are considered. Basically, it is recommended to create an algorithm and program for the following types of problems:

Option-1.	**Option-2.**
1. $y= qa^2+\sin(b^2)$,	1. $x= 2z+10d$,
2. $x= a^2+z^3-3f$,	2. $t=\frac{2a+b^2}{c+d^3}$,
3. $Z= 23q^2+\cos(y)$,	3. $d=2a+3c^2$,
4. $f = 5z^2+\ln(d)$,	4. $z=\frac{\sqrt{t+1}-12a}{c^2+d^2+12}$,
5. $q=2t+7k$.	5. $u=\frac{2y+x^2}{\sqrt{x+y}}$

Typical algorithms and their programs for the above-mentioned examples are explained and shown in slides. Students can use these slides during class.

The algorithm and program of the example we are looking at is presented in the slide below.

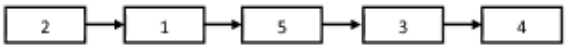
Algorithm	Program.

	// Program of sequential calculation process
	#include<iostream.h>
	#include<conio.h>
	#include<math.h>
	using namespace std;
	int main ()
	{
	float a, b, c, d, y1, y2, y3;
	cout << ”a, b, c, d = ”;
	cin >> a >> b >> c >> d;
	
	y1 = a + b + 2 * sin(c); y 2 = a – b – 5*cos(d);
	y3 = a * b * c;
	cout<<endl;
	cout<<" y1 = " <<y1<<endl;
	cout<<" y2 = " <<y2<<endl;
	cout<<" y3 = " <<y3<<endl;
	getch();
	return 0;
	}

Example-2. Calculate the value of several expressions below:

1. $x = ay + d$; 2. $y = a + 2c^2$; 3. $z = ax/q - y^3$; 4. $u = (x + y)/q + z$; 5. $q = (2x+3y)/(2+b^2)$.

The sequence of calculation of these expressions is as follows:



The expressions in the given sequence are written in the 3rd block of the above algorithm, the resulting quantities “x, y, z, u, q” are written in the 4th block and changes are made to the program accordingly.

Stage 4 (40 minutes). Students will proceed to perform the algorithms for solving their examples individually according to the options given in step 2. At this time, if any student faces difficulties in completing his practical work, he refers to the presentations of solved sample cases. In a short period of time, the student learns by looking at methodological developments and recommendations in the form of presentations. Students build algorithms and write programs to solve the examples they have received by option. If there are misunderstandings, he asks the teacher for help. The teacher gives guiding and developing answers to students’ questions.

Step 5 (10 minutes). Students test their written programs in the algo system, and if the program fails, they correct the errors and retest, this process can be repeated several times.

Evaluation criterion: the algorithm of the example is evaluated with 2 points, and the program tested in the algo system is evaluated with 3 points. The total practical training of the student is evaluated with 5 points. The work of students whose program has not passed the test in the algo system is evaluated with 2 points depending on the correctness of the algorithm.

Step 6 (5 minutes). At the end of the lesson, the teacher gives students individual assignments for independent work on the topic. The teacher concludes the lesson by saying that they will prepare for the next practical lesson using the electronic or paper version of the teaching-methodical complex of the subject.

The times allocated for the levels are not fixed, the teacher allocates them according to the readiness, ability and mastery of the students.

As a result, it is possible to create informational, algorithmic, program-pedagogical tools, demonstration slides, simple and multimedia animations on the basis of structured elements of the topic of algorithmization and programming of sequential calculation processes. These will ultimately help the student to activate his activity in this subject, which is one of the requirements of the time. Similarly, the method of logical structuring of the content of the subject can be the basis for the creation of modern electronic textbooks.

Thus, on the basis of the recommended structured modular technology, the computerized teaching methodology and the method of advancing students' mastery of science, the planning of independent work on topics, are giving effective results in the initial courses of our branch. Organization of the teaching process based on the graph semantic structure of science (science, departments, modules, blocks, topics) creates opportunities for effective use of modern teaching concepts and information communication technologies in the educational system.

