ISSN 2310-5704

PREMIER Publishing

The European Journal of Education and Applied Psychology

Premier Publishing s.r.o.

2023

1 2 3 4

The European Journal of Education and Applied Psychology

2023, No 4

PREMIER Publishing

Vienna
2023

The European Journal of Education and Applied Psychology

Scientific journal

2023, No 4

ISSN 2310-5704

Proofreading Kristin Theissen
Cover design Andreas Vogel
Additional design Stephan Friedman
Editorial office Premier Publishing s.r.o.
Praha 8 – Karlín, Lyčkovo nám. 508/7, PSČ 18600
E-mail: pub@ppublishing.org
Homepage: ppublishing.org

European Journal of Education and Applied Psychology is an international, English/Russian language, peer-reviewed journal. The journal is published in electronic form.

The decisive criterion for accepting a manuscript for publication is scientific quality. All research articles published in this journal have undergone a rigorous peer review. Based on initial screening by the editors, each paper is anonymized and reviewed by at least two anonymous referees. Recommending the articles for publishing, the reviewers confirm that in their opinion the submitted article contains important or new scientific results.

Premier Publishing s.r.o. is not responsible for the stylistic content of the article. The responsibility for the stylistic content lies on an author of an article.

Instructions for authors

Full instructions for manuscript preparation and submission can be found through the Premier Publishing s.r.o. home page at: http://ppublishing.org

Material disclaimer

The opinions expressed in the conference proceedings do not necessarily reflect those of the Premier Publishing s.r.o., the editor, the editorial board, or the organization to which the authors are affiliated.

Premier Publishing s.r.o. is not responsible for the stylistic content of the article. The responsibility for the stylistic content lies on an author of an article.

Included to the open access repositories:

НАУЧНАЯ ЭЛЕКТРОННАЯ БИБЛИОТЕКА eLIBRARY.RU

Scientific Journal Impact Factor
TOGETHER WE REACH THE GOAL

SJIF 2023 = 6.665 (Scientific Journal Impact Factor Value for 2023).

Typeset in Berling by Ziegler Buchdruckerei, Linz, Austria.
Printed by Premier Publishing s.r.o., Vienna, Austria on acid-free paper.

The European Journal of Education and Applied Psychology 2023, No 4
ISSN 2310-5704

PREMIER Publishing
ppublishing.org

Section 1. Education system

DOI:10.29013/EJEAP-23-4-3-7

EVALUATION OF EXPLOSIVE POWER AND FLEXIBILITY IN ELEMENTARY SCHOOL CHILDREN OF TIRANA

Keida Ushtelenca [1]***, Danjela Cakuli*** [2]

[1] Department of Health and Education, Faculty of Movement Sciences, Sports University of Tirana, Tirana, Albania

[2] World Academy of Tirana, Tirana, Albania

Cite: *Keida Ushtelenca, Danjela Cakuli (2023). Evaluation of explosive power and flexibility in elementary school children of Tirana. European Journal of Education and Applied Psychology 2023, No 4.* https://doi.org/10.29013/EJEAP-23-4-3-7

Abstract

The primary goal of this study was to evaluate the effects of explosive power and flexibility in elementary school children. Out of the 64 schools from Tirana district, 4 schools were randomly chosen. Merely 148 kids aged 10 to 13 have completed both assessments (the follow-up evaluation occurs after a full academic year). The main purpose of this study was to evaluate the effects of explosive power and flexibility in elementary school children of the 2nd year of elementary school in Tirana city during one year period. To evaluate the explosive power in lower limbs we have used standing long jump, and for measuring flexibility we have used sit and reach test. The Statistical analyses is performed via "IBM Statistics 22". The results, identify an increase by 11 cm from M1 to M2 in standing long jump, while Flexibility test results show that after one year there was no improvement in flexibility but a decrease of 1.03 cm.

The explosive power in children give us a clear picture of the progress of explosive power along one academic year, with an improvement of the power in the bigger muscles but on the contrary the results show a decrease with no improvement of flexibility. The children subjects of this this study did not acquire explosive power and flexibility, which call for specialized instruction in addition to their active engagement in recreational activities and general physical activity.

Key words: *Elementary school children, explosive power of lower limbs, flexibility of lower limbs*

Introduction

Many assessments highlighted the relationship between physical fitness and health outcomes, showing that low physical fitness in kids and teens is associated with obesity, metabolic profiles, cardiovascular disease, and bone health (Buehring et al., 2010; Ortega, F.B et al., 2008).

Studies conducted over an extended period of time have demonstrated a correlation between changes in central and total adiposity, systolic blood pressure, blood lipids, and lipoproteins with changes in muscular fitness from childhood to adolescence (Ruiz et al., 2009). Muscular fitness has also been linked to a lower risk of chronic illness (Stump et al., 2006; Wolfe, 2006), and in both men and women, aspects of the metabolic syndrome have been found to be adversely correlated with muscle strength (Jurča et al., 2005; Wijndaele et al., 2007). Independent of cardiorespiratory fitness, further research has demonstrated that juveniles with high muscle strength had improved lipid metabolic profiles (Vicente-Rodríguez et al., 2003). In order to get reliable estimates of muscular outcomes, it is ideal for muscular power — also known as explosive strength in practical contexts — to be tested in laboratory settings (Wilson & Murphy, 1996). Childhood is a critical time for sensitive performance gains (+10–15% year) to be detected (Catley & Tomkinson, 2011; Sauka et al., 2010). Standing Broad Jump (SBJ) performance in children aged 7–8 is solely based on height and body mass (Halme et al., 2009).

A better cardiovascular profile in childhood and adolescence is already linked to muscular fitness (Ortega et al., 2007). It is also inversely correlated with clustered metabolic risk in childhood and adolescence (Cohen et al., 2014; Artero et al., 2011), additionally, it has been linked to markers of inflammation in children (Steene-Johannessen et al., 2013). Strong evidence also points to a beneficial relationship between children's and teenagers' self-esteem, bone health, and muscular fitness (Smith et al., 2014). Many studies have shown that sedentary lifestyle is not only negative related to body weight, but its impact is shown in the lower physical performance and also many children do not get involved in physical activities in their everyday life, and this puts their health at risk leading them to an inactive lifestyle. Being obese or overweight is negative for body health and for motor ability and coordination skills (Okely et al., 2004).

Objectives

The main purpose of this study was to evaluate the effects of explosive power and flexibility in elementary school children during one year period.

Methodology

Four schools were selected at random from the 64 schools in the Tirana district. 148 children between the ages of 10 and 13 have finished both tests (the follow-up examination takes place following a full academic year). Random selections were made from each elementary school in the Tirana district to serve as research participants. Additionally, classes from each school were selected at random for this monitoring experiment. To evaluate anthropometric measures (body weight, height, BMI), lower limb flexibility using the sit-and-reach test, and lower limb explosive power using the standing long jumping test. A one-year time interval separated the two measurements, measurement 1 (M1) and measurement 2 (M2).

Measuring explosive power of lower limbs with standing long jump

One of the Eurofit tests used to assess upper limb explosive strength is the standing long jump (Eurofit, 1993). The participant must stand at a line drawn on the ground with their feet slightly apart in order to do the standing long jump. The person plants both feet and leaps forward with their arms and knees. The measurement that is recorded is the one that the highest of the three results indicates. If the test taker trips or falls during takeoff, they should repeat the exam. One way to assess lower limb flexibility is with the sit and reach test. The Cooper Institute created the sit and reach test in 2007 to assess the hamstring muscle's flexibility. Sitting at a sit-and-reach box, bending forward as much as feasible, and extending one straight leg as far as possible are the allotted tasks.

Statistical analysis

Statistical Analyses was conducted using IBM SPSS Statistics 22. Pre and post scores for the dependent variables were analyzed using descriptive and inferential methods. The analysis of pre and post measurements were performed by comparing means of dependent variables. Descriptive Statistics methods included: Descriptive Statistics summary tables (Mean, standard deviation, minimum, maximum. Standard deviation. Data distribu-

tion was presented using box-plots. Testing research hypotheses, in order to statistically evaluate a possible change between pre and post measurements using t-tests for standing long jump test and flexibility test.

Results

Standing long jump test

According to data analysis, the standing long jump test results ranged from an average of 117 cm in the first year to 128 cm in the second year. Moreover, the minimum measurements in M1 and M2 were 79 and 97 cm, respectively. In the first year, the maximum standing long jump height is 161 cm, while in the second year, it is 175 cm. Children who took the test in the first year had a mean score of 64, and in the second year, it was 74.

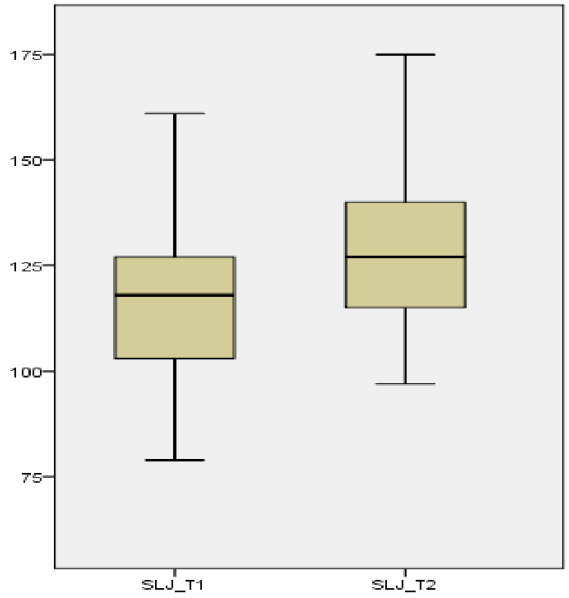


Figure 1. *Standing long jump in the first and second year*

The comparison between the standing long jump test T-tests and variables M1 and M2 is shown in Box Plot 1. The standing long jump has improved, according to the findings of the descriptive statistical analysis comparing M1 and M2. In this test, the variable changes from (117 ± 15.87) at M1 to (128 ± 16.49) at M2, indicating an increase in M2. The two measures were compared using the dependent t-test. The dependent t-test findings ($t(101) = -8.21$, $p < 0.000$) revealed a significant difference ($p < 0.05$) between the two measures, supporting the idea that the lower limbs' power growth happened in a year's time.

Flexibility test

A mean value of 25 cm, a maximum value of 52 cm, and a lowest value of 9 cm are displayed in the flexibility test results. In addition, the flexibility test results showed a standard deviation of 7.2 and a median score of 25 cm after a year. After a year, the flexibility test had minimum and maximum values of 10 and 40 cm, respectively.

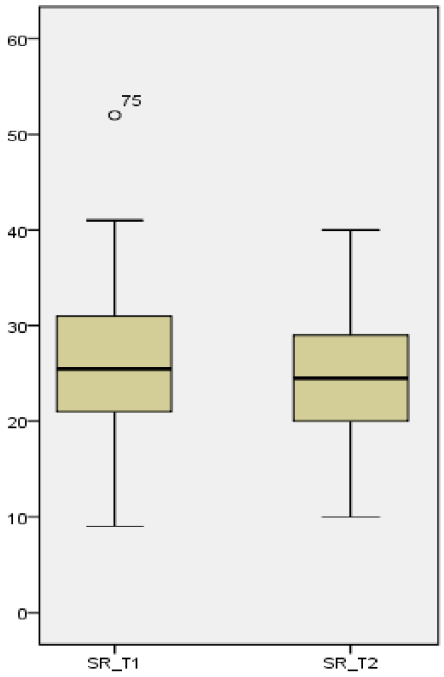


Figure 2. *Seat and reach test*

It is clear from Box Plot 2 when comparing the measurements made before and after a year (M1 and M2). According to the findings of the flexibility test, the variable changed from (25.4±7.2) cm at M1 to (24.4±6.4) cm in the M2, indicating a drop of 1.03 cm. The two measures were compared using the dependent t-test. The dependent t-test findings ($t(91) = 1.62$, $p = 0.109$) show a significant difference ($p < 0.05$) between the two measures, supporting the hypothesis that children's flexibility has reduced by 1.03 cm.

Discussion

Explosive power of lower limbs

The standing long jump scores, which are used to measure explosive strength, show a progression in children's performance from M1 to M2, according to the descriptive analysis. The standing long jump increases by 11 cm at M2, indicating that children's ex-

plosive strength is developing. When using the sit and reach test to measure lower back flexibility, body weight appears to have less of an impact. The flexibility test's statistical descriptive analysis revealed a decline in scores from M1 to M2. M2 mark measurements show 1.03 cm less flexibility. The variables for the sit and reach test are (25.4±7.2) cm at M1, and 24.4±6.4) cm at M2.

Conclusions

The end findings from the primary school children's one-year motor skill monitoring program paint a vivid picture of the development of explosive force and flexibility over the course of a school year.

Based on the data collected for this monitoring project, we can conclude that physical education instructors, not general teachers, should put in more professional effort and intervene in the classroom.

The children subjects of this this study did not acquire explosive power and flexibility, which call for specialized instruction in addition to their active engagement in recreational activities and general physical activity.

References

Artero, E.G., Ruiz, J. R., Ortega, F. B., España-Romero, V., Vicente-Rodríguez, G., Molnár, D., Gottrand, F., González-Gross, M., Breidenassel, C., Moreno, L. A., & Gutiérrez, Á. (2011). Muscular and cardiorespiratory fitness are independently associated with metabolic risk in adolescents: the HELENA study. *Pediatric Diabetes*, — *12*(8). — P. 704–712. URL: https://doi.org/10.1111/j.1399–5448.2011.00769.x

Buehring, B., Krueger, D., & Binkley, N. (2010). Jumping mechanography: a potential tool for sarcopenia evaluation in older individuals. *Journal of Clinical Densitometry*, — 13(3). — P. 283–291. URL: https://doi.org/10.1016/j.jocd.2010.04.002

Catley, M. J., & Tomkinson, G. R. (2011). Normative health-related fitness values for children: analysis of 85347 test results on 9–17-year-old Australians since 1985. *British Journal of Sports Medicine*, — *47*(2). — P. 98–108. URL: https://doi.org/10.1136/bjsports-2011–090218

Cohen, D. D., Gómez-Arbeláez, D., Camacho, P. A., Pinzón, S., Hormiga, C. M., Trejos-Suárez, J., Duperly, J., & López-Jaramillo, P. (2014). Low Muscle Strength Is Associated with Metabolic Risk Factors in Colombian Children: The ACFIES Study. *PLOS ONE*, — *9*(4). — e93150. URL: https://doi.org/10.1371/journal.pone.0093150

Eurofit, (1993). Eurofit Tests of Physical Fitness, 2nd Edition, Strasbourg.

Halme, T., Parkkisenniemi, S., Kujala, U. M., & Nupponen, H. (2009). Relationships between standing broad jump, shuttle run and Body Mass Index in children aged three to ei. *PubMed*, — *49*(4). — P. 395–400. URL: https://pubmed.ncbi.nlm.nih.gov/20087299

Jurča, R., LaMonte, M. J., Barlow, C. E., Kampert, J. B., Church, T. S., & Blair, S. N. (2005). Association of Muscular Strength with Incidence of Metabolic Syndrome in Men. *Medicine and Science in Sports and Exercise*, — *37*(11). — P. 1849–1855. URL: https://doi.org/10.1249/01.mss.0000175865.17614.74

Okely, A. D., Booth, M., & Chey, T. (2004). Relationships between Body Composition and Fundamental Movement Skills among Children and Adolescents. *Research Quarterly for Exercise and Sport*, — *75*(3). — P. 238–247. URL: https://doi.org/10.1080/02701367.2004.10609157

Ortega, F. B., Ruiz, J. R., Castillo, M. J., & Sjöström, M. (2007). Physical fitness in childhood and adolescence: a powerful marker of health. *International Journal of Obesity*, — *32*(1). — P. 1–11. URL: https://doi.org/10.1038/sj.ijo.0803774

Ortega, F. B., Ruiz, J. R., Castillo, M. J., & Sjöström, M. (2007b). Physical fitness in childhood and adolescence: a powerful marker of health. *International Journal of Obesity*, — *32*(1). — P. 1–11. URL: https://doi.org/10.1038/sj.ijo.0803774

Ruiz, J. R., Castro-Piñero, J., Artero, E. G., Ortega, F. B., Sjöström, M., Suni, J., & Castillo, M. J. (2009). Predictive validity of health-related fitness in youth: a systematic review. *Brit-*

ish Journal of Sports Medicine, — *43*(12). — P. 909–923. URL: https://doi.org/10.1136/bjsm.2008.056499

Sauka, M., Priedite, I. S., Artjuhova, L., Lāriņš, V., Selga, G., Dahlström, Ö., & Timpka, T. (2010). Physical fitness in northern European youth: Reference values from the Latvian Physical Health in Youth Study. *Scandinavian Journal of Public Health*, — *39*(1). — P. 35–43. URL: https://doi.org/10.1177/1403494810380298

Smith, J., Eather, N., Morgan, P. J., Plotnikoff, R. C., Faigenbaum, A. D., & Lubans, D. R. (2014). The Health Benefits of Muscular Fitness for Children and Adolescents: A Systematic Review and Meta-Analysis. *Sports Medicine*, — *44*(9). — P. 1209–1223. URL: https://doi.org/10.1007/s40279-014-0196-4

Steene-Johannessen, J., Kolle, E., Andersen, L. B., & Anderssen, S. A. (2013). Adiposity, aerobic fitness, muscle fitness, and markers of inflammation in children. *Medicine and Science in Sports and Exercise*, — *45*(4). — P. 714–721. URL: https://doi.org/10.1249/mss.0b013e318279707a

Stump, C. S., Henriksen, E. J., Wei, Y., & Sowers, J. R. (2006). The metabolic syndrome: Role of skeletal muscle metabolism. *Annals of Medicine*, — *38*(6). — P. 389–402. URL: https://doi.org/10.1080/07853890600888413

Vandorpe, B., Vandendriessche, J., Lefevre, J., Pion, J., Vaeyens, R., Matthys, S., Philippaerts, R., & Lenoir, S. (2011). The Korper coordination Test fur Kinder: reference values and suitability for 6–12-year-old children in Flanders. Scandinavian Journal of Medicine and Science in Sports, — 21(3). — P. 378–388. Doi:10.1111/j.1600–0838.2009.01067.x

Vicente-Rodríguez, G., Jimenez-Ramirez, J., Ara, I., Serrano-Sánchez, J. A., Dorado, C., & Calbet, J. a. L. (2003). Enhanced bone mass and physical fitness in prepubescent footballers. *Bone*, — *33*(5). — P. 853–859. URL: https://doi.org/10.1016/j.bone.2003.08.003

Wijndaele, K., Duvigneaud, N., Matton, L., Duquet, W., Thomis, M., Beunen, G., Lefevre, J., & Philippaerts, R. (2007). Muscular strength, aerobic fitness, and metabolic syndrome risk in flemish adults. *Medicine and Science in Sports and Exercise*, — *39*(2). — P. 233–240. URL: https://doi.org/10.1249/01.mss.0000247003.32589.a6

Wilson, G. S., & Murphy, A. B. (1996). The use of isometric tests of muscular function in athletic assessment. *Sports Medicine*, — *22*(1). — P. 19–37. URL: https://doi.org/10.2165/00007256–199622010–00003

Wolfe, R. R. (2006). The underappreciated role of muscle in health and disease. *The American Journal of Clinical Nutrition*, — *84*(3). — P. 475–482. URL: https://doi.org/10.1093/ajcn/84.3.475

submitted 03.12.2023;
accepted for publication 15.12.2023;
published 28.12.2023

Contact: kushtelenca@ust.edu.al

The European Journal of Education and Applied Psychology 2023, No 4
ISSN 2310-5704

PREMIER Publishing
ppublishing.org

Section 2. Family Education

DOI:10.29013/EJEAP-23-4-8-14

EXPRESSION OF ETHNOPEDAGOGICAL VIEWS RELATED TO FAMILY EDUCATION IN THE WORK OF CHINGIZ AYTMATOV

Akbarov Odiljon Ergashevich [1]

[1] Namangan State University, Uzbekistan

Cite: *Akbarov O.E. (2023). Expression of Ethnopedagogical Views Related to Family Education in the Work of Chingiz Aytmatov. European Journal of Literature and Linguistics 2023, No 3*. https://doi.org/10.29013/EJEAP-23-4-8-14

Abstract

The article reveals the role of the family in upbringing children, interpretation of parental responsibility in the works of the Kyrgyz writer Chingiz Aitmatov. The problem is related to folk pedagogy.