Creating a modern electronic resource base based on the graph semantic structure of sciences not only arouses students' interest in science, but also creates great opportunities for them to use electronic resources of science and receive advice whenever they want. In addition, science teachers now look at their subject and its components with a special eye and constantly enrich them with new knowledge, try to find new methods of teaching, and keep pace with the times.

Activating the student's learning process on the basis of structured modular technology of the content of programming science serves as a basis for ensuring the formation, development, independent creative thinking and other aspects of practical skills in algorithmization and programming, namely: Initiative – feeling responsibility in completing tasks and completing them; Foresight is the feature of bringing the solution of the educational problem to the intended goal; Self-assessment – the student's adapted attitude to the next educational tasks; Self-monitoring – adapting one's independent work to the set requirements; Creative approach – searching for effective methods, algorithms for performing tasks, learning.

As a result of using the proposed structured modular teaching technology, the educational process is individualized, new motivations appear in students in mastering subjects, feedback plays a strong role in the student-teacher system, the objectivity of knowledge assessment increases, the collection of statistical data is simplified, some aspects of students' mastery of knowledge (good, low) is evident, the teacher has the opportunity to change the structure of the lesson (in accordance with the initial level of preparation of the students), creates an opportunity to differentiate the educational process, increases the mastery of the subject, the subject, and increases interest in it. The use of computer technologies in the educational process supports the teacher technically and technologically, it saves a lot of time for live communication with students, communication with students in Atija is collective and individual, close to each other, in the form of a master-student.

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Section 2. Social psychology

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THE RELATIONSHIP BETWEEN PARENTING STYLE AND RELUCTANCE TO GETTING HELP WITH MENTAL DISORDERS

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Abstract

This report investigates the relationship between various parenting styles and the willingness to seek help for mental health issues. We used data from Parental Authority Questionnaire (PAQ; Buri, 1991) from a survey of 300 participants. This study explores how the parenting styles experienced during childhood – authoritative, authoritarian, and permissive – impact individuals' willingness to seek mental health support in adulthood. The Mental Help Seeking Intention Scale (MHSIS; Hammer, 2018) is used in order to quantitatively measure the participants' willingness to seek help in the survey. Through descriptive and statistical analysis, we found significant correlations between parenting styles and mental health outcomes. Those who experienced permissive parenting style was related with a greater willingness to seek help, while those who experienced authoritarian and authoritative styles were associated with a reduced propensity to seek mental support. These outcomes underline the lasting influence of childhood experiences on mental health practices in adulthood. In this study, we also explored how demographic factors, such as age, gender, and socioeconomic status, could influence the willingness of seeking mental assistance. Some limitations of this study include but not limited to the constraints of online survey, selection bias, as well as the reliability of data source.

Keywords: *Parenting styles, Mental health, Survey Analysis, Childhood influence*

Adolescent Mental Health and Subsequent Parenting: a Longitudinal Birth Cohort Study

Adolescents who exhibit conduct problems are more likely to develop coercive parenting styles. Studies suggest that most adolescent mental health issues and subsequent parenting styles are likely led by limited educational qualifications and poor socioeconomic status. However, severe adolescent emotional problems, including depression and anxiety disorder, did not affect later parenting practices. However, this study's limitations are based on the lack of data variety, which refers to the adolescent mental health data only coming from teachers' assessments

of the survey members' behavior, not including information from the parents or the children themselves. On the other hand, results from teachers' assessments have been proven to be more accurate regarding adolescents' functional impairment and future delinquent behavior than other data and assessments based on parents and children.

Parenting Style and Youth Outcomes in the UK

There are research studies suggesting that parenting practice results in educational outcomes. For example, a study conducted by Astone and McLanahan showed that students' educational outcomes would be better if parents want their children to graduate from college by paying attention to their school works. Parents supervise their children's schoolwork or simply talk to them at least once a week. However, according to Astone and McLanahan's analysis, these parenting practices only explain little of the gap in educational attainment between children from intact and non-intact families (Astone & McLanahan, 1991). In addition, an analysis paper based on the National Educational Longitudinal Study, the author McNeal, Jr shows that students' drop-out rates are lower if parents communicate with their children in terms of educational matters and monitor their children's behavior (McNeal, 2012). However, the results seem less consistent with achievement scores. According to the results, parenting practices such as parent-child discussion is associated with higher achievement scores, but parenting practices like parental monitoring and parental involvement in parent-teacher associations (PTAs) are linked to lower scores. Therefore, McNeal concluded that parental involvement is more salient for behavioral than for cognitive outcomes. He also suggested that parental involvement has stronger effects for white and more affluent students.

In addition to non-educational outcomes linked to parental involvement, during a study conducted by Barnes and Farrell, higher levels of parental support and monitoring are associated with lower levels of substances use including alcohol, drug, and also delinquent behaviors among adolescents (Barnes & Farrell, 1992). On the other hand, another study conducted by Ennett reported that parent-child communication about drug and alcohol use is not associated with the initiation of smoking or drinking among adolescents. In addition, evidence from a longitudinal study of adolescent sexual behaviors is rather equivocal. The conductor of this study report that parental monitoring and good parent-child communication is linked to lower initiation rates of oral sex among adolescents, but these types of parenting practices about sex is associated with higher initiation rates.

Overall, the inconsistency of these studies' results might came from the relatively small number of studies conducted, and partially inconsistency of the local nature of their sample data. In order to adjudicate these differences, there is a need of using a nationally representative sample of a reasonable size to examine the association between parenting practice. Following this statement, Kiernan and Huerta use data from the Millennium Cohort Study to show that parent's action of reading books to their children is associated with higher cognitive development of children at the age of three (Kiernan & Huerta, 2012). Also, they proved that parent's disciplinary style is associated with child's behavioral problems.

Child Development Psychology: Three-Fold Typology of Parenting Style

Child development psychologists work on studying parenting style and their covariates. Baumrind proposes a three-fold typology of parenting style, which divides parenting styles into authoritative, authoritarian, and permissive. Authoritative parenting style controls their child's activities in a "rational issue-oriented way". They usually communicate with their children and encourage their children to communicate with them in order to give their children "the reasoning behind the parental policy," and they would solicit "the child's objections when the child refuses to comform". As a result, an authoritative parent does exert firm control over the child, but does not control the child in with restrictions. On the other hand, authoritarian parents force their child to obey to their policy. They value obedience and "favor punitive, forceful measures" when parent-child conflict arises. Finally, a permissive parenting style means to putting the parent in

a place where himself or herself is a resource for the child to use if they want. They do not actively hold the responsibility for monitoring and shaping the child's ongoing and future behavior.

Parenting Styles and Mental Health Outcomes

Parenting styles play a significant role in shaping a child's mental health outcomes. Different parenting approaches can have varying effects on a child's emotional well-being and psychological development. Authoritative parenting, characterized by warmth, clear boundaries, and open communication, tends to foster positive mental health outcomes in children. Children raised by authoritative parents often exhibit higher self-esteem, emotional resilience, and are better equipped to handle stress and challenges.

On the other hand, authoritarian parenting, with its emphasis on strict rules and discipline without much emotional warmth, may lead to negative mental health consequences. Children raised in authoritarian households might develop feelings of anxiety, low self-esteem, and difficulties expressing their emotions due to the lack of emotional support and autonomy.

Permissive parenting, characterized by leniency and few demands, can also influence mental health outcomes. Children raised in permissive environments may struggle with self-regulation and exhibit impulsive behaviors, leading to challenges in emotional regulation and mental well-being.