Keywords: *upbringing of children, moral ideas, parental example, pedagogical approach, folk pedagogy*

Introduction

The importance of the family in raising a child cannot be compared with anything else. That is why all peoples have paid great attention to raising children in the family since ancient times. "... not only as a historical and cultural value, but also important for the improvement of the modern educational system... " (Mutalipova, M.J. 2015; Afanasyev, T.M., 1986) no one denies that most aspects of folk pedagogy – ethnopedagogy are directly related to family values. This explains the emergence of works on family pedagogy. In these works, it is emphasized that family education is inextricably linked with the existing social reality. Abdulla Awlani writes in the work "Turkish Gulistan or Morality": "Who does education? Where is it done? the question arises. The first answer to this question is home education. This is a mother's duty. The second is school and madrasa education. This is the upbringing of the father, teacher, tutor and government" (Abdullah Avlony, 1992).

Methods

In the book "Family" by T.M. Afanasyeva, you can read the confirmation of this idea: "... in experience, parents' love makes sure that their constant communication with their children is as necessary for babies as water and air. Harmonious education of a child cannot be achieved without family education. Family education should be combined with social education and strengthened by it, it is absolutely impossible to put this form of education against each other" (Afanasyev, T.M., Oil. T., 1986).

Most of the virtues or defects of a person's manners, manners, and speech are the product of family upbringing. There is a saying among the people that "A bird does what it sees in its nest". In the book "Hikmatnama" this proverb is explained as follows: "What a bird sees in its nest, that is what it does when it flies". With these articles, we want to say that how children grow and mature, what their character is, and how they are formed is directly related to how parents educate them, how they behave in front of them, how they set an example, and whether they have a positive or negative influence. In Chingiz Aitmatov's works, there are many scenes that are consistent with the essence of the above ideas. In them, parent-child, mother-child, and sister-sister relationships are described and interpreted based on the family environment and the essence of education.

In the story "Early Cranes", the cordial relations and affection of the family members in the house of Sultanmurat is an example for everyone. The endless love of sons for their fathers is depicted in an exciting way. The younger son shows his love for Ajimurot's father as follows: "You can't even go to Ajimurot's house when his father is at home. He does not fall from his father's shoulders. It's as if he is the only one who doesn't care about others. His two sisters, they were still small at that time, and even they could hardly get their father's love with their crying. Neighbors were also surprised that this little one did not cling to his father" (Aitmatov, Ch., 1988; Abdullaeva, D., Yorqulov, R., Atabaeva, N., 2015).

The eldest son Sultanmurat's expression of longing for his father: "If his father returns safely from the war, let it be his and only Ajimurat's". Let him not let Ajimurot off his hands and shoulders. Just come. Let them rub and face him safely no matter what. This happiness is enough for him, Sultanmurat. As long as his father returns.

There is a saying in our people that in order to be loved, you have to give love. This love of children was a response to the love of children and the rational education of the people of the East. Sultanmurat's father treats his children according to their age, teaches them things that are suitable for their age, intelligence and strength. When he comes to the city, he takes his eldest son Sultanmurat to play. Thinking about it, this is also his fatherly duty. During a walk on the road, the father teaches his son about everyday life: how to drive the horses that are attached to the cart, what are the virtues, behavior, and shortcomings of the horses one by one. Who else will take the time to explain this to his son if not a father who teaches it when it is time for him?

Another picture. Ajimurat's brother Sultanmurat resents him for taking the colt given to him by his uncles. Despite the fact that Asov is an adept at training bulls and donkeys, Sultanmurat deliberately does not teach this growing donkey to his brother. His father wisely resolves this internal conflict between the brothers. First of all, he is not in a hurry, he waits for an opportune moment. Even when the opportunity comes, that is, before taking his eldest son to play in the city, he orders his son and does not force him to do this. Notice how the father behaved.

Well, Ajike,– while sipping tea, he turned to his little dog, haven't you taught your black horse to ride yet?

"No, father", Ajimurat began to complain.– He was very relieved. He follows me like a puppy. But he doesn't get on top of it, he immediately shoots and shoots.

"Isn't anyone helping you to teach him to ride?" – said his father as if pretending to be busy.

"I will teach him, Ajike", answered Sultanmurat as if ready.– Of course, I will teach you.

– Hey! – said his brother, standing up.– Let's go!

The father achieved two educational goals with one gesture: firstly, he skillfully reformed the brothers without unnecessary words, and secondly, he was able to explain the guilt of his elder son Sultanmurat as a brother. Sultanmurat himself admits this and remembers it as follows: "Ah, what a disgrace he did by offending his brother. It was only after his father pointed out that he understood. He was such a wanderer, he was doing inappropriate things on the streets. Now, when he was going to the city, his brother did not know this, his conscience was so troubled that he was even ready to go to him immediately and ask for forgiveness and do whatever he said".

Sultanmurat is determined to rein in his brother's donkey Korayol. The father also participates in this and watches.

Here's how to train a donkey to a happy ending:

– Now ride,– Sultanmurat called his brother,– say, everything is fine!

Ajimurot, whose face was burning with pride, kicked Korayol with his heel and began to run away. "Everyone can see what a brave brother he has, and he can't help but brag about it!"

Here, Bekboy, as the head of the family, as a father who deeply felt the responsibility of shaping the fate and interaction of his sons, took a very reasonable path, which is an integral part of his ethnopedagogy, traditional family psychology. He personifies as a wise man who knows deeply. "The family is a place of education where human qualities, noble desires, values formed in every person from childhood are perfected, and which ensures the development of the spiritual heritage of the Uzbek people, which has been formed for thousands of years. Raising a child requires responsibility". National responsibility is a person's ability to fully imagine every action and activity and understand what it will bring to him and his nation. The existing psychological and pedagogical knowledge of the parents, their reputation in the family and social life are very important in the formation of the child's personality and education. In the family, starting from the behavior of the parents and the adults in the family, speech culture, dressing, dealing with people, even the attitude to the environment and similar seemingly simple situations have a great impact on the upbringing of the child" (Mirzarakhimova, G., 2020).

Result and Discussion

In fact, in most cases, a seemingly simple situation, turning a blind eye to disagreements, sometimes the wrong approach or neglect of the relationship between parents and their children, leads to enmity, indifference, and inconsistency. As a result of the skillful pedagogical approach of the father, seen in the above pictures, kindness between the brothers was strengthened and mutual disagreement was eliminated. Later, they also became confidants: Sultanmurat sent a love letter to Mirzagul, his beloved daughter, from his brother and waited for a reply through him. Also, Bekboy (Sultanmurat's father) teaches his children to respect other nationalities and to respect their national qualities: "At first, they greeted his father's local Uzbeks. "Hello, this is my eldest son!" – Bekboy introduced him. The Uzbeks stood up and put their hands on their chests and turned to Sultanmurat.

"A hearty people", his father told him. "Uzbeks don't care if you are big or small, they always respect you..."

This speech of Bekboy points out that the relationship between different classes, nationalities and peoples in the society has a great educational and educational value. This kind of warm and sincere attitude towards each other of the peoples who have lived on the same land for centuries, drank water from the same dayo, and have common customs and traditions, will undoubtedly leave a mark on the worldview and spiritual world of the growing young generation. In this place, Ch. Aitmatov said that the harmony and mutual respect of the nations living together in one society is not only a social condition explained by the internal policy of the country, such as solidarity between nations, but at the same time, the people of the country, especially the future of the country. lmish forms tolerance in children from a young age, keeps them away from the mood of discrimination based on national differences, and gets them used to treating people based on their moral level and not their nationality.

Although the story does not reveal much, the father and mother's great love for each other, and the fact that they are devoted to each other in every work, emerges from the foundation of the relationship. The sincere relationship of mutual love between husband and wife and the deep positive effect of this relationship on their children is very well illustrated in the novel "The Day of the Century" by the example of Abutalib Kuttiboyev's family. Zarifa's husband, Abutalib, endures the hard life in the stormy station, more precisely, in the deserted Sario'zak steppe, which even men with good nerves and good health cannot endure. In this regard, the following opinion of V. I. Kochetkova is noteworthy: "Parents' love for each other can become

the main factor affecting the child". Pay attention, we are talking about the love of parents for each other, in addition to their love for children. Young brides and grooms make a lot of mistakes at the beginning of their family life. However, the damage of those mistakes will not be more than the damage caused by neglecting their mutual love and personal feelings. When parents love each other, their children enjoy this love more than themselves. Without this love, the world seems narrow to a person's eyes, and no pedagogical measures can replace its influence on a child (Afanasyev, T. M., Oil. T., 1986).

The confirmation of this idea can be found in the novel in the example of the lives of Abutalib and Zarifa. The writer succinctly expresses how much they depended on each other as follows: "Both of them saw the meaning of marriage in kindness, respect, harmony, and care for each other. They lived with this one feeling, and because of this, they protected each other and their children from the whirlwinds of life and saved their lives".

No matter how many injustices Abutolib has faced in life, he does not sink into depression and despair. In his situation, people become frustrated with everything, even the things related to the upbringing of their children. But he considers the education of his children, the prospect of tomorrow, their intellectual, spiritual and spiritual maturity to be his only goal.

If we observe Abutalib's activities in the upbringing of his children in the novel, two clearly defined goals can be distinguished. The first is education for today, the second is education for tomorrow. He sets the following for today's education:

1) mutual affection in the family;

2) an upbeat spirit in any difficult situation and situation;

3) teaching children based on pedagogical experience;

4) to teach neighboring children.

Educating the neighboring Edigei children was first of all a teacher's duty, secondly, a neighborly obligation, and thirdly, it was necessary for their children. Because the child is influenced to a certain extent by the knowledge, upbringing, and level of other children who play with him and grow up with him. He explains the purpose as follows: "Edigey, let me teach your daughters in addition to my children", he suggested.– After all, I have not been working with them just out of idleness. They got used to each other, they play together. Let them be yours during the day and ours in the evening. Why am I saying this? We live far away from the people, it's really boring. That is why it should open their eyes. Today's fist-sized kids need to know what the great guys of the past knew. Otherwise, they will not be able to become literate. "Abutolib, as a pedagogue, knows well that the difference in education and upbringing between a child educated individually and a student educated in a group, participation in the educational process, and their results and effects are different". "...the law of mutual psychological influence applies in the team, as a result of which the resulting mood can gain strength and quickly spread from person to person. It is more difficult for some individuals to "ignite" the collective, but then feelings can flare up very brightly". Children experience events vividly and deeply together than when they are alone (Lutoshkin, A. N., 1978).

For tomorrow's education, Abutalib will do the following:

1. He writes down his experiences, what he saw in the war.

2. The people want to write down their fairy tales, legends, and songs and leave them to their children.

The first one was to explain their destiny to their children, to prepare them for the trials and hardships of life ahead of them, to encourage them to do what they could not achieve, and the second one was for the future spiritual image of their children, grandchildren, great-grandchildren, the future generation of the nation as a whole, their spiritual image.

Unlike the Kuttiboyevs, Kazangan has a different approach to raising his son. He teaches his son Sobitjon in a boarding school away from home. Both he and his wife, Buckey, fulfill their educational obligations to the best of their ability. Until they are busy with work, they go to see their sons sometimes by hired train, sometimes by camel. Those who have not found another form and means of education and upbringing of the child. That's why they trusted him and sent him to boarding school. But distance from the family, sep-

aration from parental love begins to affect the child. Pedagogical books write about the effect of being away from parents on a child: "If there are no parents, even the most skilled and professional teachers cannot do this task. Even if, let's say, the number of children at the disposal of one educator is reduced to the average level of his family, this measure will not give the effect obtained in the home environment, because the light emitted by the mutual personal relations of the parents will not work here. Such a situation affects the parents themselves, they lose their sweet children and lose a lot" (Afanasyev, T. M., Oil. T., 1986).

Such a loss began to occur in Kazangan's family when Sobitjan was given to the Internet: "The oldest worker of our station is studying at a boarding school in Kumbel, the son of our neighbor Kazangan". Wasn't he a teenage boy, he turned out to be a little more helpless. Goho seems to be fooling people too. It was necessary to send the child to study again before September. His father took him on a camel. His mother, Bukey, Kazangan's wife, began to cry and struggle: "My child went to a boarding school, he has changed, he is not a normal child who is tied to the house with all his thoughts and feelings, he no longer has the respect of his parents". After the boarding school, Sobitjon, who continued his studies at the institute, continued to distance himself from his family and parents. At the same time, he became distant from his filial duty, feelings and human image. He started looking at his parents only as a source of material support. After getting married and staying in the city, seeing her parents is only due to some necessity. Even the death of his father seems to be an extra burden for him. His father's will to bury him in Mother Naiman Cemetery also does not impose any responsibility on him. Life during the years of study breaks the ties of kinship with her sister Ayzoda. He is completely indifferent to his sister's difficult life and her pains. At the same time, his sister became a stranger to him. There is no mutual respect between brothers and sisters.

While reading the novel, it becomes clear that the negative consequences of this education continue in Sobitjon's family. His wife does not come to the funeral, he does not even think about the arrival of his children.

The situation in Ayozada's family is even more pathetic. The education, upbringing and maintenance of six children were left to their own devices. The woman who came to the funeral cries about her pain, as the proverb tells about the behavior of Ayzoda at the funeral: "Oyzoda, whose hair is matted and her eyelids are swollen, laments to her deceased father that her happiness is dark, that no one in the world will console her with a sweet word or stroke her forehead", that she has not seen light since she was young, that her husband is addicted to alcohol, that the children are left alone and wander around the station, that she has become a hooligan, who knows, maybe tomorrow she will become a conductor and demand people on the train, that the eldest has already started drinking, the police will come he was crying saying that he was investigating and that he had warned that the case would go to the prosecutor's office.

It seems that the families of Sobitjon and Ayzoda are fundamentally different from the family of Kuttiboevs. They do not have the responsibility for the love, mutual understanding and upbringing of their children in the national and spiritual spirit, which is the case with the Kuttiboevs. They do not feel each other's happiness and decisions from the inside. Therefore, their children grew up as described above.

Here Ch. Aytmatov's deep knowledge and feeling of the functions of the family is revealed. The main functions characteristic of the modern family are defined and classified in the literature. At the current stage of human development, seven functions of the modern family are noted, such as economic, communicative, educational, reproductive, recreational, feliocytological, management, i.e. regulatory (Abdullaeva, D., Yorqulov, R., Atabaeva, N., 2015).

The first is the economic function of the family. The family's economic situation, the budget to be formed, the appropriate use of the income, the allocation of money for current expenses and needs, the collection of funds in advance according to the future plans, and the frugality of living are the decisions of the family leaders in this regard. depends on having certain experience and qualifications.

One of the factors that ensures family unity is the communicative function, which

satisfies the desire and need of family members to communicate with each other and understand each other.

It is emphasized that the educational function of the family is very important, it can be said that the leader is important. Children's physical, intellectual, moral, and aesthetic upbringing is carried out in the family. As long as a person receives the necessary upbringing from his family, his further education and upbringing will be effective and fruitful, and his spiritual growth will increase rapidly.

Another important social function of the family is its reproductive function, which ensures biological continuity in the society and aims to give birth to offspring. The main purpose of this function is to continue the human race.

The recreational function is to provide mutual material, physical, spiritual and psychological support of family members, take care of each other's health, and allow them to relax. is a yish function.

One of the functions of the family, which is becoming more and more prominent in our time, is its felicitological function. The word felicitological is Italian and means happiness, which means that the family factor is becoming more and more crucial in achieving personal happiness.

Conclusion

Another function is regulative, which implies the system of managing relations between family members, as well as the social control that we are used to, the superiority and leadership of the head of the family. This includes the supervision of children by grandparents, parents, siblings, and support of the next generation both materially and spiritually.

The function of the last family is relaxation. "One of the most important functions of the modern family is the function of relaxation. This means to restore the sexual and emotional activity, mental and physical strength, work ability of family members" (Abdullaeva D., Yorqulov R., Atabaeva N., 2015).

In Kazangan's family, the economic, reproductive, recreational functions were the leading in relation to his son, and although the remaining functions were present in the family environment during the child's young age, the distance from the family environment gradually extinguished them. Weakening of communicative, educational, feliocytological, management, and regulatory tasks causes the child Sobitjan to lose his love, closeness, sense of duty and responsibility towards his parents and sister, without knowing it, or even unwillingly. Therefore, Ch. Aytmatov reveals the reasons that led to these negative consequences, while pointing out the gaps in personal education and missed opportunities. The example of these characters clearly shows that even though it is a noble goal to remove a child from the family for the sake of his child, wanting him to live better than himself, it will have the opposite result. It seems appropriate to cite the famous Russian pedagogue K. D. Ushinsky's aphorism here: "If pedagogy wants to educate a person comprehensively, then he must first know him comprehensively" (Ushinsky, K.D., 1973). With these words, he points to the need for every pedagogue, every parent to regularly study his student, his pupil, his child. But this learning is not only for the time in which the children live, but also to learn about their yesterday, and at the same time, most importantly, what kind of spiritual, mental or physical result will it lead to tomorrow if the current state of education and approach continues. also requires research.

References

Абдулла Авлоний. Туркий Гулистон ёхуд ахлоқ.– Т.: Ўқитувчи, 1992.– 13 с.
Mutalipova, M. J. Xalq pedagogikasi.– T.: "Fan va texnologiya". 2015.– 3 p.
Афанасьев, Т. М., Оила, Т.: Ўқитувчи, 1986.– 229 с.
Айтматов, Ч. Эрта келган турналар.– Т.: "Ёш гвардия" нашриёти, 1988.
Ушинский, К. Д. Избранные труды.– М.: "Просвещение". 1973.– 45 с.
Мирзарахимова, Г. Оилада ота-она ва фарзанд муносабатларининг психологик муаммолари. Oriental Art and Culture Scientific-Methodical Journal – (2) I. 2020.– 149 p.

Лутошкин, А. Н. Эмоциональная жизнь детского коллектива.–Москва.: 1978.– 33 с.
Abdullaeva, D., Yorqulov, R., Atabaeva, N. Oila psixologiyasi.– T.: Tafakkur bo‘stoni, 2015.– P. 47–48.– 256 p.
Akbarov, O. E. Chingiz Aytmatov hayoti pedagogik tafakkur nigohida // Namangan davlat universiteti ilmiy axborotnomasi. Namangan,– 12. 2020.– P. 487–491. (13.00.00; № 30).
Акбаров, О. Е. Adabiyot, pedagogika va didaktika // Общество и инновации.– 2021.– Т. 2.– № . 3/S.– P. 28–33. (OAKning 2020 yil 31 dekabrdagi 01–11/1999 sonli xati).
Ergashevich, A. O. Theoretical and methodological fundamentals of pedagogical study of the works of writers // Berlin Studies Transnational Journal of Science and Humanities. 2022.– T. 2.– № . 1.5 Pedagogical sciences. URL: https://doi.org/10.5281/zenodo.5928938/ (13.00.00; № 7).
Akbarov, O. E. The illumination of the role of family and society in the upbringing of the younger generation in the prose of Chingiz Aitmatov // Current research journal of Pedagogics (crjp) sjif (Impact factor)-5.714. 2022.– T. 3.– № . 01.– P. 50–58. URL: https://doi.org/10.37547/pedagogics-crjp-03–01–09
Abdug‘opirova, F. A. Kognitiv faoliyatni rivojlantirish orqali maktabgacha yoshdagi bolalarni maktabga tayyorlash – pedagogik muammo sifatida // Xalq ta’limi ilmiy jurnali. 2022.– № 2.– P. 120–123. (13.00.00; № 17).
Абдуғопирова, Ф. А. Когнитив фаолиятни ривожлантиришнинг дидактик тизими-мактабгача ёшдаги болаларни мактабга тайёрлашнинг устувор омили сифатида // НамДУ илмий ахборотномаси.– Наманган, 2022.– № -7.– Б. 347–352. (13.00.00; № 30).
Abdugopirova, F. A. The conception of “Cognitive activity”, its pedagogical-psycological actuality and contextual analysis // Berlin Studies Transnational Journal of Science and Humanities. 2022.– T. 2.– № 1.5 Pedagogical sciences.– P. 68–73.– № 7. URL: https://doi.org/ 10.5281/zenodo.5929046
Abdugopirova, F. A. Description and analysis of pedagogical-psychological cognitive activity and related concepts // Current research journal of Pedagogics. 2022.– T. 3.– № . 01.– P. 59–66. (Global Impact factor – 5.714).
Abdug‘opirova, F. A. Kognitiv faoliyatni rivojlantirish orqali maktabgacha yoshdagi bolalarni maktabga tayyorlashning didaktik tizimi. Pedagogika fanlari bo‘yicha falsafa doktori (PhD) dissertasiyasi.– Namangan: 2022.
Akbarov, O. E. Chingiz Aytmatov ijodida pedagogik qarashlar. Pedagogika fanlari bo‘yicha falsafa doktori (PhD) dissertasiyasi.– Namangan: 2023.

submitted 11.12.2023;
accepted for publication 23.12.2023;
published 28.12.2023

Contact: shahinabonu16@gmail.com

The European Journal of Education and Applied Psychology 2023, No 4
ISSN 2310-5704

PREMIER Publishing
ppublishing.org

DOI:10.29013/EJEAP-23-4-15-19

FACTORS AFFECTING THE FORMATION OF A TEENAGE PERSONALITY IN THE FAMILY

Asmoilov Muhammadjasur [1]

[1] Student of Physical Culture faculty 22.156 – group, Fergana State University, Uzbekistan

Cite: *Asmoilov, M. (2023). Factors affecting the formation of a teenage personality in the family. European Journal of Education and Applied Psychology 2023, No 4.* https://doi.org/10.29013/EJEAP-23-4-15-19

Abstract

This article is an important factor in the formation of a teenage personality in the family, the role of parents, siblings, elderly people in the neighborhood and educational institutions.

Keywords: *family, brother, sister, school, kind, consequences, traditions omills, teenager, spirituality, value, qualities, friendly relations*

Introduction

Veneration of the family as a sacred place, peace in the family, determination of the atmosphere of prosperity are qualities that have long been characteristic of our people. Close relationships with parents, siblings, grandfathers, grandmothers, and other relatives are an important factor in the formation of a teenage personality. In the family, the personality of not only the child, but also his parents is formed. Raising children enriches the personality of an adult, increases his social experience. Most often, this happens unconsciously in parents, but recently young parents have also begun to consciously educate themselves. Parents play a large and responsible role in the life of every person. They give the child new patterns of behavior, with their help he learns the world around him, he imitates them in all his actions. This trend is exacerbated by the child's positive emotional connections with his parents and the desire to be like his mother and father. When parents realize this law and understand that the formation of the child's personality depends on them in many ways, they behave in such a way that all their behavior, and in general, helps to form these qualities in the child and understand human values. Such an educational process can be considered very conscious, because. constant control over their behavior, attitude to other people, attention to the organization of family life allows you to educate children in the most favorable conditions that contribute to their comprehensive and harmonious development.

The family affects the personality of an adult not only in connection with the upbringing of children. An important role in the family is played by the relationship between representatives of different generations, as well as one generation (spouses, brothers, sisters, grandparents). The family as a small social group affects its members. At the same time, each of them affects the life of the family with its personal qualities, behavior. Individual

members of this subgroup can contribute to the formation of the spiritual values of their members, affect the goals and relationships of the whole family. Family is of great importance in the development of personality. Children who are deprived of the opportunity to participate directly and constantly in the life of a small group of people close to them lose a lot. This is especially noticeable in young children who live outside the family — in orphanages and other types of institutions. The development of the personality of such children often proceeds in a different way than that of children raised in the family. The mental and social development of these children is sometimes delayed and emotional development slows down. The same can happen to adults.

It is known that the behavior of many people is influenced by the presence of other people. Many people behave differently in front of other people than when they are alone. In addition, if a person feels the kind, attitude of those present, he often has a certain incentive for such actions, which causes the approval of the people around him and helps him to appear in the best possible light. If a person feels a friendly attitude, then he has resistance, which manifests itself in different ways. A well-bred person will overcome this dissatisfaction with a conscious effort. In a small group dominated by friendly relations, the team has a very strong influence on the individual. This is especially evident in the formation of spiritual values, norms and patterns of behavior, the style of relationships between people. According to its characteristics, the family as a small group creates conditions for emotional needs for its members, which helps a person to feel his belonging to society, increases a sense of security and peace, arouses a desire to help and support other people.

Materilas and methods

The family plays a huge role in the life and activities of society. The functions of the family can be considered both in terms of the implementation of the goals of society and in terms of the fulfillment of its obligations to society. The family, as a microtouch, satisfies important social needs and performs important social functions.

The family is a source of continuation of human life due to its reproductive function. It is a social group that initially forms a person's personality. The family helps to increase the creative and productive forces of society. The family introduces its new members to society, transfers to them language, customs and Customs, basic patterns of behavior that are mandatory in this society, introduces a person into the world of spiritual values of society, controls his behavior. The social functions of the family are manifested not only in relation to children, but also in relation to spouses, since marriage is a process that plays a large role in the life of society. One of the main tasks of the family is to create conditions for the development of the personality of all its members. The family meets the different needs of the individual. The birth of children not only brings joy from the mind to continue its kind, but also allows you to look into the future with confidence. In the family, people take care of each other. Also, the family meets various human needs. In a person's family life, love and a sense of mutual understanding, recognition, respect and security are most clearly manifested. However, the satisfaction of their needs is related to the performance of certain functions of the family. Unfortunately, the family does not always fulfill its duties. In such cases, the problem of the social role of the family arises. Families who are unable to provide their members with security, necessary living conditions and mutual assistance will not fulfill their duties if certain values are misrepresented in the family. Taking into account the place of the family in the life of each person, its psychological function should also be noted, since all the qualities of a person that are valuable to society are formed in the family. During the life of each person, as a rule, there will be a member of two families: his parents, the family from which he came and the one he created. Life in the parent family falls on adolescence. In adulthood, a person gradually gains independence. The more, the more a person accumulates life, professional and social experience, and the family begins to play an increasingly important role for him.

A very important stage for the development of the family is the entry of a man and a woman into a marriage union. The birth of

the first born baby opens the parental stage, and after the children gain independence, we can talk about the second stage of life. Different periods of family life correspond to different time periods and different needs. Determining the duration of individual periods of family life is difficult due to the fact that the time for spouses to enter into marriage is different. From the point of view of Social Psychology, marriage is a special group of two people of the opposite sex. These are two individuals, two individuals who decided to spend their future lives together. Spouses help each other in achieving emotional, social, personal goals, strive to improve the material conditions of their lives together, together create the economic base of the family. The foundations of the family are formed by the social positions of the couple in relation to each other. The leading role in the family usually belongs to a spouse who has more influence, knows how to make decisions in the event of problems in the process of living together. It is usually male, but nowadays the family has both the shift of the head towards the woman and the equality of the couple. In itself, cultural traditions, moreover, the personal characteristics of each spouse play an important role in determining family status. The formation of the structure, consequently, the distribution of roles in the family, is seriously influenced by the changes taking place in the social microstructure. The distribution of obligations in the family is associated with the roles that the husband and wife take on.

Result and discussion

After the creation of the family, a process of mutual adaptation begins. And the ability of people to compromise, tolerance and behave in conflict situations is of great importance here. Difficulties that arise in family life often become the cause of a marriage crisis, and in some cases the help of a psychologist is desirable, but in many cases young people cope with themselves. The birth of a child is an important event in the life of spouses and indicates the entry of the family into a new period of development. This is another test for spouses. They begin to fulfill new social roles — mother and father; getting into a new social role is always difficult and requires preparation. In this case, this preparation is pregnancy. Future parents gradually prepare themselves in thought and imagination for the changes that happen in their lives; at the same time they prepare their environment. They need to seriously change the established life. During pregnancy, spouses begin to form attitudes towards the unborn child. Here, factors such as the desire or unwillingness of the child, as well as the desire of one of the parents to have a child of a certain gender, are important. All this affects your upbringing. The roller of parents is all-round and multifaceted. Parents are responsible for choosing the child's life position. The need to provide conditions for the birth of a child and its development requires a certain reorganization of home life. But the role of parents, in addition to caring for children, also includes the formation of the personality of the child, the world of his thoughts, feelings, aspirations. The harmonious development of the child's personality is associated not only with the presence and activity of each of the parents in his family, but also with the consistency of their educational actions. Methods of parenting and disagreements in interpersonal relationships do not allow the child to understand and understand what is good and what is bad. Moreover, when the consent of the parent is violated, the people closest to the child, the people who are his support, quarrel, moreover, this situation cannot be done if he hears that it is happening for reasons of interest to him. Therefore, children's anxiety, fears and even neurotic symptoms. Relationships between family members are very important for the child. And it is especially important to understand how adults react to it.

The nature of the emotional attitude of parents towards the child can be called the position of the parent. This is one of the most important factors that shape the child's personality. There are several variations on this factor, ranging from domination to total indifference. And the establishment of permanent contacts and their complete absence are harmful to the child. It is important to establish contact with the child so that later you can talk about the gift from the child. First of all, it will be necessary to approach the child without excessive concentration of attention, as well as without excessive emotional distance.

This is an approach that can be described as balanced, free, focused on the child's mind and soul, focused on his real needs. It should be a certain independence-based approach, which is support and authority for the child, moderately strict and persistent, which is not an excessive command or an obedient, passive request. Disorders in contact with the child are manifested in several characteristic forms, for example, excessive aggression or the desire to correct the child's behavior. From an early age, the correct development of the child is carried out primarily due to the care of parents. A small child learns from his parents to think, speak, understand and control their reactions. Thanks to the personal models that his parents have for him, he learns how to deal with other family members, relatives, acquaintances: who to love, who to avoid, with whom to count more or less, who to sympathize with, or when to refrain from his reactions. The family prepares the child for the future independent life in society, transfers to him spiritual values, moral standards, the behavior, traditions and culture of his society. The guiding, coordinated educational methods of parents teach the child to relax while learning to control his actions and behavior according to moral standards. The child develops a world of values. In this multifaceted development, parents greatly help the child with their behavior and their role models. However, some parents can make it difficult, slow it down, even disrupt the behavior of their children, contributing to the manifestation of pathological personality traits in it. Raised in a family whose parents are personal role models for him, the child receives education for subsequent social roles: a woman or a man, a wife or husband, a mother or a father. In addition, social pressure is much stronger. Children are generally praised for their gender-appropriate behavior and accused of the behavior of the opposite gender. The development of incentives as a result of the rational use of incentives can accelerate the development of an individual as a person, making him more successful than the use of punishments and prohibitions. If, nevertheless, there is a need for punishment, then penalties for strengthening educational influence should be applied, if possible, immediately after a violation worthy of it. Punishment will be more effective if the child is explained to him in an understandable way by the punishable offense. Too harsh things can cause fear in the child or make him angry. Any physical influence forms a belief in a child that if something does not suit him, he will also be able to act with force.

Conclusion

The behavior of the child largely depends on the upbringing in the family. For example, preschool children often see themselves through the eyes of adults. Thus, a positive or negative attitude towards him by an adult forms his self-esteem. Children with low self-esteem are dissatisfied with themselves. This happens in families where parents often criticize the child or put excessive tasks on him. In addition, a child who sees his parents 'lack of agreement often blames himself for this, and as a result, self-esteem is again underestimated. Such a child feels that he does not fit the wishes of his parents. Another extreme is self-esteem. This usually happens in families where the child is little stimulated, with a very mild punitive system. It is known in itself that children who do not have self-esteem later cause problems for themselves and their loved ones. Therefore, parents from the very beginning should try to form a worthy self-esteem in their children. Here we need a flexible system of punishment and praise. Admiration and praise are excluded in front of the child, gifts for what he has done are rarely given, extreme penalties are not applied. In addition to self-esteem, parents also determine the level of the child's claims — what he claims in his activities and relationships. Children with high aspirations, high self-esteem and ambitious motivation only believe in success, and in case of failure they can suffer serious mental trauma. Children with low claim levels and low self-esteem do not require much either in the future or in the present. They do not set high goals for their predecessors and constantly doubt their abilities, quickly cope with failure, but at the same time they often achieve a lot.

References:

Abdusmatova Sh.S. Burkhanova M. B. (2020). Features Of The Relationship Of Parents With Many Children In The Family. Oriental Art And Culture.
Usmanova E. Z. How To Develop Independent Thinking In Students. — T.: Uzbekistan. 2000.
Sherzod, I. (2022). The Content Of The Preparation Of Future Teachers For The Formation Of Familistic Competence In Students. Spectrum Journal Of Innovation, Reforms And Development, — 8. — P. 40–46.
Ismailov, S. D. (2022). Family And Value. Academic Research In Educational Sciences, — 3(1). — P. 998–1003.
Dilshodovich, I. S. (2021). Ways To Increase The Effectiveness Of Physical Education Classes In Secondary Schools. Texas Journal Of Multidisciplinary Studies, — 2. — P. 142–143.
Ismailov, S. (2021). Pedagogical Psychological Opportunities For The Development Of Student Thinking Activity In School And Family Cooperation. Galaxy International Interdisciplinary Research Journal, — 9 (12). — P. 1209–1212.
Ismailov, S. D. (2022). The Specific Importance Of Developing Family Values In Adolescents Of Younger Age.
Tuychieva, I. I., & Ismailov, S. D. (2022). Formation Of Familistic Competence in Adolescent Boys. Journal of Positive School Psychology, — 6(10). 2021–2024.
Dilshodovich, I. S. (2023, October). Principles of the Formation of Competency for Preparing Students for Family lfe. in International Scientific Research Conference, — Vol. 2. — No. 17. — P. 29–32).

submitted 27.11.2023;
accepted for publication 08.12.2023;
published 28.12.2023

Contact: ismoilovmuhammadjasur@mail.ru

The European Journal of Education and Applied Psychology 2023, No 4
ISSN 2310-5704

PREMIER Publishing
ppublishing.org

Section 3. General pedagogy

DOI:10.29013/EJEAP-23-4-20-24

TECHNOLOGY FOR DEVELOPING SPEAKING COMPETENCE OF ACADEMIC LYCEUM STUDENTS IN ELT TEACHING

Qobiljon Valiev [1]

[1] Namangan State University, Uzbekistan

Cite: *Valiev Q. (2023). Technology for Developing Speaking Competence of Academic Lyceum Students in Elt Teaching. European Journal of Education and Applied Psychology 2023, No 4.* https://doi.org/10.29013/EJEAP-23-4-20-24

Abstract

Currently, the main task of academic lyceum students in teaching English is to acquire the skills of speaking or participating in speech communication in accordance with the phonetic, grammatical, and lexical norms of the language. Along with orthography, correct pronunciation is also important in mastering language standards in English language teaching. In order to achieve correct and high-quality communication, the student needs to develop his speech, attention, memory, imagination and thinking to the required level during his educational activities. In this article, we will discuss how to develop speaking competence of academic lyceum students in teaching English.

Keywords: *speaking competence, communication, communication culture, English language classes, academic lyceum students*

Introduction

The principles of teaching modern foreign languages have developed in their own way, educational goals have also changed radically, along with imparting knowledge, developing the necessary linguistic skills and competencies and the attitude towards the development of students' speech communication has changed as well in ELT. Naturally, there are several functions of oral speech communication. The most frequently used of them is the conversation of interlocutors with each other. This interaction starts with asking how things are and goes to a higher level of communication. Another important aspect of communication is that it motivates a person to be active. Especially communication in the educational process creates activity.

Since it is important to be able to communicate in English language teaching, we conducted experiments based on the requirements for students' oral speech competence in our research and used a special methodology that expresses the students' communication skills in the experimental testing of the pedagogical system aimed at teaching the English language to students of the academic lyceum.

Materials and Methods

Currently, the main task of academic lyceum students in teaching English is to acquire the skills of speaking or participating in speech communication in accordance with the phonetic, grammatical, and lexical norms of the language. Along with orthography, correct pronunciation is also important in mastering language standards in English language teaching (Valiev, 2022). Deviation from the norms of pronunciation of the literary language causes many misunderstandings and difficulties in the exchange of ideas.

Correct pronunciation is one of the main aspects that ensure the quality of effective speech communication. It is known that mastering of any subject is done primarily through language. In fact, everyone feels the need to communicate in their native language, whether it's in a family circle or in a public place. And it is a person's behavior and speech culture that causes a certain assessment for that person. Therefore, in the lessons of language teaching in educational institutions, first of all, it is necessary to pay special attention to the competence of students' speech communication. In this regard, it has been emphasized in many studies that it is appropriate to implement competency education.

The process of speech communication is one of the subjects of interest to many people, first of all, it is one of the main objects of study in psychology, linguistics, and also in foreign language teaching methodology (Hasanova, 2012). Speech communication occurs directly as a result of live speech performance of people and depends on the number of participants in it – two or more. Communication is interpreted differently in different literature. According to the origin of the word communication, it is taken from the Arabic language, it is determined by the connection with one of the elements ma-, mu-, ta-, and the base means the word communication. For additional information, it can be said that the above adverbs are actually Arabic infinitive adverbs, that is, equivalent to the Uzbek noun of action (infinitive) – moq. However, there is another concept that serves the content of communication, which is communication, many studies have pointed out that these are not the same concept. According Maksudova (2006), "the concept of dialogue should be distinguished from communication. Communication refers to the exchange of information between living and non-living systems. The exchange of signals between animals, human communication with technical means – all this is communication.

The process of speech communication consists of components such as attention, perception, thinking, memory, language, speech and communication environment (Jalolov, 2012). It is known that thinking cannot develop in isolation from other mental processes. Therefore, along with the development of thinking, the student's skills and abilities related to the types of speech activity also grow. This will develop students' ability to express their thoughts correctly and clearly, and increase their vocabulary.

The quality of a teenager's thinking is evident in factors such as its content, depth, breadth, independence, efficiency, and speed. The meaningfulness of thinking refers to the extent to which reflection, discussion, and understanding of the surrounding events take place in the adolescent's mind. The depth of thinking is understood as the complete reflection of the main laws, properties, qualities of things and events in the material world, and their relationships are fully reflected in the thinking of a teenager. The breadth of thinking depends on its content and depth (Adilova, 2022). If a college student can imagine the most important features of things and events, express his thoughts about the past, present, and future, this can be called creative thinking. The independence of thinking implies the initiative of a teenager, the ability to set new tasks in front of him, to perform them in a rational way without the help of others.

The speed of thinking is determined by the time it takes to answer the question. The speed of a teenager's thinking depends on a number of factors: firstly, the fact that the material necessary for thinking is firmly stored in memory, the ability to recall it quickly, the presence of various emotions, the student's attention and interest, and secondly, the level of knowledge of the teenager, his ability, acquired depends on skills and qualifications.