Neglectful or uninvolved parenting, where caregivers are disengaged and fail to meet their child's emotional needs, can significantly impact mental health. Children who experience neglect may develop attachment issues and feelings of abandonment, and are at a higher risk of developing mental health disorders such as depression and anxiety.

Factors Influencing Comfort with Getting Help for Mental Health Problems

Several factors contribute to an individual's comfort level with seeking help for mental health problems. Firstly, the presence of a supportive and understanding social network can positively influence one's willingness to seek assistance. When individuals feel they can confide in friends or family members without judgment, the stigma associated with mental health diminishes, promoting a more open attitude towards seeking help.

Secondly, education and awareness play a crucial role in shaping comfort with mental health support. Access to information about mental health, its prevalence, and the effectiveness of treatment options can empower individuals to take action and seek professional help when needed. Reducing misconceptions and increasing mental health literacy can lead to a more accepting attitude towards mental health treatment.

Moreover, cultural beliefs and attitudes towards mental health can impact an individual's willingness to seek help. Societies that prioritize mental well-being and view seeking therapy or counseling as a sign of strength rather than weakness tend to have higher rates of help-seeking behaviors.

Additionally, the accessibility and affordability of mental health services are crucial factors. When mental health services are easily accessible and financially feasible, individuals are more likely to seek help without hesitation. Reducing barriers to access, such as stigma, cost, and availability, can greatly improve comfort levels with seeking help for mental health problems.

Ultimately, promoting open conversations about mental health, normalizing help-seeking behaviors, and creating a supportive environment can lead to greater comfort and acceptance of mental health support, ultimately contributing to improved well-being for individuals and communities.

Method:

1. Participant

A total of 300 participants were involved in this study through online survey. The sample consisted of individuals aged between 21 and 77 years old, with a mean of 40 and an even distribution of race.

2. Survey design

The survey was designed to focus on discovering the relationship between parenting styles and methods and willingness to seek out help for mental health concerns. We used a self-administered questionnaire that included demographic questions (age, gender,

major, etc.) and a set of Likert-scale questions designed to measure the variables under investigation.

The Parental Authority Questionnaire (PAQ; Buri, 1991) assessed the parenting style that the participants grew up with. The PAQ consists of 30 statements for each parent, each requiring respondents to rate their agreement on a scale from 1 (strongly disagree) to 5 (strongly agree). These statements equally represent permissive, authoritarian, and authoritative/flexible parenting styles. Scores for each style were separately calculated by summing up the individual scores. Mother's and father's scores were treated distinctly, and for each participant, the higher score from each parent determined their classification.

The Mental Help Seeking Intention Scale (MHSIS; Hammer, 2018) was also used in the survey in order to determine the participants' willingness to seek help if they experienced mental health concerns, which includes questions such as "If I had a mental health concern, I would intend to seek help from a mental health professional." From answering three questions with a scale from 1 (extremely unlikely) to 7 (extremely likely), the resulting mean score is calculated by adding the scores for all three items and then dividing by three.

3. Data analysis

In this study, we used quantitative data analysis methods to investigate the relationship between parenting styles and the help-seeking behaviors for mental health. The abovementioned survey dataset was analyzed to determine the respondents' parenting styles and to assess their possibility for seeking mental health assistance. We also analyzed several demographic variables to explore the impact of age, gender, education level, and race/ethnicity on respondents. Statistical analyses, such as descriptive analysis, frequency distributions, and various plots, were utilized to analyze the data. Below is the analysis done in Python 3.9 using Pycharm Professional IDE.

- Classify Parenting Styles: We used the scores for different parenting styles to classify respondents by the dominant parenting style they have experienced;
- Analyze Willingness to Seek Mental Assistance: Examine the respondents' willingness to seek help for mental health concerns based on their responds;
- Demographic Analysis: Assess how demographic factors (e.g. age, gender, education, race) are related with parenting styles and willingness to seek mental health assistance;
- Relationship Analysis: Explore the relationship between the classified parenting styles and the willingness to seek help for mental health issues.