In addition, the attitude of students to educational subjects depends on the role of

each subject in social life and the methodology of its teaching. In this case, the knowledge acquired in academic lyceum serves as a necessary basis for students to adapt to the conditions of college education. As a result, students begin to understand the material independently, their thinking becomes more and more active, independent, and creative. All this creates important conditions for the formation of logical thinking, the growth of knowledge and mental abilities. In English classes, a special approach should be taken to eliminate such problems, which are often encountered in the speech of academic lyceum students. In the process of working on the texts given for reading in textbooks and educational manuals, serious attention should be paid to this issue in questions and answers. Verbal and non-verbal tools play an important role in communication. Verbal tools include concepts related to words and phrases. Non-verbal means include facial expressions, behavior, tone, eyes, and gestures, which in a certain sense indicate the speaker's emotional state. In particular, through these non-verbal means, it is possible to understand things like joy, happiness, pain, hatred, happiness, sadness, etc.

According to Saidkhanov (2008), "there are different opinions about the use of non-verbal means as a means of communication and the reasons for their use by mankind". Those who express the view that facial expressions and other speech-filling means involved in communication are a natural-biological phenomenon say: "Non-verbal means are an ancient form of communication-interaction between people".

There are the following non-verbal means of communication:

1. Visual tools: 1. Kinesics – hand, head, foot, body movements, stepping; 2. Facial expression, eye expression; 3. Height, posture; 4. Direction of gaze, visual communication; 5. Skin reactions – redness, paleness, sweating;

Non-verbal means of communication serve for the following purposes: 1. To organize and maintain psychological communication, to regulate the process of dealing; 2. Giving the text of the word new colors of meaning to focus the meaning in the desired direction; 3. Helping to reflect feelings and emotions, processes related to the situation; 4. Proxemics (the time and space of establishing communication) – the distance between the interlocutor, the angle of the distance, personal latitudes; 5. Additional means of communication – exaggerating or hiding physical characteristics (gender, age, race); 6. Changing the natural body structure (clothing, hairstyle, cosmetics, glasses, jewelry, tattoos, mustache and beard, small items in the hand).

2. Acoustic tools: 1. Paralinguistic (sound quality, its range, sonority) – height, timbre, tone, pitch; 2. Extralinguistic – pauses in speech, laughter, crying, sighing, coughing, clapping.

3. Tactile tools: Takesika – touch, handshake;

4. Olfactory means: 1. Pleasant, unpleasant smells; 2. Natural and artificial odors emitted by humans (Jalolov, J., and Tojieva, G. 2012).

Results and Discussions

When teaching English, the teacher should not only learn grammatical structures, rules and definitions, mastering theoretical information, but also use its rich possibilities to express thoughts correctly and fluently, relying on the knowledge gained and should pay special attention to improving their skills. In order for the acquired knowledge of the language to pass on to the students, it must be raised to the level of skill through practice, brought to the level of competence by using it in the process of communication.

In order to achieve correct and high-quality communication, it is necessary to develop speech, attention, memory, imagination and thinking from the student during the educational activity. In order to be able to communicate, the student must know the meaning of the word and know how to work on the meaning of the word. In English language classes, the student does not become a ready acquirer of knowledge, knowing the meaning of the words used during the lesson creates the basis for the proper organization of communication. After all, forming the skill of paying attention to the meaning of words serves to fully express the thought. Introduction to the meaning of words in the lesson is carried out through conversation and explanation. According to the recognition of experts, communication activity of students,

which is the leader of educational activities, has a direct impact on the development of the student's personality. The main motivations that determine their success are mainly formed through this communication.

According to the purpose of communication, there are 8 functions: 1. Contact. 2. Establish communication. 3. Exclamation. 4. Coordination. 5. Understanding. 6. Changing the amotive (emotional connection) feeling. 7. Establishing a relationship (awareness of one's place). 8. Exposure (Maksudova, 2006).

Communication is the main factor in the formation and development of every person, it consists in working together and achieving a common goal, establishing interpersonal relations. So, the question arises as to what tasks can be performed for quality implementation of communication in the educational process. For this, in the educational process, it is necessary to teach the guidelines and methods of individual and group work, the teacher should be able to raise the student to the level of the subject, learn the opinions of the parties and guide them. Because "communication is the process of establishing and developing communication required by the need for cooperative activity." This process can be carried out qualitatively through dialogic communication (Jalolov, 2012).

In the process of teaching English, the exchange of information in the process of speech communication is mainly carried out in three forms:

1. Monologue speech;
2. Dialogic speech;
3. Polylogical speech.

It is known that "dialogic speech is a way of discussing the educational topic or problem together with the teacher in a group setting and in cooperation". Therefore, this method not only activates the audience, but also ensures the presence of a creative atmosphere in the audience and the interest of each participant in the exchange of ideas. That is, the listeners turn from the object of the educational process into its subject. In the process of dialogic speech, real conditions are created for the exchange of ideas between the teacher and the students, for mutual discussion of knowledge. But before organizing a dialogical speech, the teacher must take into account the knowledge and imagination of the audience in this or that respect, otherwise the interaction may turn into an ineffective and meaningless argument.

A polylogue is a discussion within a group. It is used to further increase the activity of listeners or students, to develop their creative abilities. In the process of polylogical speech, each group member has the opportunity to express his opinion on the discussed issue, and the teacher does not directly interfere in the activities of pupils or students as the organizer of this process. This method is useful when the topic of the lesson is more theoretical, and there is a need to derive their practical aspects from new ideas (Adilova, 2022).

The most important psychological feature of dialogic speech is to create a lesson project on the problem and its solution and to announce it to the students. In order to effectively organize the discussion, the teacher should announce the topic of the discussion in advance and the students should search for resources. Discussion is organized through dialogue. The process of organizing dialogic and polylogical speech is the subject of this lesson. That is why it is of great importance to know the ways of its organization from a scientific and practical point of view. It is important for every teacher to know the laws of communication and to put it into practice in English classes.

Therefore, in the process of communication, it is important to develop the student's communicative competence, to accustom the students to work together in the class. Communication is the need of people for cooperative activities, and their joint activity of relationships, interactions, information and information exchange. It is desirable to correctly set the goal and task in the formation of communication. Communication takes place in the educational process, in different situations, through different images and concepts. According to the literature on foreign language teaching methods, communication is divided into the following types according to the content: material communication, cognitive communication, conditional communication, motivational communication.

Material communication means exchanging products and objects of the subject's current needs as a means of meeting current needs.

Cognitive communication is the mutual exchange of knowledge in the process of studying things and events, learning information in the cooperative activity of individuals.

In conditioned communication, psychological and physiological states are exchanged. For example, a doctor can lift a patient's depressed mood or, on the contrary, react to an English girl's crying state with tears, etc.

Motivational communication is explained by the process of exchange of mutual goals, interests, motives and needs for joint action in a certain direction.

The most important factor in the organization of English language classes is motivational communication, in which it is understood that everyone can make the student interested in the lesson, as well as conduct the lesson through the interests and needs of the student. The main primary goal of Uzbek language lessons is to develop speech and thinking. It is appropriate to use various methods and methods to achieve the goal in a qualitative manner.

Conclusion

In the process of communication, the process of speaking and listening comprehension is also active. Its importance in effective communication is extremely great. Listening comprehension engages and inspires the speaker. Therefore, it is desirable to effectively use interactive methods that raise the student to the level of the subject. If we assume that the two processes involved in the communication process – speaking and listening comprehension – are equally important for active interaction, it will not be difficult to understand the importance of psychological literacy and acquisition of communication techniques by the participants of this process. That's why social psychology pays so much attention to deliberately training people to communicate effectively.

References:

Adilova, Charos. (2022). "Akademik litsey tabiiy fanlar yo'nalishida ingliz tilini klasterli yondashuv asosida mutaxassislikka mos o'qitish mashqlar tizimi". Общество и инновации 3.2

Hasanova, D., Shadieva, T. Implementing Communicative Language Teaching in Uzbekistan. TESOL Quarterly,– 42 (1). 2008.– P. 138–143.

Jalolov, J., and Tojieva, G. "Historical outline of foreign language teaching (FLT) in Uzbekistan". Advanced Science Journal. USA5. 2012.– 58 p.

Maksudova, M. (2006). Psychology of communication. Study guide.– Tashkent,– 110 p.

Qobil, V. (2022). Analysis of exercises and assignments aimed at developing the oral speech competence of academic lyceum students in English lessons. ACADEMICIA: An International Multidisciplinary Research Journal,– 12(5).– P. 420–432.

Saidkhanov, M. (2008). Communication and gestures.– Tashkent,– 84 p.

Valiev, Q. (2022). Methods of developing oral speech competence in English classes. In sovremennaya nauka: Aktual'nye voprosy, dostizheniya i innovacii.– P. 165–167.

Valiev, Q. (2023). Developing Oral Speech Competence of Academic Lyceum Students in English Classes as an actual Pedagogical Issue. Mental Enlightenment Scientific-Methodological Journal,– P. 245–252.

submitted 22.08.2023;
accepted for publication 20.09.2023;
published 8.10.2023

Contact: qobiljonvaliev@mail.ru

The European Journal of Education and Applied Psychology 2023, No 4
ISSN 2310-5704

PREMIER Publishing
ppublishing.org

DOI:10.29013/EJEAP-23-4-25-31

AUTHENTIC TEXT AND TECHNIQUES OF WORK AT DIFFERENT STAGES OF TRAINING

Venera Djumabaeva [1]

[1] Karakalpak State University, Uzbekistan

Cite: *Djumabaeva V. (2023). Authentic Text and Techniques of Work at Different Stages of Training. European Journal of Education and Applied Psychology 2023, No 4.* https://doi.org/10.29013/EJEAP-23-4-25-31

Abstract

The article presents that reading authentic texts when teaching a foreign language in a secondary school, especially in high school, plays a paramount role. The motivation for reading is based on the awareness of its usefulness and necessity for expanding the boundaries of knowledge through mastering reading in a foreign language.

Keywords: *initial stage of training, pre-text, text and post-text assignments, middle stage of training, work with text-story, senior stage of training, authentic materials*

Introduction

Teaching reading in a foreign language is designed to ensure receptive mastery of language material and develop the cognitive competence of students, because on the one hand, this is a type of speech activity, and on the other, the basis for the formation of information and academic skills. Based on these skills, a person is able to navigate modern information flows.

At the senior stage of education, reading increasingly acts as an independent type of speech activity, when the student reads not so much in order to complete an educational task, but in order to obtain the necessary information from the text and use it. The completeness and accuracy of information extraction depends on the specific speech task.

At the initial stage of training, preference should be given to educational texts. Sometimes authentic texts can be included to broaden students' horizons. The quality of assimilation of authentic material can be increased by using certain exercises and tasks (Rogova, G.V., 1998).

Mastery of reading technology is carried out as a result of completing pre-text, text and post-text tasks.

Pre-text tasks are aimed at modeling background knowledge necessary and sufficient for the reception of a specific text, at eliminating the semantic and linguistic difficulties of its understanding and at the same time at developing reading skills and abilities to develop a "comprehension strategy". They take into account the lexico-grammatical, structural-semantic, linguostylistic and linguistic-cultural features of the text to be read.

In text tasks, students are offered communicative guidelines, which contain instructions on the type of reading, speed and the need to solve certain cognitive and

communicative tasks in the reading process. Preliminary questions must meet a number of requirements:

– they are built on the basis of actively acquired vocabulary and grammatical structures that are not used in the text in this form;

– the answer to the preliminary question must reflect the main content of the relevant part of the text and should not be reduced to any one sentence from the text;

– taken together, the questions must represent an adapted interpretation of the text.

In addition, students perform a number of exercises with text that provide skills and abilities for a specific type of reading.

Methodology

Post-text tasks are intended to test reading comprehension, to monitor the degree of development of reading skills and the possible use of the information received in future professional activities.

The tasks for the texts also reflect their linguistic complexity. When learning to read, students are presented with texts, both with removed (adapted) and with unresolved difficulties (authentic), while the main thing remains the solution of semantic problems. Tasks that focus attention on language material and relieve language difficulties serve as a means and are of a subordinate nature. Below are suggested tasks for the texts. Tasks related to monitoring the understanding of the text (Rogova, G.V., Vereshchagina, I.N., 2000).

Read the text and show the corresponding objects in the picture.

Read the text. Choose from the pictures given here the one that matches the content of the text; say its number (pick up the signal card with the corresponding number).

Read the text and sentences below the line. Using a signal card, indicate the number of the sentence that does not correspond to the content of the text.

Read the text and sentences below the line. On a piece of paper with sentence numbers, put a + sign if the sentence corresponds to the content of the text, and a – sign if it does not.

Read the sentences and put a + sign on the sheet next to the sentence number if what you are reading about is true and you can attribute it to yourself. If not, put a sign.

Read the text and number the pictures according to the sequence of unfolding content.

Adjacent to these are the so-called "proactive" exercises, the tasks of which prompt specific actions:

Read the text and draw... (or option: choose a picture that matches the content).

Read the text and solve the arithmetic problems contained in it.

Read the instruction text and make this Christmas tree decoration yourself.

Nowadays, more often when teaching reading, test tasks are used that use symbolism, i.e., numbers and letters to demonstrate understanding. The most common tests used in connection with reading are multiple choice and matching tests. Tasks that involve quoting from the text. Exact citation is convincing evidence of understanding without the use of productive forms of work; When quoting, the reader uses ready-made text material, choosing it in accordance with the semantic task. When quoting, silent reading is combined with reading aloud (and sometimes with writing). Quoting exercises occupy a large place in the work on reading. Sometimes quoting serves only as a means of revealing how carefully the text has been read.

In this case, the task is aimed at finding a sentence in the text suggested by the Russian equivalent. For example: "Find sentences in the text that correspond to the following Russian sentences." Quotes can be used to confirm/refute factual phenomena and to resolve problematic issues. Citation occurs at all stages of learning. Tasks related to question and answer exercises. They occupy an important place among exercises that stimulate and control the understanding of the text. For example, in the question to the text: "Why did the tourists go to Samarkand?" – specific facts are suggested: the characters (tourists), where they went (Samarkand), in addition, the question also states that the text states the purpose of the tourists' trip. Thus, the question reduces the measure of uncertainty; it tightly controls the reader's attention.

There are many types of questions designed to elicit understanding. It is possible to ask questions to the text that require a quote in the answer, i.e. ready material. The following tasks are quite typical in this regard: "Read the text and find answers to the questions in

it." Completing this type of task can demonstrate understanding quite reliably.

There may be questions that introduce a riddle text. The answer to the question is usually laconic: just a guess, which, however, requires careful and interested reading, taking into account all the details. Examples of tasks of this type:

Determine which fairy tale this passage is taken from.

Find out why the text is called that way.

Read and tell me who this article is about.

There are questions that require a free answer, although it follows from the content of the text, but is not available in the text itself. Such a question mobilizes productive forms of work. This is most often a question that reveals cause-and-effect relationships: "For what purpose? Why? On what basis? Why are the words "buy", "sell", "seller", "buyer", "cashier" put in quotation marks in this text?" (suggested answer: "We are not talking about a real store here, but about a game of store"), etc. (Solovova, E. N., 2002).

When answering a question that requires a free answer, it is possible to answer in your native language, since the main thing is to give students the opportunity to prove their understanding of what they have read, and not to show the ability to formulate an answer in a foreign language.

Much also depends on the place of the question: whether it is posed before the text or after it. The question posed before reading the text directs the reader's attention, it reveals the theme of the story, thereby reducing the measure of uncertainty. A post-text question facilitates the processing of specific information and helps to identify the main and essential details.

Questions to the text determine the type of reading. So, the question of the general idea of the text: "What are we talking about? What is the main idea? or: "Answer the question posed in the title" – focuses on skimming the text.

A series of semantic questions to the main content determines the introductory nature of the reading.

Questions about the factual side of the text and about the subtext, as well as about details, involve exploratory reading.

Work with an authentic text is organized in such a way that the exercises cease to be exercises, but become a speech situation and are often performed in the form of a game, including role-playing, in groups, individually, collectively. Let's consider the technology of working with the following types of texts: sample text; story; letter; statement.

The main function of the sample text is the programming function or, in other words, the support function. In lexical terms, such texts are not very complex.

Work on the text is carried out in three stages:

The task of the first is the maximum "appropriation" of the content plan of the text, its linguistic material and composition. This is facilitated by tasks aimed at extracting information at various levels from the text:

- recognition of grammatical and lexical phenomena characteristic of a sample text;
- communication-oriented systematization of grammatical and lexical phenomena;
- answers on questions;
- drawing up a plan or logical-semantic maps;
- selection of keywords for each point of the plan;
- writing out the main sentences of each paragraph;
- drawing up association diagrams;
- search for linking words that define the logic and sequence of action of the text, etc.

The second stage involves various retellings of the source text:

- close to the text;
- on behalf of various actors.

Speech at this stage is reproductive and reproductive-productive in nature, which is associated with the possibility of partial transformation of the text, introducing additions and elements of evaluation.

The third stage involves a complete revision of the text. The newly created text is characterized by motivation, communicativeness, personal coloring and, subject to the relative independence of creativity, can be considered as the student's own speech of a productive nature.

The method of working with a story text is somewhat different from working with a sample text. In lexical and compositional terms,

a story may be more complex than a sample text, and the main tasks in working with it are: creating conditions for understanding the content of the text as a whole, developing the skills of assumptions, guesses, developing the ability to ignore language difficulties, and cultivating an emotional attitude towards what is read. A story telling about the problems and experiences of the characters, about their relationships can serve as the basis for developing the skills of intercultural, and in the zone of proximal development of students, interpersonal communication.

Results

Working with a text-story includes pre-text, text and post-text stages.

During pre-text work, students are prepared for reading. The task of this stage is to awaken in students a desire to get acquainted with the text. Personal interest in reading the text and an emotional attitude towards it increases work efficiency. In order to clarify the pre-speech situation, a special system of pre-text exercises is used. This may include information about the author and time of writing. For pre-text exercises, a selection of linguistic means of the text is carried out (realities of the country of the language being studied, carrying historical and national-cultural information, lexical units reflecting the author's attitude towards the characters, the social essence of the characters). Due to the introduction of additional, expanding information, the context is expanded, as if the text information is expanded: these can be illustrations, footnotes, links. Pre-text exercises are also needed, which would be aimed at developing reading mechanisms, at developing linguistic guesswork, at expanding the potential vocabulary (including through the development of skills in semantizing words in context). Pre-text work includes: an introduction to the situation, a general mood for reading; discussion of information about the author; introduction to the problems of the text, activation of the knowledge that students have on the problem; relieving language difficulties.

The work of activating background knowledge involves the teacher asking students targeted questions on the topic of the text: Who has heard of this subject? Who saw him? What will the text say about this? etc. Activation of background knowledge leads to anticipation of the content of the story. Students' attention should be drawn to non-verbal material and visual aids. Preliminary work may also include working with the title and text structure. This stage of work involves removing lexical and grammatical difficulties. But in this case the author of the experiment does not always follow the generally accepted methodology. Of course, students need to be given the meaning of one or two real words; the rest can be explained at their request while reading the text, having specified a limit on the number in advance. At the same time, they themselves decide which words are important for them to understand the text. In general, the following tasks can be attributed to the pre-text stage:

- read supporting words and phrases and name the topic of the text;
- get acquainted with new words and guess what the text is about;
- guess from a diagram of keywords about the content of the story and title it;
- determine the theme of the text based on the illustration;
- read the title and say what the text might be about;
- find a word in the title that conveys the author's assessment;

After the preliminary work, the stage of reading the text (text) begins. At this stage, it is important to correctly formulate the task for the text:

- read the first paragraph of the story and say what it is about (topic);
- read the first paragraph of the story and find in it a sentence containing basic information;
- read the story to the end and find in the last paragraph a sentence containing the argumentation of the main idea (idea);
- read the story and name the words that carry the greatest semantic load;
- indicate the sentences that are most consistent in meaning with the title;
- read the paragraph and formulate the main idea in one sentence, etc.

The post-text stage of work is aimed at ensuring that the student expresses his atti-

tude to what he read. The goal of this stage is to develop in students the skills and abilities of semantic processing of text. Text and imitative-reproductive exercises are used. To further consolidate the material and motivate students' creative work, productive and creative exercises are used, as well as all kinds of role-playing situational games.

Students can:

- express your agreement/disagreement with the statements below;
- distribute these questions in a sequence that corresponds to the content of the text;
- express the main idea of the text, explain its title;
- describe the environment in which the characters lived;
- talk about the hero's feelings and thoughts at a certain moment;
- come up with a telephone conversation between the characters;
- say whether his point of view coincides with the author's;
- highlight interesting information from the story and evaluate it, etc.

Working with a text – a letter – depends on its content and is generally similar to the technologies described above: answers to questions, selection of information, We add to post-text tasks such as "write a response letter". What makes the work special is letters received by email. Random line breaks occur in the email. Students can be offered the following tasks to work in pairs/groups:

Who will restore the letter faster?

Read the letter and tell me what it says?

This is how an information and research culture is formed in the classroom.

In extracurricular or individual work, poetry is used for dramatization, memorization and expressive reading, and literary translation.

At the senior stage of training, you can also use techniques for working with authentic text that are characteristic of the initial and middle stages. But it is very important to take into account the characteristics of the senior stage when selecting the necessary tasks and exercises.

Since the main goal of education is to prepare the student for verbal communication in natural conditions, the learning process will only be purposeful and effective when the student has encountered the difficulties of natural speech and learned to overcome them. The role of authentic materials in creating the illusion of a natural speech environment cannot be overestimated.

The use of authentic materials at the initial and secondary stages of education is relatively limited due to the presence of a large number of lexical, grammatical, and phonetic difficulties, while at the senior stage students already have a sufficient supply of knowledge in basic language aspects. Thus, the use of authentic materials and consideration of the features of working with them in the learning process seems to us more appropriate and effective precisely at the senior stage of training.

Schoolchildren of this age are faced with the task of social and personal self-determination, which presupposes a clear orientation and determination of their place in the adult world; the senior, or final stage of training is characterized by the fact that during this stage students improve the knowledge, skills and abilities acquired by them during the previous period.

This stage is characterized by the improvement of students' abilities to use various techniques for enriching their vocabulary, expanding their potential vocabulary and linguistic knowledge. The independent use of a foreign language comes to the fore as a means for students to obtain new information that would present the facts they know differently, expand their awareness in various fields of knowledge, and introduce them to new areas of application.

The specificity of authentic materials as a means of teaching at the senior stage ensures communication with real objects that stimulate almost genuine communication: students seem to become participants in all situations played out with their help, play certain roles, and solve "real" life problems. The resulting effect of participation in the everyday life of the country of the target language with its special culture not only contributes to the learning of a natural, living language, but also serves as a powerful incentive to increase student motivation (Solovyevich, N.A., 1999).

Study material at the senior stage must meet the following requirements:

Compliance with the age characteristics of students and their speech experience in their native and foreign languages.

Content of information that is new and interesting for students.

Presentation of different forms of speech.

Presence of redundant elements of information.

The naturalness of the situation, characters and circumstances presented in it.

The ability of a material to evoke a reciprocal emotional response.

It is desirable to have educational value.

When selecting materials at the senior stage of training, preference should be given to authentic materials that represent the conversational style of everyday communication. You should use the texts of modern foreign textbooks, journalistic and regional studies texts, as well as monologues and dialogues of characters in works of art written in a colloquial style. It is important that the text uses words and phrases characteristic of oral informal communication. It is also necessary to introduce students to examples of common genres/types of texts, showing the logical, compositional and linguistic features of their implementation in the target language. These genres include: story, description, message, explanation, evidence, review, conversation, interview, questioning, argument, discussion. In order to acquire background knowledge and develop sociolinguistic and sociocultural competence on this basis, the student must receive the necessary information about the country of the language being studied and its people.

It is necessary to pay special attention to the analysis of the speech behavior of speakers depending on the situation. The teacher should pay attention to how communicants address each other in situations of official/informal communication, how they request information, make requests, greet each other, say goodbye, start and end a conversation, and so on. It is also necessary to inform students of the words assigned to certain situations (greetings, addresses, congratulations).

At this stage of training, we can propose the following algorithm for working with authentic text:

Multiple substitution task

Students are given a newspaper text, which is divided into paragraphs. Separately, the headings for these paragraphs are given in random order, and there may be more headings than paragraphs, which somewhat complicates the task and reduces the possibility of mechanical guessing. It is necessary to correlate the content of the paragraph with the title. The goal in this case is to test how quickly and effectively students can determine the main idea of the text, as well as some details at the level of content and meaning.

Multiple choice task

This task involves monitoring several skills; it simultaneously tests: general reading comprehension; establishing logical connections of the text; detailed understanding of the text at the level of semantic ideas and connections. One of the questions may be aimed at understanding the meaning of a single word in a specific context. Here it is necessary to establish the logical and semantic connections of the text. There may be questions about understanding the entire text as a whole, that is, the ability to summarize information is tested, and so on.

Text recovery

In this case, an understanding of the structure of the text is tested, along with the ability to establish the general meaning and restore missing details of the text. Either individual sentences or paragraphs are removed from the text. In order to complicate the task, extra sentences or passages may be added to the removed parts of the text. The task is to restore the text in the required sequence.

Search for specific information

In this exercise, questions are given before the text, but not in the order in which the information appears in the text. To complete a task quickly and correctly, students must scan the text until they find the relevant information. Only then does the pace of reading slow down and more detailed reading begins. Without setting a separate goal to control reading technique, this control format provides a solution to this problem. Obviously, if the reading technique is not well developed, then it is not possible to complete all the proposed tasks in the allotted time.

Thus, thoughtful organization of the educational process, clarity and logic of presentation, maximum reliance on active mental activity, a variety of teaching methods, and clarification of perception tasks make it pos-

sible to create internal motivation and direct students' attention to points that will help program future practical activities with the material they have read.

Conclusions

In conclusion, it should be emphasized once again that the ultimate goal of studying in high school is to acquire the skills and abilities of the graduate to perceive and understand foreign language speech, which will help him, in turn, take part in acts of oral communication. However, since students do not have sufficient contact with native speakers, effectively achieving this goal is impossible without the use of authentic materials, since they ensure the formation of the ability to understand foreign language speech in natural communication conditions.

References

Rogova, G.V. (1998). Methods of teaching English at the initial stage.– M.: Education,– 294 p.
Rogova, G.V., Vereshchagina I.N. (2000) Methods of teaching English at the initial stage in general education institutions: a manual for students of pedagogical universities.– M.: Education,– 232 p.
Solovova, E.N. (2002). Methods of teaching foreign languages. Basic course of lectures.– M.: Education – 238 p.
Solovyevich, N.A. (1999). "Training to read authentic texts with linguistic and cultural content", Institute of Languages and Sciences,– No. 1.

submitted 22.08.2023;
accepted for publication 20.09.2023;
published 8.10.2023

Contact: veneradjumabaeva@mail.ru

The European Journal of Education and Applied Psychology 2023, No 4
ISSN 2310-5704

PREMIER Publishing
ppublishing.org

DOI:10.29013/EJEAP-23-4-32-35

DEVELOPING STUDENTS' SCIENTIFIC RESEARCH SKILLS BY SOLVING PHYSICAL PROBLEMS NUMERICALLY

Jalolova Pokiza Muzaffarovna [1]

[1] Shakhrisabz State Pedagogical Institute, Uzbekistan

Cite: *Jalolova P.M. (2023). Developing Students' Scientific Research Skills by Solving Physical Problems Numerically. European Journal of Education and Applied Psychology 2023, No 4.* https://doi.org/10.29013/EJEAP-23-4-32-35

Abstract

This article deals with the problem of numerically finding electric and magnetic field strengths of charged particles or charged systems. In addition, the dependence of area sizes on various parameters was considered.

Keywords: *Physical process, computer simulation, plasma, electron, electrically neutral, gas, ion, physical model, elementary volume, oscillations, equation, amplitude, electric field strength, potential distribution, impulse field*

Introduction

In order to increase the efficiency of scientific research in the future, it reduces the period of creating an optimal physical model of a device or material that needs to be created using IT technologies and accelerates the expected result. In addition, the creation of an optimal physical model must be created with the help of numerical modeling, an animation of a physical process that can take place based on theoretical knowledge, or a graph depicting the interdependence of various physical parameters.

These requirements lead undergraduate physics students to increasingly focus on solving physics problems numerically. For this purpose, the subject "Computer modeling of physical processes" (Kotkin, G. L., Popov, L. K., Cherkassky, V. S. 2016) is included in the curriculum. With the granting of academic and financial independence to higher educational institutions, higher educational institutions had the opportunity to change the curriculum and program based on the requirements of the times. With this in mind, it is possible to increase the number of hours to work on physical problems with the help of numerical modeling.

This requires attention to the number and quality of problems offered for use in practical training.

In addition, solving physical problems numerically allows to simultaneously study the dependence of the numerical value of one physical parameter on several parameters in a large range. We found it appropriate to consider some of these issues below.

Materials and methods

In recent years, Poisson's equation has been widely used to study the distribution of electric field strength and potential in semicon-

ductor structures with the help of numerical modeling. However, there are hardly any analytical problems related to the above topic in the practical exercises of the II-year "Electricity and magnetism" (Kalashnikov, S.G., 2003) and III-year "Electrodynamics" (Landau, L.D., Lifshits, Ye.M., 2006) sections of the bachelor's degree. In addition, it is more complicated to create a graph of the dependence of the parameter determined on the obtained analytical expression on the remaining parameters. Taking this into account, in this article, the electric field strength and potential of the system of charges is determined using Poisson's equation, and the time and coordinate change graph is obtained using numerical modeling.

For this we will see the following issue.

Problem: Determine the conditions for the appearance of an electric field in a low-temperature plasma and learn the distribution of E and φ

In the problems used in practical exercises in the course of general physics or in the course of theoretical physics, based on the given physical parameters characterizing the physical process, the quantitative value or analytical expression of the unknown parameters is found, but almost never analyzed. Using such problems does not develop creativity in students. When the problem is presented as above, students should imagine the physical quantities characterizing the process and create a physical model close to reality.

The purpose of this approach to the issue is to further develop their creativity and scientific research skills.

In working on this issue, we first seek answers to the following questions.

1. What is a low-temperature plasma and does it have an electric field?

2. How to create if it does not exist, explain the process in detail.

Answers:

1. As a well-known low-temperature plasma, an example can be given of helium gas ionized by external impact. If the system is closed, the ionized gas can be considered as a neutral system, because in a closed system electroneutrality is achieved, i.e.

$$Q_+ + Q_- = 0$$

An electric field does not form around and inside electroneutral systems.

2. An electric field can be created only due to the redistribution of charges inside electroneutral systems, and no electric field can be created outside.

Charges can be redistributed in two different ways.

1. By heating one side of the container in which the gas is trapped. Since the mass of the positive helium ion $m_{He} \approx 2000 m_e$ is related to the mass of the electron, the relation is valid $v_{He} \approx 140 m_e$. So electrons move faster to the cold side and charge separation occurs

The speed of electrons and neitrons $v_{He} \ll v_e$ satisfies the relationship. Therefore, helium ions can be considered as immobile. In this case, an uneven distribution of electrons occurs on one side of the container.

2. Charges are stimulated by placing the ionized gas container in an electric field for a short period of time. If we consider the positive helium ions to be immobile due to the above mass ratio, the electron container will be compressed to one side. Due to the interaction forces and the generated electric field, the distribution of electrons becomes uneven as above.

So, in both cases, almost the same physical process occurs, plasma, that is, an electric field is formed in a container containing ionized gas. The main problem is to study the distribution of electric field magnitudes in time and coordinates.

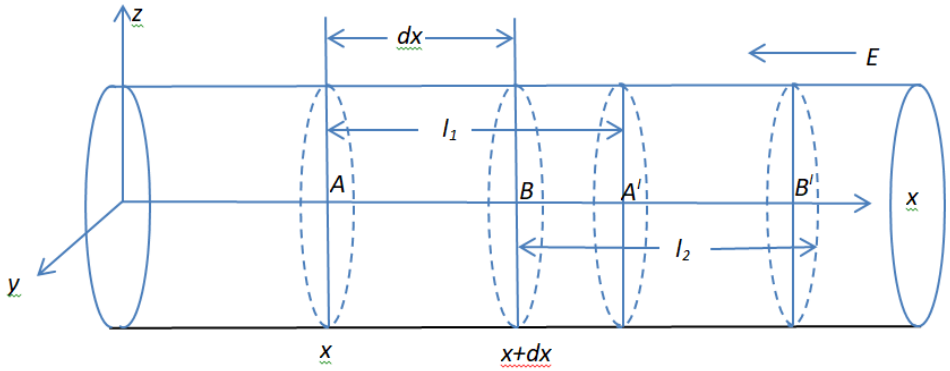
It is known that a physical model is created to work out any physical problem.

Physical model: Let a low-temperature plasma with equal concentrations of positive ions and free electrons be confined in a cylindrical vessel of finite length with cross section S. As a result of the external influence, we assume that the charged particles move along only one axis.

Results and discussions

In solving the problem, we extract an elementary volume $dV = Sdx$ from a cylindrical container (Fig. 1). The separated volume has a total charge $Q = 0$, because the system is electroneutral. We define this volume in the drawing as follows. We see an electric field pulse as an external impulse. Free electrons are uniformly accelerated along the *X-axis* by the instantaneous electric field

Figure 1. *An elementary volume isolated from a cylindrical container*



Due to the difference in their motion and interaction with electrons in the elementary volume, the electrons in the A level move a distance *h*, while the electrons in the *B* level move a distance $l_2 = l_1 + dh$. But the total number of free electrons in the resulting elementary volumeremains unchanged

$$N_0 = N_1 \quad (1)$$

$$N_0 = n_0 dV_0 = n_0 S(x + dx - x) - n_0 S dx$$

$$N_1 = n_1 dV_1 = n_1 S(l_2 - l_1) -$$

$$-n_0 S(x + dx + l_1 + dl - x - l_1)dx$$

$$N_1 = n_1 S(dx + dl) \quad (2)$$

(1) and (2) $n_0 S dx = n_1 S(dx + dl)$

$$n_1 = \frac{n_0 dx}{dx + dl} = \frac{n_0}{1 + \frac{dl}{dx}}$$

$\frac{dl}{dx} \ll 1$ considering them done

$\left(1 + \frac{dl}{dx}\right)^{-1} = 1 - \frac{dl}{dx}$

is proper. So we will get $n_1 = n_0\left(1 - \frac{dl}{dx}\right)$ (3)

Due to the decrease in the concentration of electrons in the elementary volume dV1 between the levels A and B, it becomes positively charged. Because we consider that positive ions are almost immobile, their concentration throughout the volume does not change, that is, it is equal to *n*0.

In that case, taking into account the charge density in the field (3), we get the following:

$$\rho = e\Delta n = e(n_0 - n_1) = en_0 \frac{dl}{dx} \quad (4)$$

(4) using the expression, we find the distribution of the electric field strength and potential inside the container using Poisson's equation as follows

$$divE = 4\pi\rho = 4\pi e n_0 \frac{dl}{dx} \text{ (SGSE)}$$

$$divE = \frac{1}{\varepsilon_0} e n_0 \frac{dl}{dx} \text{ (SI)}$$

Since the field is directed only along the X-axis, we have

$$\frac{dE}{dx} = \frac{e}{\varepsilon_0} n_0 \frac{dl}{dx} \text{ or } E = \frac{e}{\varepsilon_0} n_0 l \quad (6)$$

Under the influence of this generated electric field, free electrons move in the direction opposite to their previous movement. Using Newton's second law, we find the law of motion of electrons.

$$F = ma \text{ and } F = -eE$$

(6) considering it

$$ma = -eE = -\frac{e^2}{E_0} n_0 l$$

since it travels a distance l along the x-axis during its motion we get $a = \ddot{l} = 1$. Then we have the following equation

$$\ddot{l} + \frac{e^2 n_0}{\varepsilon_0 m} l = 0 \quad (7)$$

In this equation if we put $\omega_0 = \sqrt{\frac{e^2 n_0}{\varepsilon_0 m}}$ we get the equation of free oscillations in the form

$$\ddot{l} + \omega^2 l = 0 \quad (8)$$

The solution of the equation can be found by numerical modeling of the coupling of the amplitude, electric field strength and potential distribution to the electron motion.

Discussion and conclusion

As we mentioned above, the main goal is to develop scientific research skills in students. Therefore, analyzing the obtained results, obtaining various graphs is considered one of the most important. In addition, it is necessary to analyze the reliability of the physical parameters obtained as a result of the research and how well they match with the experimental results.

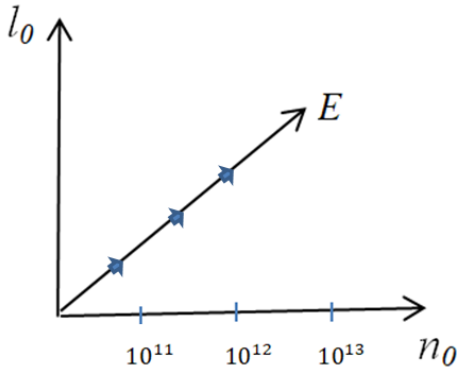
For this, it is necessary to determine the type of physical process occurring in the considered physical object, i.e., the type of vibration, and to select the physical quantity whose graph is to be drawn. It is known that the dependence of the studied parameter on one or two parameters is obtained only by modeling the graph in two and three dimensions with the help of a computer.

Since the field is placed along the x-axis, the electrons move along this axis. The area we are looking at, that is, the length of the cylindrical container should not be less than 2*l*0. Here is the amplitude of the solution of equation l0–(8) (6) is determined using an expression.

$$l = \frac{\varepsilon_0 E}{e n_0} \qquad (9)$$

If the external pulsed field is taken in the range $E \approx 10^3 \div 10^5 B/m$ l_0 varies in the range $10^{-1} \div 10^{-3} см$. This expression can be graphed in three dimensions. (Figure 2)

Figure 2. *A three-dimensional graph of the momentum field*



In the same way, the frequency of oscillation $w0$ can be plotted as a function of xam $n0$ and m. The above problem is solved without giving any parameters and the necessary graphs are obtained with the help of a computer. It is clear that solving such problems requires the student to have deep knowledge and to visualize the physical process. In addition, taking a graph from the expression of interdependence between quantities and analyzing it with the help of a computer will develop scientific research skills in students. Taking this into account, it is appropriate to give such issues as a course work or a graduation thesis to students who are talented and intend to do scientific research in the future.

References

Kotkin, G. L., Popov, L. K., Cherkassky, V. S. Computer modeling of physical processes with use MATLAV. Uchebnoe posobie. Novosobirsk. 2016 y.

Kalashnikov, S. G. Elektrichestvo. Nauka i uchoba. Physmatlite. 2003 y.

Landau, L. D., Lifshits, Ye. M. Teoriya polya.– Izdaniye 8-ye, stereotip-noye.– M.: Fizmatlit, 2006.– 534 p.– ("Teoreticheskaya fizika", tom II).

Landau, L. D., Lifshits, Ye. M. Elektrodinamika sploshnix sred.– Iz-daniye 4-ye, stereotip-noye.– M.: Fizmatlit, 2003.– 656 p.– ("Teoretiche-skaya fizika", Tom VIII).

Торtыgin, I. N. Sovremennaya elektrodinamika.– Moskva-Ijevsk, 2002.–736 p. Elektronnaya biblioteka MFTI.