4. Limitations

In online surveys, participants may misinterpret questions, and researchers have limited opportunities to provide clarification, potentially affecting the quality of responses. Online surveys rely on participants who have access to the internet and are willing to take part. This may lead to a selection bias where certain groups, such as older individuals or those with limited internet access, are underrepresented in the sample, affecting the generalizability of the findings.

Results

A total of 300 participants engaged in the online survey, reflecting a diverse range of individuals aged between 21 and 77 years, with a mean age of 40. The sample exhibited an even distribution across different racial backgrounds.

The survey aimed to investigate the association between parenting styles and the willingness to seek help for mental health concerns. Utilizing the Parental Authority Questionnaire (PAQ; Buri, 1991), participants were classified into distinct parenting styles based on their responses to 30 statements for each parent. These statements covered permissive, authoritarian, and authoritative/flexible parenting styles. Mother's and father's scores were calculated separately, and each participant was categorized based on the higher score from each parent.

To gauge participants' willingness to seek help for mental health concerns, the Mental Help Seeking Intention Scale (MHSIS; Hammer, 2018) was employed. This scale comprised three questions, such as "If I had a mental health concern, I would intend to seek help from a mental health professional." Participants responded on a Likert scale

ranging from 1 (extremely unlikely) to 7 (extremely likely). The mean score was calculated by summing up scores for all three items and dividing by three.

Figure 1: *Distribution of willingness to seek mental health assistance*

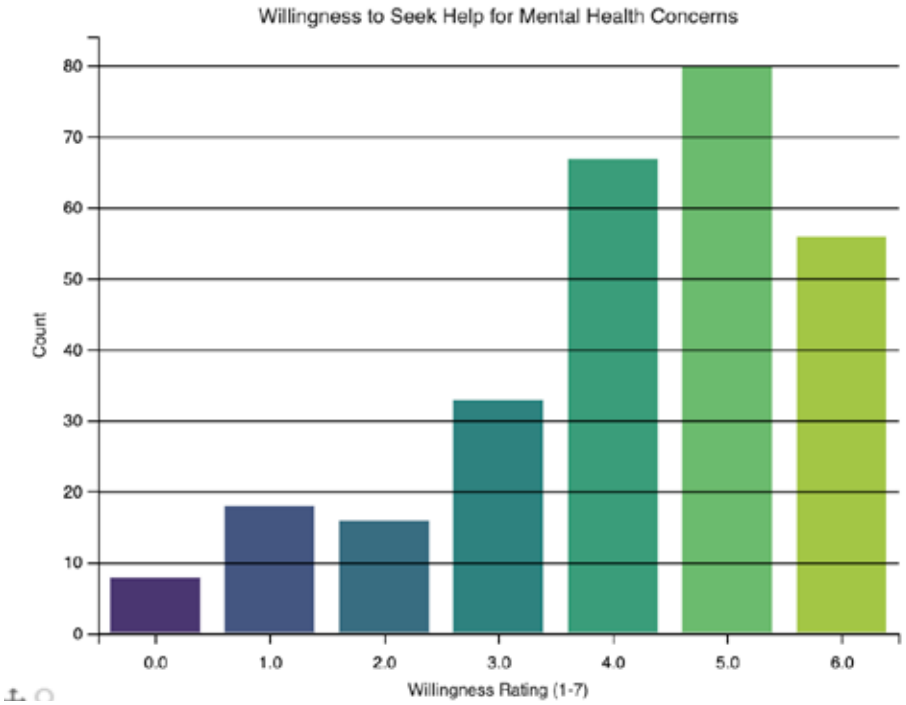

Figure 1 shows the distribution of willingness ratings among respondents. With many participants have a moderate to high willingness to seek help (ratings >= 4.0). This suggests that a significant portion of the sample might be open to seeking professional help for mental health issues.