Kiselev V. V. Klassicheskaya elektrodinamika. Seminari po kursu "Teoriya polya": konspekti i uprajneniya.– Protvino, 2004.– 190 p. Elektronnaya biblioteka MFTI.

submitted 22.08.2023;
accepted for publication 20.09.2023;
published 28.12.2023

Contact: jalolovapokiza@mail.ru

The European Journal of Education and Applied Psychology 2023, No 4
ISSN 2310-5704

PREMIER Publishing
ppublishing.org

DOI:10.29013/EJEAP-23-4-36-40

THE FUTURE PEDAGOGUE – ARTPEDAGOGICAL METHODS IN THE FORMATION OF PATRIOTISM IN THE YOUTHS AND THEORETICAL – METHODOLOGICAL BASIS OF THEIR DEVELOPMENT

Madaliyev Rakhmiddin Ismoilovich [1]

[1] Faculty of Military Education, Fergana State University, Uzbekistan

Cite: *Madaliyev R.I. (2023). The Future Pedagogue – Artpedagogical Methods in the Formation of Patriotism in the Youths and Theoretical – Methodological Basis of Their Development. European Journal of Education and Applied Psychology 2023, No 4.* https://doi.org/10.29013/EJEAP-23-4-36-40

Abstract

In this article, mastering the theory and practice of patriotic education in youth, comprehensively preparing them to fulfill their duties in protecting our Motherland, the Republic of Uzbekistan, through the means of ART pedagogy (the role of physical education, literature, music and cinema in youth education) -research was carried out about the important tasks of pedagogical teams of educational institutions.

Keywords: *Military-historical events, fiction, film art, development, Motherland, patriotism, Armed Forces, army, ancestors, spiritual-moral, socio-political, moral-social sources*

Introduction

Raising the young generation to be healthy and well-rounded is a very complicated and time-consuming process. Negligence and indifference to the education of young people can lead to irreparable serious consequences in the future. If, starting from today, we can form the ideals of goodness, high morals and respect for older people in the hearts and minds of our youth, we will make a great contribution to the development of not only ourselves, but also our society.

Patriotism is a person's love for his Motherland, his nation and the cultural environment in which he was born and raised. These natural foundations of patriotism, as a natural feeling, combine its moral importance as a duty and a virtue in every human being. At a time when the developed countries of the world are entering the conditions of international competition, the life paths of the heroes of our nation should take a leading place in the formation of aspects such as love for the Motherland, attachment to its fate, and self-sacrifice in educating young people in the spirit of military patriotism. Great ideas should be absorbed into our blood and hearts, and be passed on to the future generations as a sacred wealth – a sacred heritage. When we hear the word "Patriot", we involuntarily see the images of our great ancestors, the masters Amir Temur, Shiroq, Tomaris, Alpomish, Jaloliddin Manguberdi. We bow before Usman Nasir, Fitrat, Chulpan and other great figures of our nation who lived during the Shura regime. Their patriotism, bravery,

the fact that they sacrificed their lives for the bright future of the Uzbek people, the lives they lived and fought for the development of the nation will remain a school of life for us – a school of patriotism. Today, our greatest task and sacred duty is to open a page worthy of us in the history of Uzbekistan and fill it with noble and meritorious deeds that will serve as an example for our generations.

These words are based on great goals, and we should set the main tasks before ourselves. The main task of us pedagogues is to create brave boys who love this independent Motherland with all their hearts, who are ready to bravely and if necessary sacrifice their lives for its prosperity and freedom, who live for my people and my country, is to bring up Uzbek patriots. This education, of course, should be carried out in an integral connection with general education, that is, moral, spiritual, labor, aesthetic, and physical types. Among the above-mentioned types of education, military patriotism education occupies an important place. Military-patriotic education should educate young people in the spirit of loyalty and love for the Motherland, its glorious history, peace-loving and constructive people.

Literature analysis and methodology

Today, our government has adopted a number of decisions on educating young people in the military-patriotic spirit. Based on this, the decision of the Cabinet of Ministers No. 267 dated June 29, 2023. This decision is a concept of increasing the effectiveness of education of young people in the spirit of military and patriotism in 2023–2027 – in today's era of globalization and fierce competition, armed conflicts and confrontations occurring in different parts of the world, including in our region, delaying new threats and dangers. We, teachers and teachers, feel this responsibility, and in such conditions, we educate the youth of our country in the spirit of patriotism, including military patriotism, high spiritual and moral values, and instill peace and harmony in their minds. "The people and the army are one body, one soul!" on the basis of the noble idea, it demands to unite the powers and capabilities of the ministries and agencies responsible for youth education on the basis of one idea and one goal.

To teach young people the most important concepts, life and professional skills related to preserving our Motherland as the apple of an eye in any difficult and complex situation, to spread its fame to the world, based on knowledge, as well as national values and developing patriotic, loyal and enthusiastic youth by instilling in their minds from early childhood is the main essence of the Conception.

The President of the Republic of Uzbekistan said: "In particular, it is necessary to understand our national identity, to study the ancient and rich history of our country, to strengthen scientific and research work in this regard, and to fully support the activities of humanitarian scientists. His opinion that we should pay special attention to inculcating the courage of our great scholars and figures in the minds of young people and strengthening their feelings of national pride is a clear proof of this.

Based on the Decision of the President of the Republic of Uzbekistan No. PD3206 dated August 14, 2017, the Institute of Studying Youth Problems and Training Prospective Personnel was established under the Academy of Public Administration. These reforms created the ground for our highly spiritual young people to grow up to be truly mature. The more spiritually perfect young people are, the stronger their immunity against various foreign diseases will be. Also, the head of our state put forward 5 important initiatives to start work in the social, spiritual and educational spheres on the basis of a new system, in particular, to raise the morale of young people, to meaningfully organize their free time. The first initiative serves to increase the interest of young people in music, painting, literature, theater and other types of art, and to reveal their talent. The second initiative is aimed at physical training of young people and creation of necessary conditions for them to demonstrate their abilities in the field of sports. The third initiative is aimed at organizing the effective use of computer technologies and the Internet among the population and young people. The fourth initiative is aimed at organizing systematic work on raising the morale of young people and widely promoting reading among them. The fifth initiative envisages the issues of

women's employment. Based on this noble idea, the President of the Republic of Uzbekistan Sh. M. Mirziyayev has been studying the material and technical base of local cultural centers, music and art schools and the condition of their use, and has been giving assignments to improve their activities. Such care given to young people in the country in order to lead a well-educated, potential and prosperous life in all respects gives great results in educating the new generation in the spirit of love for the Motherland, loyalty to the ideals of independence, and respect for national and universal values.

Discussion results

We, pedagogues, relying on the laws and decisions issued by our country, should direct students to the sophisticated values that have an impact on the environment. First of all, to develop feelings of love for national values, Mother Earth, national folk art, artistic culture and history of the East. In this regard, as the main source, through ART pedagogy tools, we introduce literature rich in national traditions, visual arts, music, theater and other types of film art, i.e. organizing excursions to the places of interest of our country, the past and present of the Uzbek people. to take to national performances and museums that reflect the modern lifestyle. With this, it is necessary to increase students' love for their people and country. The goal of developing entrepreneurship is achieved through the combination of these and these tools.

The theme of patriotic education has a strong place in Uzbek literature and continues to develop today. It is worth noting that a number of our writers have attached great importance to the patriotic education of young people in their works. The works of our nation's favorite writers Utkir Khoshimov, Takhir Malik, Muhammed Ali and others are being read with interest by our youth today.

Among them, Muhammad Ali's work "Great Sultanate" tells about the great Sakhibkarana Amir Temur in Great Sarkar, a selfless man who lived for the peace of the country, and his children and grandchildren who fought hard to strengthen the sultanate.

Film art is one of the tools of patriotism education, and it is important to raise our students in the spirit of patriotism and loyalty to national values, as well as to raise their morale. The main goal of films on the theme of patriotism is to understand the struggle of our people for the freedom and independence of the Republic of Uzbekistan in the past from an artistic and spiritual point of view.

Today, in our country, under the leadership of our President, as in all fields, large-scale works are being carried out in cultural and educational aspects as well. In particular, more attention than ever is being paid to bringing our national cinematography to the world level. In order to systematically continue the reforms aimed at the development of national film art, to introduce effective mechanisms of film production in our country based on world experience, the President of our country on April 7, 2021 "Bringing film art and industry to a new level, state support of the industry" "On further improvement of the system" was adopted. In connection with the implementation of the tasks defined in it, the Cinematography Agency has been shooting artistically and ideologically high-level films based on the order of the state in order to form the art of cinema as a strategic source in the spiritual, cultural and educational life of the society.

Among these films, the pictures that tell about military patriotism, the peace of our country, the inviolability of our borders, and the brave boys serving for the well-being of our people have a special place. In recent years, more than 30 feature and documentary films and TV series have been shot on the topic. Such as "Ilhaq", "Steadfastness", "Courage of the people", "101", "Captivity", "Behind the peace", "Baron-2: Longing", "Woman destiny", "Hayat", "Motherland Threshold" including movies. These films were brought to the attention of film fans abroad as well as the Uzbek audience, and won top positions at a number of major international film festivals.

Among our people, there have been many good men who sacrificed their lives for the freedom of the country, development and prosperity of the Motherland. The filmmakers are paying full attention to the deep and truthful reflection of the life of such brave boys. The ideas of freedom and patriotism praised in films such as "Motherland", "Lead", "Berlin-Aqqorgon", and "Astonishment" shot by director Zulfiqor Musakov shook millions of hearts. The feature film "Ilhaq" released in

2020 is based on the life of Zulfia Zakirova, an Uzbek woman who sent her five children to war in World War II and never saw their family again, but did not lose her strength and perseverance. Talented director Jahangir Akhmedov started to create the image of five lovers, who did not return from the war, who are still waiting for their hearty heart, and who is deeply saddened.

The terrible consequences of the terrible war, the pain of separation, the courage and strong will of a mother who has bent the length of labor and hardship are a great lesson for young people. The impressive scenes in the film serve to warn our young people about the terrible consequences of war, to encourage them to value the current peace and tranquility, and to make them understand that the protection of the Motherland is the most precious, honorable and supreme duty for a person.

Or the feature film "I am Jalaliddin" made in cooperation with Uzbek and Turkish cinematographers left a great impression on young people.

– Jalaliddin Manguberdi is a hero for all times, especially if we look at it from today's point of view, he is undoubtedly a national hero. Such a brave hero, who fought for his religion, nation and country, is a pride for our young people, a true hero, the image of a brave defender who knows the soil on which his navel blood was spilled as sacred and is not afraid of any difficulties to protect his country from any invaders. is described. This multi-part feature film made a positive impression on many of our youth, and through these images, our youth got a lot of information about the heroes of their people and their heroic deeds. At the same time, his love for his national heroes and his country increased.

Conclusion

Today, we are all building a new Uzbekistan. New life and immeasurable changes require dedication and creativity from all of us, greater mobilization. In this way, it is necessary for us pedagogues to work for the well-being of our people with our knowledge, for the peace and tranquility of our country, to train the personnel of the new generation, to direct young people to the profession with the ideas of initiative, creativity, and patriotism. When working with students, it is appropriate to use the above-mentioned information during non-class hours, i.e. information hour, reading evenings, when tasks are assigned to independent work classes. We are sure that our young people, who are loyal to the bravery of our heroic ancestors, will appreciate a prosperous life and mobilize all their efforts to strengthen it.

References

"2023–2027 years young people military – patriotism in the spirit bring up works efficiency increase conspension". Ministers decision of the court – No. 267. Dated June,– 29, 2023.

Ibragimov, A. I. (1996). Sultanov XX " Motherland " Feeling " – Tashkent.

In 2017–2021 Uzbekistan Republic development five priority direction according to Actions strategy. Uzbekistan Republic No. PF-4947 dated February – 7. 2017. Of the President Decree.

Journalist Shahira Raufboyeva. (2020). "Patriotism in zinc national about movies" article 2022.

Madaliev, R. (2023). "Student – youth military patriotism in education artpedagogical of means importance" FarDU scientific messages 2023.– No. 1.– P. 51–54.

Madaliev, R. (2023). "In students military patriotism artepedagogical by means of development pedagogical on the subject of "conditions". Article. FarDU Republic scientific practical conference May 20,– P. 136–136.

Madaliev, R. (2023). "Students and youth military patriotism in education artpedagogical by means of development technology" on the subject article. "Mirza Ulugbek in the name of Uzbekistan national University" magazine 1/8/1,– P. 137–139.

Madaliyev, Rahmuddin Ismailovich. (2023). – "Student – Youth". Military patriotism in education ART pedagogical of means on the topic of "importance ". Article. Finland international magazine.– P. 716–721.

Madaliyev, Rahmuddin Ismailovich. (2023).– “Student – Youth”. Military patriotism in education ART pedagogical by means of development theoretical methodological on the topic “fundamentals”. Article. Oriental Renaissance: Innovative, educational natural and social sciences journal – 3(4/2). April,– P. 51–56.
Mamadaliyev, U.O. (2023). “Youth military – patriotism in spirit education system in development innovative on the subject of “approach””. Republic scientific practical conference on June, 21.
Mirziyoev, Sh.M. (2020). “75 th anniversary of Great Victory per day dedicated speech” Mangu Courage literature – Tashkent.– P. 1–13.
Mirziyoev, Sh.M. (2022). “NEW Uzbekistan development strategy”.– Tashkent: Uzbekistan,– P. 4–27.
Sabirov Z. “Students military patriotism in education artist literature and music of the hour important factors”. On the topic International at the conference article – No. 1.– P. 257–258.

submitted 20.11.2023;
accepted for publication 30.11.2023;
published 28.12.2023

Contact: rakhmiddinmadaliev@mail.ru

The European Journal of Education and Applied Psychology 2023, No 4
ISSN 2310-5704

PREMIER Publishing
ppublishing.org

DOI:10.29013/EJEAP-23-4-41-44

FOREIGN EXPERIENCES IN PREPARING FUTURE TEACHERS FOR SOCIAL-PEDAGOGICAL ACTIVITY

Nargiza Mamatkhanova [1]

[1] Doctor of Philosophy in Pedagogical Sciences (PhD),
Namangan International University, Uzbekistan

Cite: *Mamatkhanova, N. (2023). Foreign experiences in preparing future teachers for social-pedagogical activity. European Journal of Education and Applied Psychology 2023, No 4.* https://doi.org/10.29013/EJEAP-23-4-41-44

Abstract

This article analyses the problem of preparing future teachers for socio-pedagogical activities based on the experience of many foreign countries such as the USA, Switzerland, France, Austria, Russia and Japan.

Keywords: *future teacher, socio-pedagogical activity, social worker, community, foreign experience, special education, pedagogue, social work*

Introduction

In recent years, the need to prepare students for the process of social relations is increasing as a result of the acceleration of the pace of social life, which is complex in content, multifaceted and based on internal competition, taking into account the physiological and psychological characteristics of students. The results of foreign experiences and pedagogic-psychological studies show that it is possible to find a solution to this problem by effectively implementing socio-pedagogical activities in educational organizations. The experiences of developed foreign countries (such as Great Britain, Germany, France, USA, Japan, Austria, Russia) and the results of a number of pedagogical and psychological studies show that this need can be met by establishing socio-pedagogical activities in educational institutions.

Materials and Methods

The problem of preparing future teachers for socio-pedagogical activities is of great relevance even at the modern stage of improving the field of pedagogical education. Socio-pedagogical activity was interpreted by most scientists as a special humane attitude of people to the world, to other people, a form of manifestation of personal activity and its social significance, a specific type of activity. We came to the conclusion that within the framework of the research, this term should be interpreted as the activity of the subject in society to change the social situation, process, and events in accordance with pedagogical tasks. More precisely, the concept of "social-pedagogical activity" is not the work with children that "requires individual-specific influence", but, on the contrary, the social experiences of learners on the acquisition of life and professional skills. it is appro-

priate to describe it as an integral component of pedagogical activity aimed at formation (Mamatkhanova, 2023).

Social-pedagogical activity is a type of professional activity of a teacher, based on the mastering of the social experience of mankind, obtaining a social goal, and aimed at providing educational and educational means of socialization of the individual (Khodjaev, 2012).

The pedagogical essence of socio-pedagogical activity is the emergence of necessary, goal-oriented and conscious relations that correspond to educational tasks by creating special conditions. Social-pedagogical activity requires the creation of special "educational-educational situations" in which the interests of the individual and the society are combined. Social-pedagogical activities, like other pedagogical events, reflect objective and subjective aspects (Kurbaniyazova, 2022). If the objectivity of socio-pedagogical activity expresses the interaction of subjects with the outside world, its subjectivity is directly related to the interests, needs and motives of the participants of the process.

The preparation of future teachers for socio-pedagogical activities, in turn, requires attention to foreign experiences. Each of the foreign countries has gradually developed models related to education of young people, requirements for professionals working with children in the social sphere and their professional training: free education (France), "good citizen"; preparation for life activities (USA), social integration; Concepts of education "for the world" (Germany) are among them.

Nearly four hundred universities and colleges in the United States offer social work programs, and thousands of public and private health and philanthropic organizations spend billions of dollars training qualified social workers. Many states of the country have adopted laws directing social workers to practice and given the status of a civil service branch. Employees are registered and issued certificates or permits. In several states, social workers have the same rights as salespeople, and insurance companies treat them as qualified service providers. Many federal organizations, such as the Office of Children, Youth, and Family Services and the National Institute of Psychiatry, have officially adopted the social worker profession in their contracts and grant documents. The number of corporations hiring social workers to provide services within the framework of social programs is increasing year by year (Kurbaniyazova, 2022).

The content of professional training in educational institutions that prepare social service workers in the USA includes knowledge and training in six areas: human behavior in the environment; social policy; professional theory and practice; research; values and ethics; practice. Teaching is carried out at the undergraduate and postgraduate levels of higher education. The purpose of post-graduate education is not scientific, but preparation for independent practical activity.

Social work schools in Switzerland provide college-level education for adults over the age of 30 — students. Unlike in the US and Canada, schools of social work in Switzerland do not have affiliations with university departments. These schools are staffed by professors and teachers with extensive experience, and the professional training system is connected with this. Not less than 3000 hours of practice allocated for one student. In schools of social work, subjects such as pedagogy, psychology, sociology, law, anthropology, economics, social policy, social problems, ethics, philosophy, theology, basics of medical knowledge, projects in social work are taught.

Animators-specialists are trained to work with children in a micro-society in France. An animator is a specialist who combines the positions of pedagogue, culture worker and youth leader. In France, many public, state and private educational organizations and centers pay great attention to the training system of animators. Strict control is established to improve their qualifications. The duration of social work courses is 160 hours, and its basis is the following five subjects: the structure of social work institutions; social economy; social environment; interpersonal relationships; hygiene and medical and social protection of the population.

A number of universities in Austria, Belgium, Denmark, France, Greece, Italy, the Netherlands, Norway, Portugal and Switzerland have special departments that train

social workers. The duration of the study period is three to four years. Graduates receive a diploma or social worker degree. Modern programs in these types of education are designed for a four-year course leading to a bachelor's degree: one-year postgraduate studies, two-year postgraduate studies, incomplete university courses and three-year courses for them. Graduates receive degrees, diplomas and certificates.

Austria is the only European country that pays special attention to the preparation of teachers for socio-pedagogical activities. Personnel training is carried out in pedagogical academies. In order to obtain a diploma of a social pedagogue, students are required to carry out pedagogical activities related to working with young people. Future Austrian teachers specialize as "leisure pedagogues" and learn the methodology of social animation pedagogy, sports, music, fine arts, crafts, theatrical games.

There are a number of elective programs in the training of social work professionals in Japan: two years of study at local colleges, four-year undergraduate courses at colleges and universities (the most common option), and two-year postgraduate programs at universities that grant master's degrees. Indonesia has adopted the Dutch model, where different levels of study are considered, from general education courses to university programs for students.

A system of personnel training in the field of social pedagogy has been established in higher educational institutions of pedagogy in Russia. Research institutes for the training of pedagogical and scientific-pedagogical personnel in the field of social pedagogy operate.

Results and Discussions

The analysis of the problem of training pedagogues for socio-pedagogical activities of foreign countries shows that the practice of training social pedagogues for social service and education system is widely popular. In each country, the system of training specialists in this field is different, but there are also the following general features:

The system of education and training of pedagogues and social pedagogues is connected with complex charity and social work systems that meet the interests of different countries and is carried out in an integrated manner in accordance with international practice. The pedagogic personnel training system for raising children in a micro-society also has national characteristics, which is also reflected in the content and forms of teaching. Such training is usually carried out in schools of social work. In Iceland, Israel, Spain, Turkey, Sweden, America, Canada, Russia, Belarus, Kazakhstan and some other countries, social work and social pedagogical education is carried out in universities (even in technical higher education institutions).