Figure 2: *Distribution of parenting styles; 0: authoritative, 1: permissive, 2: authoritarian*

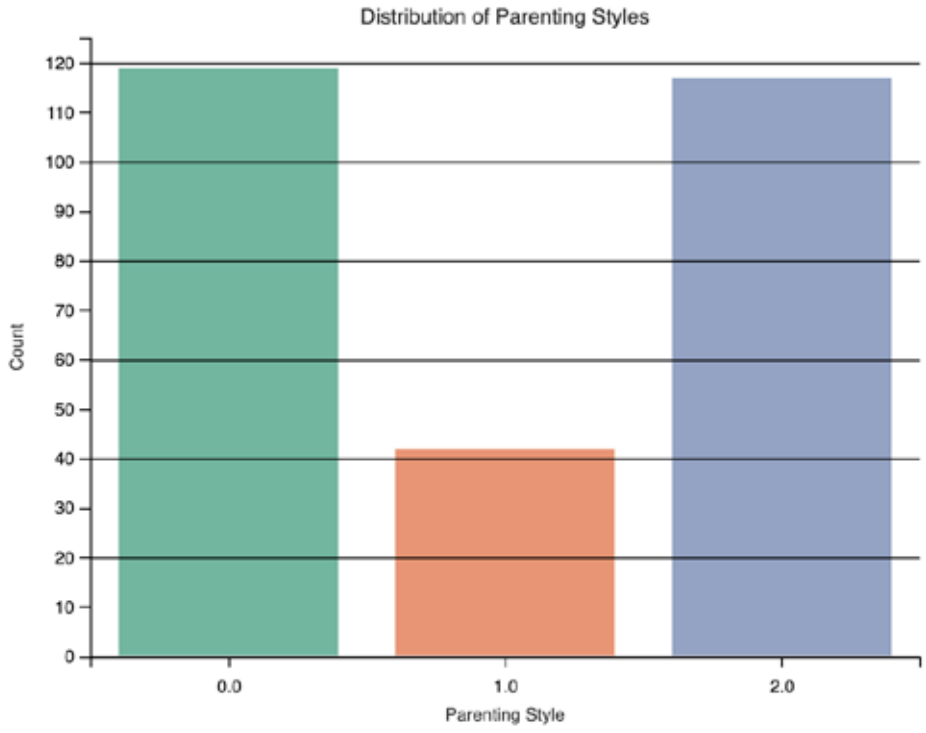

Figure 2 shows the parenting styles among respondents. The sample contains a mix of parenting styles, with a notable presence of authoritarian and authoritative styles. This distribution shows that comparatively few respondents have experienced permissive parenting styles.

Figure 3: *Relationship between parenting styles and willingness to seek mental help; 0: authoritative, 1: permissive, 2: authoritarian*