Contributions of Social-pedagogical support for children and adolescents abroad is carried out on the basis of the principle of territoriality, as opposed to institutionalism. Based on this basis, social workers are trained at the state, local and regional levels, and the share of non-governmental organizations is high. Not only the government, but also various foundations, associations, boards of trustees, etc. are engaged in developing educational standards and monitoring their implementation.

The training of social workers is more focused on practical activities, and half of the educational process is spent in education, youth organizations, social service and support, counseling centers in foreign countries. Conducting scientific-research works is not popular. The interests of students are mainly focused on mastering the methodology of concrete work with the client or the public. It should also be noted that the content of education focused on socio-pedagogical activities reflects the national and cultural characteristics of the countries, therefore, a number of subjects or modules are included in the educational directions of our country's higher education. there is no possibility of direct inclusion in the plan.

Conclusion

Thus, emphasizing the importance of preparation for socio-pedagogical activities for the future teacher, the development of this quality is his adaptation to changing socio-economic conditions, a timely and pedagogically appropriate response to these changes has a positive effect on the willingness to give, — it was concluded. This type of activity allows fu-

ture teachers to expand their worldview, develop a system of valuable relationships with the world, people, and themselves, motivation for independent learning, and a holistic view of their interest in their profession. There are qualitative changes in the development of teachers' professional-pedagogical functions, the implementation of moral values that are the basis of socio-pedagogical activity; provide pedagogical assistance and support to students; close assistance to the child in the process of socialization, orientation towards harmonizing relations between all subjects of the educational process (teachers, parents, students); it is evident in respect for individual and group differences. According to the rule, such teachers strive to ensure social justice by creating conditions for the social and personal development of students, and strive for high standards of personal and professional ethics.

References:

Vasil'kova YU.V., Vasil'kova T.A. Social'naya pedagogika. — M.: Akademiya, 2003.
Zimnyaya I. A. Obshchaya kul'tura i social'no-professional'naya kompetentnost' cheloveka / I.A. Zimnyaya // Vysshee obrazovanie segodnya. — M., 2005. — № 11.
Kurbaniyazova, Z.K. (2022). Developing socio-pedagogical competence of future teachers in mixed educational settings. Thesis of DSc dissertation. Tashkent.
Khodjaev, B. (2012). Pedagogical axiology. Study guide, — Tashkent. "Science and technology" publishing house.
Mamatkhanova, N.T. (2023). Improving the system of training future teachers for socio-pedagogical activities: PhD dissertation, Namangan.
Miticheva T. I. Social'no-pedagogicheskaya deyatel'nost' studentov kak sredstvo povysheniya kachestva professional'noj podgotovki social'nyh pedagogov v vuze: Avtoref. ...diss.kand. ped.nauk. — Kirov, 2008.

submitted 20.11.2023;
accepted for publication 02.12.2023;
published 28.12.2023

Contact: nargizamamatkhanova@mail.ru

The European Journal of Education and Applied Psychology 2023, No 4
ISSN 2310-5704

PREMIER Publishing
ppublishing.org

DOI:10.29013/EJEAP-23-4-45-51

PEDAGOGICAL EXPERIMENTS ON IMPROVING TECHNOLOGIES OF A PRODUCTIVE AND SEARCHING APPROACH

Nizamova Umida Sandjarovna [1]

[1] Andijan State University Andijan, Uzbekistan

Cite: *Nizamova U.S. Ogies of a Productive and Searching Approach. European Journal of Education and Applied Psychology 2023, No 4.* https://doi.org/10.29013/EJEAP-23-4-45-51

Abstract

The organization of experimental work was carried out within the scope of the research work in the 2021–2023 academic years. The main purpose of conducting the experimental work is to provide students of non-philological education (history major) with exercises aimed at improving foreign language teaching based on the technologies of a productive and searching approach, integrative assignments aimed at developing creativity, and the "Flipped classroom" model using SMART-technologies based on the CASE study technology. The purpose of the experiment is to check the effectiveness of the system of exercises and tasks in improving the productive and searching approach to teaching English to students of the 1st and 2nd levels of social humanitarian (history major).

Keywords: *language teaching, productive approach, research skills, SMART technology, CASE study technology, Flipped classroom*

Educational objectives

The objectives of the experiment were achieved by:

– questionnaire surveys and tests were conducted and analyzed in order to determine the use of productive and searching approach technologies in English language classes in non-philological HEIs (history major);

– a system of creative, integrative, didactic exercises and tasks effective in improving the technologies of a productive and searching approach was developed and tested in experimental groups;

– non-philological education direction (history) improved the productive and searching approach to English language teaching in 1st and 2nd grade students using the "Flipped classroom" model with the help of CASE study and SMART technologies;

– the obtained results were analyzed mathematically and statistically, and the effectiveness of increasing the level of productivity and curiosity among students was determined.

Introduction

Andijan State University, Tashkent State Pedagogical University named after Nizami, and Jizzakh State Pedagogical University were chosen as experimental sites. In the indicated regions, the experimental work was organized and carried out in the 2022–2023 academic year at the diagnostic and forecasting, organizational-preparatory, practical and generalization stages.

In the foundational stage (2022–2023 academic year), the existing conditions in the educational process were studied, educational and methodological support of non-philological HEIs: curriculum, model program, working curriculum, scientific-pedagogical works dedicated to improving the productive and research approach, educational literature, textbooks, manuals were analyzed and foreign materials related to the topic were studied. At the same time, English classes were observed, questionnaires were conducted among English teachers and students.

A total of 686 respondents from 1st and 2nd level students took part in the questionnaire-interview conducted in order to objectively evaluate the current situation regarding the use of productive and researching approach technologies in the teaching of English in non-philological HEIs at the organizational-preparatory stage of the pedagogical experiment-test. The results of the experiment were recorded by taking the preliminary questionnaire, preliminary and final tests.

Methods

Experiment-test results In the 2022–2023 academic year, 253 students of ASU, 224 students of TSPU named after Nizami, and 209 students of Jizzakh Pedagogical University were involved in the initial questionnaire. (See Table 1):

Table 1. *The total number of respondents who participated in the initial questionnaire of the experiment*

Experimental place	Numbers of respondents	1-course	2-course
ASU	253	118	135
TSPU	224	109	115
JSPU	209	103	106
Total	**686**	**330**	**356**

In the 2022–2023 academic year, at the beginning of the experiment, 66 students of ASU participated in experimental groups and 63 students in control groups, 60 students of TSPU named after Nizami participated in experimental groups and 53 students in control groups, and 56 students of JSPU participated in experimental groups and 51 students in control groups. A total of 233 students took part in experimental groups and 214 students took part in control groups.

In the 2022–2023 academic year, at the end of the experiment, 64 students of ASU participated in experimental groups and 60 in control groups, 57 students of TSPU named after Nizamiy participated in experimental groups and 54 in control groups, and 52 students of JSPU participated in experimental groups and 50 in control groups. A total of 229 students participated in the experimental group and 211 students in the control group during the experiment conducted this academic year (see Table 2):

Table 2. *The amount of experimental sample in the process of pedagogical experiment-testing*

Higher educations	Number of students at the beginning of the experiment		Number of students at the end of the experiment		Total	
	EG	CG	EG	CG	EG	CG
ASU	66	63	64	60	**130**	**123**
TSPU	60	53	57	54	**117**	**107**
JSPU	56	51	52	50	**108**	**101**
Toatal	**182**	**167**	**173**	**164**	**355**	331

In the process of experimental work, questionnaires from students were conducted and analyzed.

Results

The results of the questionnaire survey show that the 4th question of the questionnaire "Which materials are effective for you in the formation of speaking skills such as reading, listening, speaking and writing in English classes?" to the question, 107 (10.4%) students asked to watch films related to the topic, 122 (11.9%) to work with pictures, 290 (28.3%) to use technological tools, 65 (6.3%) to use audio materials, 172 (16.7%) only 7 (0.68%) stated that it is effective to translate texts.

According to the answers to the questionnaire, 793 (77.4%) of the students responded positively to the use of didactic tools in English language classes. It was also known that the majority of students did not respond to SMART, CASE study technologies.

A preliminary examination was conducted in order to determine the students' speech skills. Tests consisting of exercises and tasks on listening comprehension, reading, speaking and writing were distributed to students of the 1st and 2nd stages of history. The results were evaluated in tabular form in the following order (see Table 3):

Table 3. *Indicators of the initial state of four skills of students of the 1st stage*

Assignment types	Grade	ASU		TSPU		JSPU	
		abs	(%)	abs	(%)	abs	(%)
Listening comprehension	5	4	5.7	3	10.3	2	8.3
	4	15	21.4	2	6.9	7	29.2
	3	15	21.5	6	20.7	10	41.5
	2	36	51.4	18	62.1	5	21
Total		**70**	**100**	**29**	**100**	**24**	**100**
Reading	5	4	5.7	2	6.8	3	12.5
	4	21	30	6	20.7	7	29.2
	3	30	43	11	38	12	50
	2	15	21.3	10	34.5	2	8.3
Total		**70**	**100**	**29**	**100**	**24**	**100**
Speaking	5	5	7.2	1	3.4	4	16.7
	4	6	8.6	2	6.9	5	20.8
	3	19	27.1	8	27.6	6	25
	2	40	57.1	18	62.1	9	37.5
Total		**70**	**100**	**29**	**100**	**24**	**100**
Writing	5	5	7.1	1	3.4	2	8.3
	4	4	5.7	5	17.2	3	12.5
	3	20	28.6	10	34.6	13	54.2
	2	41	58.6	13	44.8	6	25
Total		**70**	**100**	**29**	**100**	**24**	**100**

Table 4. *Indicators of the initial state of four skills of students of the 2nd stage*

Assignment types	Grade	ASU		TSPU		JSPU	
		abs	(%)	abs	(%)	abs	(%)
Listening comprehension	5	4	5.3	2	6.9	8	26.7
	4	16	21.1	2	6.9	7	23.3
	3	41	53.9	12	41.4	10	33.3

Assignment types	Grade	ASU		TSPU		JSPU	
		abs	(%)	abs	(%)	abs	(%)
	2	15	19.7	13	44.8	5	16.7
Total		**76**	**100**	**29**	**100**	**30**	**100**
Reading	5	5	6.6	4	13.8	5	17
	4	38	50.0	8	27.5	12	40
	3	20	26.3	12	41.4	10	33.3
	2	13	17.1	5	17.3	3	10.3
Total		**76**	**100**	**29**	**100**	**30**	**100**
Speaking	5	5	6.6	3	10.3	6	20
	4	26	34.2	8	27.5	5	16.7
	3	30	39.5	14	48.2	13	43.3
	2	15	19.7	4	14	6	20,0
Total		76	100	**29**	**100**	**30**	**100**
Writing	5	3	3.9	2	6.9	3	10
	4	10	6.6	9	31.1	5	16.7
	3	33	42.1	15	51.7	18	60
	2	30	47.4	3	10.3	4	13.3
Total		**76**	**100**	**29**	**100**	**30**	**100**

Discussion

According to the analysis of the initial situation, it was found that many difficulties arose from oral and written speech in relation to listening comprehension and reading from the types of speech activities of non-philological education (history) students. Also, it was observed that students can understand the content of the materials related to the topic by guessing the title of the text or some familiar words during reading and listening comprehension, but it is clear that they cannot express their thoughts on the topic in written and oral form. In particular, in the process of communication, it was shown that the students were unable to use words in their place and correctly as a result of their narrow thinking and insufficient vocabulary.

When expressing written speech, students faced some obstacles, such as writing answers to questions about the topic, creating dialogues or questions. The results of the control work carried out at the foundational stage led to the conclusion that it is necessary to use the types of speech activities in harmony, to give more emphasis to oral and written speech skills, through the introduction of technologies of a productive and searching approach to the development of the foreign language of history students.

Table 5. *Analysis of the initial general state of students' types of speech activity*

Assignments the number	Experimental group (355 people)				Control group (331 people)			
	Correct Answers		Incorrect Answers		Correct Answers		Incorrect Answers	
	No of students	(%)	No of students	(%)	No of students	(%)	No of students	(%)
(Listening)	180	50.6%	175	49.4%	160	48.3%	171	51.6%
(Reading)	182	51.2%	173	48.8%	163	49.4%	167	50.6%
(Speaking)	181	50.9%	174	49.1%	166	50,1%	166	50.2%
(Writing)	179	50.3%	176	49.7%	159	48.1%	171	51.7%
Overall average	**181**	**51%**	**174**	**49%**	**162**	**49%**	**169**	**51%**

In the formative stage, 1st, 2nd stage students of non-philological education (history) were divided into experimental and control groups. In the research process, a system of exercises and assignments was developed for each stage aimed at improving the productive and inquisitive approach of students, and the use of CASE study technology based on the "Flipped classroom" model using SMART-technologies was tested in experimental groups. Experimental work was carried out within the framework of working training programs based on the model program approved by the Ministry of Higher and Secondary Special Education.

Table 6. *The final comparative table of the experimental work on improving the technologies of productive and searching approach to the development of the foreign language of non-philological education students*

	Research objects	Excellent	Good	Satisfactory	Unsatisfactory	Total
Experimental group	ASU	41	59	16	14	130
	TSPU	37	53	17	10	117
	JDPU	36	51	13	8	108
	Total	114	163	46	32	355
Control group	ASU	14	39	46	24	123
	TSPU	11	34	41	21	107
	JDPU	11	33	39	18	101
	Total	**36**	**106**	**126**	**63**	**331**

Table 7. *Final analysis of the results of the experiment on improving the technologies of productive and searching approach to the development of the foreign language of non-philology students*

Groups	Level of preparation							
	At the beginning of the experiment				At the end of the experiment			
	Excellent	Good	Satisfactory	Unsatisfactory	Excellent	Good	Satisfactory	Unsatisfactory
Experimental group	37	103	124	89	**114**	**163**	**46**	**32**
Control group	34	98	121	78	**36**	**106**	**126**	63

In the formative stage of the research, the level of education, conditions and possibilities of using the technologies of productive and searching approach to the development of the foreign language of non-philological education students were evaluated. At this stage, English lessons were conducted on the basis of productive, inquisitive, creative, authentic exercises and case studies, taking into account the skills of reading, writing, speaking and listening. At this stage, the following activities were carried out:

1) training sessions were held in the experimental group with the help of productive and research approach technologies;

2) questionnaires and post-experimental and final tests were organized to determine the level of English speaking skills among

students in the control and experimental groups;

3) the effectiveness of the developed teaching methods was determined and the shortcomings were corrected;

4) methodological feasibility and effectiveness of the proposed set of exercises and assignments were checked;

5) preliminary conclusions were formed based on the results of the second stage of research.

Conclusions

At the end of the educational research sessions, students were given post-experimental and final pre-tests. The post-practice test consists of two stages, the first stage consists of exercises and tasks consisting of several questions; and in the second stage, according to the types of speech activity: reading, listening, speaking and writing skills were checked. In this section, written exercises and communicative tasks were presented to students.

At the final stage of the research, the efficiency of productive and searching approach technologies and the level of integrated learning of speech activities in the development of the foreign language of the 1^{st} – 2^{nd} level students of non-philological education history faculties were compared. At the final stage of the study, the training results from the control and experimental groups were analyzed using mathematical statistical methods. The obtained information is related to the general theoretical conclusions of the dissertation.

The theoretical and practical results of this stage consist of:

1. the final test was conducted;

2. the post-experimental and final test results were compared;

3. a conclusion was drawn based on the results;

The effectiveness of the exercises and tasks used on the basis of the speech skills of the students of non-philological higher education institutions and the technologies of a productive and searching approach and the correct selection of the presented materials were proven.

The *x*-square formula (x 2) was used when analyzing the state of speech activity in the experimental groups compared to the control group. Control groups and experimental groups were divided according to the skills: Listening, Reading, Speaking, and Writing. Objects (students) in the samples were divided into four categories according to the evaluation level of "5" (excellent), "4" (good), "3" (satisfactory) and "2" (unsatisfactory). The evaluation criteria are given in the following table. This criterion was considered the main criterion for determining the theoretical knowledge, practical skills and qualifications of students.

As a result of creative and problematic exercises and tasks aimed at improving the technologies of productive and searching approach, the levels of growth of students' speech activities were compared. The role and position of the subject of English language in improving the technologies of a productive and searching approach to the development of the foreign language of non-philological education students was determined.

References

Adler, B.A., & Rodman, G. Understanding Human Communication (9 ed.).– New York: Oxford University Press. 2006.– 45 p.

Bedwell, W.L., Fiore, S.M. and Salas, E. (2014) Developing the Future Workforce: An Approach for Integrating Interpersonal Skills into the MBA Classroom. Academy of Management Learning and Education,– 13.– P. 171–186.

Böhm, J. Schneider. "The international dissemination of Productive Learning". (Symposium: Productive learning and international school development", Berlin, 2011.– P. 7–15).

Coffey, C. (2010). A Study of Competencies Perceived to Be Important by Professionals in Entry-Level Positions within College Students Affairs. University of Central Florida.

Falloon G. Learning objects and the development of students' key competencies. Australasian Journal of Educational Technology, 2010.– No. 26 (5).– P. 626–642.

Uluc K. The Positive Effects of Integrating ICT in Foreign Language Teaching. International conference “ICT for language learning” 5th edition, 2012. URL: http://conference.pixel-online.net/ICT4LL2012/.../235-IBT107-FP-Isisag-ICT2

submitted 22.08.2023;
accepted for publication 20.09.2023;
published 8.10.2023

Contact: umidanizamova18@gmail.com

The European Journal of Education and Applied Psychology 2023, No 4
ISSN 2310-5704

PREMIER Publishing
ppublishing.org

DOI:10.29013/EJEAP-23-4-52-58

THE ROLE OF EDUCATIONAL TOOLS IN ANTHROPOCENTRIC RELATIONSHIP EDUCATION

Sobirova Mahbuba Yusupdjanovna [1]

[1] Associate Professor of Pedagogy Uzbekistan, Namangan State University

Cite: *Sobirova, M.Y. (2023). The role of educational tools in anthropocentric relationship education. European Journal of Education and Applied Psychology 2023, No 4*. https://doi.org/10.29013/EJEAP-23-4-52-58

Abstract

The article highlights issues such as the inextricable link between the effectiveness of the educational process and the approaches used, various aspects of several approaches, an anthropocentric approach that studies education in connection with the human factor, based on individuality, humanity, usefulness, self-expression, highlights issues such as the role of digital educational means in an anthropocentric approach.

Keywords: *educational process, approaches, humanity, the advantage of anthropocentric approach, the place of educational tools in anthropocentric approach.*

Introduction

It is known that the effectiveness of the educational process is inextricably linked with the approaches with which it is used. No attention was paid to the issues of improving education, the wide use of the possibilities of a literary text in the formation of speech, language, pragmatic competence of students on the basis of an anthropocentric approach. In recent years, only professional competencies have been formed in teaching the native language. In other words, during the educational process, efforts were made to provide detailed knowledge related to science. Students generally had knowledge of the language, but not enough attention was paid to effective communication in this language, the effective application of acquired knowledge in society, learning based on a humanitarian approach, and digital educational tools.

Literature Analysis

Every day there is increasing attention to the education system, major reforms are being carried out. These reforms are aimed at providing information and communication and advanced educational technology, digital educational tools, engaging young people in spiritual and moral perfection and ensuring the effectiveness of education through modular and modern teaching methods.

In the past century, language learning focused on memorizing the rules of language, acquiring theoretical knowledge of the analysis of language phenomena. Increasing the vocabulary of a language learner, the development of oral and written speech, methodology and anthropocentric approach (Sobirova M., 2022) remained in the shadow of scientific grammar and it became customary to consider them as a secondary issue.