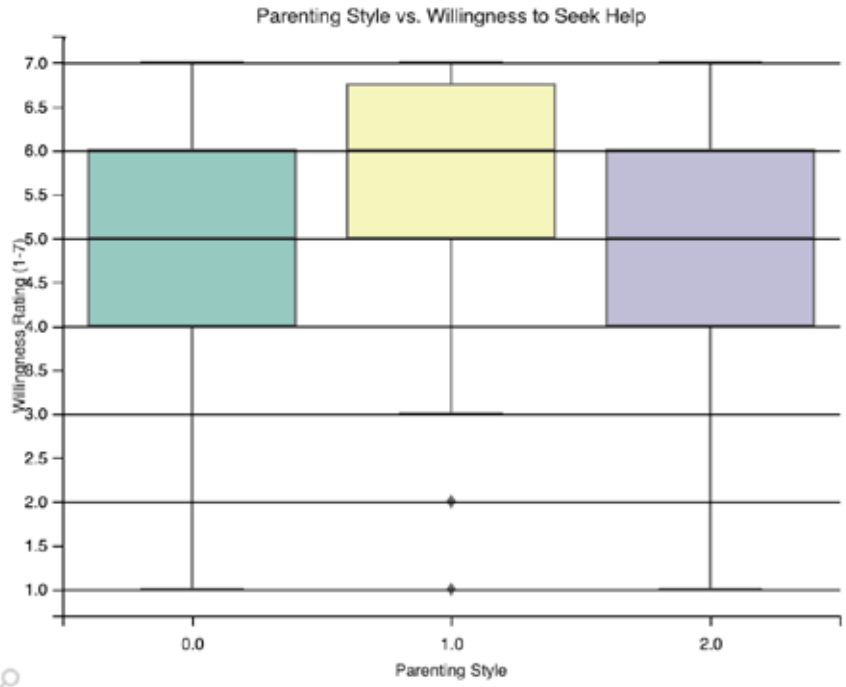

Figure 3 shows the relationship between parenting styles and respondents' willingness to seek mental help. The comparison between parenting styles and willingness to seek help indicates that those who have experience permissive parenting styles are more likely to seek mental help (i.e. having higher willingness score).

Figure 4: *Relationship between gender and willingness to seek mental help; 0: male, 1: female, 2: others, 3: prefer not to answer*

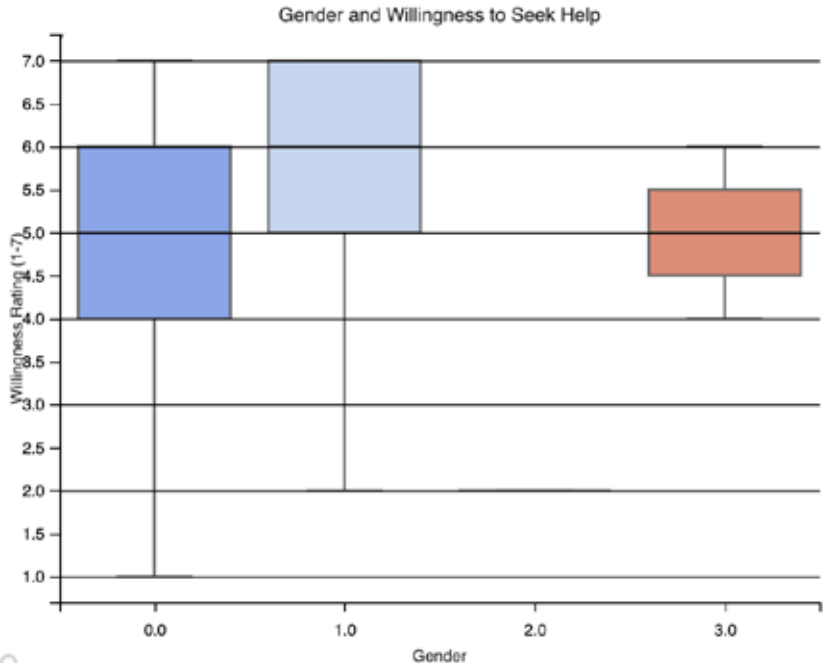

Figure 4 shows the relationship between the demographic variable gender and respondents' willingness to seek mental help. The box plot suggests that compared to males, females are more likely to seek mental assistance (i.e. have higher willingness score).

In conclusion, this study reveals that male and whose who have experienced permissive parenting styles are more likely to seek mental health assistance. In addition, it is essential to acknowledge the limitations of the study. Our survey introduce the possibility of participant misinterpretation of questions, with researchers having limited opportunities for clarification. The reliance on internet access may result in a selection bias, potentially underrepresenting certain groups, such as older individuals or those with limited internet access, impacting the generalizability of the findings. Despite these limitations, the study provides valuable insights into the relationship between parenting styles and the reluctance to seek help for mental disorders.

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