In recent years, due to the independence of Uzbekistan, a number of scientific studies on different approaches to learning have been conducted. A number of researchers have conducted scientific research such as H. Yulbarsova (2018) on the integrative approach, G. Ibragimova (2017) on the creative approach; D. Qosimova (2018) on the value approach about the formation of students' need for mastering spiritual values, O. Quysinov (Qo'ysinov O.A., 2019) on the technologies of developing professional and pedagogical creativity of future teachers based on the competence approach, M. Sobirova (2022) about the principles and technologies of anthropocentric approach to teaching native language, (Umarova Y. T., 2019) about the pragmatic approach in developing students' pragmatic competence through text analysis in language education, (Mingboyev U. X., 2019) about the communicative approach, Sh. Khasanov about the analytical approach, J. Qurbonov about the innovative approach, (Yuldashev J. A., 2022) about the axiological approach, (Sulaymonova S. U., 2022) about the animation approach.

Research methodology

The article highlights issues such as the inextricable link between the effectiveness of the educational process and the used approaches, various aspects of several approaches, an anthropocentric approach that studies education in connection with the human factor, based on individuality, humanity, usefulness, self-expression, highlights issues such as the role of digital educational means in an anthropocentric approach.

Analyzes and results

In the pedagogy of our country, much attention is paid to various analyzes of the aspects of the formation of research skills in schoolchildren and students, but the problem of personality formation, developed on the basis of an anthropocentric approach, is practically not encountered. The question of the mature personality — intelligence as a cultural phenomenon and signifies the organic unity of man with the mind. The formed intellectual culture allows a person to effectively use his knowledge and experience, quickly adapt to ever-increasing changes in the environment and society, and effectively develop in self-development of the individual. The upbringing of such a person is in many ways the highest goal of education. In our opinion, a mature personality is understood as a person who is characterized by the level of mastery of both a humanitarian personality and spiritual wealth, is characterized by education, independent thinking, understanding of the priority of universal human values and following them.

Taking into account global changes in our republic and the fact that all issues are largely related to personnel, based on our own experience and the experience of developed countries, we believe that teachers, bearing in mind their knowledge and skills, play a key role in improving the quality of the education system, attention was paid to providing information on the principles, essence and advantages of the relevant approaches, developing their criteria.

During our research, we observed, analyzed and compared the differentiating aspects of several approaches. (see the table 1)

Table 1. *Differentiating aspects of approaches*

Integrative approach	An approach that assumes interdisciplinarity.
Axiological approach	An approach based on the theory of basic philosophical values, which considers human life as a value
Competent approach	An approach that develops professional pedagogical creativity
Animated approach	An animation-based approach aimed at increasing the quality of education
Action-oriented approach	An educational program, an approach that includes a clearly functioning educational system
Synergistic approach	An approach that requires the teacher to understand the process of education as a non-linear movement, to recognize the openness of education systems and important coincidences

Hermeneutic approach	An approach that is organized as a work based on the learner's experiences, memories, dreams, and fantasies.
Psychotherapeutic approach	Art therapy and its types, an approach based on a specially organized form of solving life problems
Acmeological approach	Personality formation is an approach based on scientific mastery with a scientific method
Anthropocentric Approach	An approach based on individuality, humanity, usefulness, self-expression

The results of our study of various approaches to teaching, in particular the organization of the native language based on the anthropocentric approach, show that the new requirements of the era have already emerged as an independent scientific paradigm in the education of a number of languages in the modern world, in the course of familiarization with the areas of anthropocentric linguistics, the latest achievements of linguistics, principles and technologies of the anthropocentric approach, which studies linguistic phenomena in conjunction with the human factor, has created the need to inform students, professors and teachers who teach their native language in universities about its principles, essence and advantages. The modern education system requires that the knowledge, skills and qualifications of trained specialists be guaranteed not only quantitatively, but also qualitatively, and for this the educational process must be organized on the basis of advanced world experience.

Although such subjects as "Methods of teaching the native language", taught for bachelors of the Faculty of Philology, and "Methods of teaching special subjects", intended for linguistics, are considered subjects of the pedagogical cycle, the scientific basis of these subjects is the science of linguistics. Therefore, these disciplines are based on the achievements of the science of linguistics.

It is known that the formation of the direction of anthropocentric linguistics (or anthropocentric paradigm; neolinguistics) in linguistics is associated with the study of the factor of the native speaker — the speaker. The emergence of an anthropocentric turn in linguistics is explained by the fact that the attention of researchers has shifted from the question "how language establishes" to the question "how language works". In order to study how a language works, it is necessary to consider the language from the point of view of the person who speaks it (Sobirova M., 2022). In modern linguistics, the study of the language system from an anthropocentric point of view is mainly carried out in studies related to linguistic semantics, cognitive linguistics, psycholinguistics, pragmatic linguistics and linguoculturology. According to some linguists, the anthropocentric paradigm has completely relegated to the background the principle of "in itself and for itself", which arose as a result of the successes of structuralism in the last century (Vorkachev S. G., 2001). At the same time, the main attention was paid to the performer of speech activity, precisely, the speaker, who composes the speech and perceives it. Introduction to the scientific paradigm of the category of "language owner" requires greater activation of such concepts as personality, linguistic consciousness, thinking, activity, mentality, culture in linguistics.

In the course of the anthropocentric approach, assuming that this approach is based on individuality, humanity, usefulness, self-expression, linking education with the human factor, we tried to correctly and fully use interactive methods, pedagogical technology and the possibilities of ICT in the organization, formation and development of students' independent activities.

It is known from history that in the heart of every person the feeling of loyalty and selflessness to one's country is the highest symbol of humane existence and patriotism. After all, the protection of the Motherland, dearest and most sacred to a person, the love and veneration of people requires great spiritual courage from every person. Ignorance, directed against the spirituality of a person, leads to non-acquaintance, and indifference

leads to disinterest. As a result, this situation creates the ground for extinguishing the spirituality of a person, the loss of a sense of belonging to the fate of the Motherland. Today, in our society, where new threats and dangers on a global scale are emerging, it is becoming more and more obvious that strengthening a healthy environment, paying attention to spirituality and enlightenment is becoming more important. In today's delicate and at the same time extremely difficult conditions, it is important to deal enlightenedly with vices that manifest evil and destructive ideas. Since humanity is the initial basis that unites people, nations, countries and cultures, one of the main tasks of our time is the humanization of the meaning of education and upbringing. For centuries, humanism has also been celebrated in intercultural relations.

Digital educational tools have great potential for personalized learning and its implementation. It is necessary to process and introduce technologies for the development of the personality of a teacher and general pedagogical knowledge, not only as a specialist, but at the same time as a person. Digital technologies are also paving the way for the advancement of human-centered technologies.

Today the world has the achievements of the digital age. Tablets, mobile phones, smart watches, virtual glasses have entered the life of modern youth. Our digital life is growing. The changes taking place in modern society largely determine the need to change the characteristic features in the activities of the teacher (Sayidahmedov N., 2000).

Teaching requires the teacher to have strong knowledge, skills, and organizational skills. The teacher's ability to achieve the didactic goal that he has set for himself also depends on his ability to effectively use teaching aids, in particular digital technologies.

Digital technology is a discrete system based on coding and data transmission techniques that allow many different tasks to be performed in a short period of time. It is the speed and versatility of this scheme that has made information technology so popular. Digital technologies today are:

— means of effective transfer of information and knowledge to pupils and students;
— a tool for creating educational materials;
— an effective learning tool;
— means of creating a new learning environment.

Modern digital technologies:

— technology of joint experimental research of the teacher and the student;
— technology "Virtual Reality";
— technology "Panoramic shots";
— 3D modeling technology;
— Technology "Educational Robotics".

The basis of any modern presentation is to facilitate the process of perception and memorization of information with the help of vivid images. Dynamics, audio and video can also be combined into presentations. This can hold the attention of the audience, i.e. the students and learners, for the longest time. The digital educational environment also serves to demonstrate the quality of the products of teachers' activities: the development of methodological information, methodological recommendations, articles, lesson notes, extracurricular activities, multimedia developments, etc.

Digital technologies make it possible to activate all types of educational activities: learning new material, preparing and checking homework, independent work, tests and control work, extracurricular work, creative work. Many methodological goals can be more efficiently implemented with the help of digital technologies.

In secondary schools, the possibility of individual work with students with a low level of academic achievement during the educational process is very weak today. If the student independently, at any time, refers to topics that he did not understand in the lesson, and uses this platform effectively, he can find a solution to the problem of mastering the subjects.

For the effective organization of lessons, in the classroom in the native language, the possibility of using an interactive whiteboard is very high. At the same time, additional visualizations can be shown. You can show slides if you want, and you can go back to use the tasks written on the topic.

The blackboard is the most frequently used tool in teaching native language. After all, the written and oral speech of students is formed on the basis of the subject of the native language. Therefore, when teaching this subject, the need for a blackboard was greater than in teaching other subjects.

Interactive whiteboards are also very helpful for the modern teacher in the process of checking the student's written literacy. This device has a lot of features that are revealed during the lesson. Let's say we need to display some words separately. Usually we underline this word with the same color. Because in the subject of the native language, the underlined word performs a special function. And this can create some particular problems. The way to solve this problem on an interactive whiteboard is very simple: it can be displayed in red, yellow, white or blue.

Usually we pay special attention to the title in the dictation, and the structure of plans in the texts of the exposition and composition. The text and plan should be clear, consistent and orderly. If each student has to write down his plan and text, with the help of this device we can once again show that the work of the eighth student is similar to the work of the second student. We can also write the continuation of the text that does not fit on the first page on the second page of the device. It should also be noted that the use of this multifunctional device deserves attention in its role in increasing the effectiveness of lessons, in its convenience in the process of explaining, in its ability to perform several functions at the same time and to show a new aspects and pictures that are incomprehensible to students.

If we save the tables and rules of our native language lessons in the memory of the electronic board, we can take it out and use it again when we need it. This avoids rewriting and time wasting.

The use of the **Video Puzzle** method with the help of an interactive whiteboard increased the effectiveness of our training. When using the method, the following actions are performed:

— several video clips are shown without explanation, which help students visualize the essence of the topic being studied;

— students explain what process is shown in each picture;

— write down the content of the processes in their notebooks;

— they answer questions asked by the teacher.

The third-year students of the Faculty of Philology are prepared for pedagogical practice in secondary schools at practical classes and seminars on the subject "Methods of teaching the native language". Together with them, we set the goal of instilling humanism based on an anthropocentric approach in teaching the native language using the Video Puzzle method when conducting experimental work in the process of pedagogical practice.

The following picture was offered to the attention of the 6th grade students on the electronic board:

The students were asked the following questions:

— What do you see on the whiteboard?

— What do you think this picture means?

— Does anyone know the history of this picture from social media?

This is a picture of a monument on a street in Belgium. This monument has a sad story.

On one of the harsh winter days, a little boy and a dog were found frozen to death, who went outside at night and got lost.

The dog could have gone and saved its own life, but it didn't. It was a "blanket" for the boy, trying to keep him warm...

The saddest thing is that the inhabitants of this street at night heard this boy crying loudly, asking for help, and how the dog howled. But no one saw fit to get out of their warm bed, or at least look out the window into the street...!

1. What impression did the picture and the text about it have on you?

2. Who do you think showed humanity, the people lying in the warm house or the dog?

3. Could the child of those who live in a warm house be in the place of this boy?

4. Have you seen or heard of similar cases of negligence?

5. Write the consequences of nonchalance based on your observations and compose a creative text.

Findings. A special place in the development of education is occupied by an anthropocentric approach to language teaching, which studies the relationship of education with the human factor, based on individuality, humanity, usefulness, self-manifestation. Attracting the attention of language learners to video puzzles, video dictation, video text, video images, which are considered digital learning tools, and engaging learners to think about them is useful in the moral education of young people. At the same time, such humanistic processes develop their competence to apply the acquired theoretical knowledge in practice.

References:

Sobirova, M. (2022). *Ta'limga antroposentrik yondashuv.* Monografiya. — Namangan: Usmon Nosir media.

Yulbarsova, X.A. (2018). *Integrativ yondashuv asosida bo'lajak o'qituvchilarning kommunikativ kompetentligini shakllantirish texnologiyasi.* Doctor of Philosophy (PhD) Dissertation in Pedagogical Sciences. — Tashkent.

Ibragimova, G.N. (2017). *Interfaol o'qitish metodlari va texnologiyalari asosida talabalarning kreativlik qobiliyatlarini rivojlantirish.* Doctor of Philosophy (PhD) Dissertation in Pedagogical Sciences. — Tashkent.

Qosimova, D.X. (2018). *O'quvchilarda ma'naviy qadriyatlarni egallash ehtiyojini shakllantirish.* Doctor of Philosophy (PhD) Dissertation in Pedagogical Sciences — Namangan.

Qo'ysinov, O.A. (2019). *Kompetentli yondashuv asosida bo'lajak o'qituvchilarning kasbiy pedagogik ijodkorligini rivojlantirish texnologiyalari.* Doctor of Philosophy (PhD) Dissertation in Pedagogical Sciences. — Tashkent.

Sobirova, M. (2022). *Antroposentrik yondashuv asosida o'qituvchi faoliyatini rivojlantirish.* "Pedagogika" jurnali. — Tashkent.

Umarova, Y.T. (2019). *Til ta'limida matn tahlili orqali o'quvchilarda pragmatik kompetensiyani rivojlantirish.* Doctor of Philosophy (PhD) Dissertation in Pedagogical Sciences. Namangan.

Mingboyev, U.X. (2019). *O'quvchilarda kommunikativ kompetensiyalarni shakllantirish metodikasini takomillashtirish.* Doctor of Philosophy (PhD) Dissertation in Pedagogical Sciences. — Tashkent.

Yuldashev, J.A. (2022). *Tarixni o'qitish jarayonida talabalarning aksiologik dunyoqarashini rivojlantirish metodikasi.* Doctor of Philosophy (PhD) Dissertation in Pedagogical Sciences. Namangan.

Sulaymonova, S.U. (2022). *Animatsion yondashuv asosida boshlang'ich sinf o'quvchilarida ekologik tushunchalarni rivojlantirish texnologiyasi.* Doctor of Philosophy (PhD) Dissertation in Pedagogical Sciences. Namangan.

Sobirova, M. (2022). *In imparting humane education use of integrated technology.* Journal NX-A Multidisciplinary Peer Reviewed Journal. Novateur Publication, M.S. India

Vorkachev, S.G. (2001). *Lingvokulturologiya, yazikovaya lichnost, konsept: Stanovleniye antropologicheskoy paradigm v yazikoznanii*. Filologicheskiye nauki.

Sayidahmedov, N. (2000). Yangi pedagogik texnologiyalar: tahlil, ta'rif, mulohazalar. Metodik tavsiya. — Tashkent.

submitted 18.11.2023;
accepted for publication 30.11.2023;
published 28.12.2023

Contact: davronjon.uzb@gmail.com

The European Journal of Education and Applied Psychology 2023, No 4
ISSN 2310-5704

PREMIER Publishing
ppublishing.org

DOI:10.29013/EJEAP-23-4-59-62

REPETITION METHODOLOGY IN EFFECTIVELY STORING TERMINOLOGICAL LEXICON IN MEMORY IN A FOREIGN LANGUAGE

Shakhlo Urunova [1]

[1] Department of Uzbek language and literature, Andijan Machine-building Institute, Uzbekistan

Cite: *Urunova S. (2023). Repetition Methodology in Effectively Storing Terminological Lexicon in Memory in a Foreign Language. European Journal of Education and Applied Psychology 2023, No 4.* https://doi.org/10.29013/EJEAP-23-4-59-62

Abstract

This article provides an information of methodical features and techniques of repitition in effectively storing terminological lexicon in memory in a foreign language.This article also deals with the data that shows the number of repititions of the terminological vocabulary respectively to the topics given in curriculums. We have used analytical-statistical and comparative-comparison methods in writing this article.As a consequence of observation we conclude that repetition of newly learned terminological vocabulary per two lessons gives us high effectiveness at the lessons of English for occupational purposes.

Keywords: *repitition, terminologial words, curriculum, current repitition, memory*

Introduction

It is necessary to use the skills of students of technical universities to be able to understand the terms in authentic texts while reading the original scientific and technical literature. The importance in the teaching of professional English to students in non-philological higher education institutions is the teaching of field terms to them, and it is advisable to develop a methodological provision of repeating terms so that students can keep them in good memory during training sessions.The process of mastering the terminological dictionary goes through several stages, in each of which specific tasks are solved. It should be noted that the main purpose of the process of mastering these units is to develop the skills of their correct use, active use in speech situations of professional communication.

Materials and Methods

One of the important tasks that should be solved in terms of the methodological organization of work on the study of terminology in the field of robotics is the removal of memory overload in order to help memorize and repeat each acquired term when presenting terminological lexicon. I. D. Salistra argued that in determining the content of teaching a foreign language on the basis of the direction of speech, the following basic questions should be solved: what speech materials should students work with and how to use it for educational purposes; language should determine a general approach to mastering

materials and the formation of their relevant skills (Khodzhimatova, G. M., 2011).

In this regard, it is necessary to take into account the peculiarities of the organization and planning of repetition. Khodzhimatova G. M separated types of verbal repetition such as immanent (natural), spontaneous (random) repetition, systematic repetition; primary (corrective) repetition, current repetition, generalizing repetition (Khodzhimatova, G. M., 2011). In our opinion, the following methods of repetition should also be used: current repetition of word terms (during each lesson), intermediate repetition of word terms (during intermediate control), generalizing repetition of new lexical units (during final control). The effectiveness of repetition methods will be associated with the development of an appropriate exercise system.

In the process of learning English, it should be noted that the repetition of the dictionary is a fan in mastering it. Traditionally, words included in textbooks are taught in a system of lexical exercises when working on text, but most words are not repeated at all or rarely occur in sequence.

Result and discussion

During scientific research, some questions arise, the solution of which allows you to determine the contours of scientific analysis of the problem as a whole:

1. Quantitative side of repetition, repetition rate (how many times to repeat).

2. Time characteristics of repetition (when and at what time frame to repeat).

3. Inventory aspects of repetition (which words from the total volume of the learned dictionary should be repeated at all, or repeated in a particular training segment).

4. Methodological foundations of repetition (how to repeat, what techniques, exercises and tools to rely on).

These issues require an integrated approach to solving them. By repeating the terminological lexicon, we mean the number of its use in texts and exercises. When mastering terminological units during work on the text, the repetition of terms becomes objective, repetition can be considered one of the valuable techniques of memorization. Another next technique is repeated training, which is carried out using special exercises. Among the techniques for repeating a terminological dictionary, its systematization occupies a special place.

In teaching practice, there are many recommendations on the number of words necessary for repetition. However, Methodists argue that those who deal with this problem rightly emphasize the empiricism and inconsistency of these recommendations. Thus, I. L. According to Litvinov, ten repetitions over a year in a rational time frame do not provide for the storage of the necessary words in memory even for the best students. “According to the results of the study, the number of repetitions should be increased to 30–35 at least in the first year,” suggests scientist Litvinov I. L. (Litvinov, I. L., 1968). However, according to the scientist, since many students did not perform this work as much as necessary, in this regard, he considers 20 repetitions sufficient for large classes. V. A. Kondratieva proposes fifteen-fold repetition of a word with proper distribution of repetition, and lists this number as sufficient to master passive vocabulary (Kondratieva, V. A. 1972).

For constant memorization of the dictionary, it is important not only the number of repetitions, but, above all, their distribution by time intervals. The general trend is that repetitions should be frequent at the beginning, then they may be less frequent as the psychological impact of the bite increases. At the same time, it is necessary to take into account the nature of the educational material and the time interval when repeating the dictionary. In higher education institutions, it is necessary to choose a two-week text to repeat the terminological dictionary, since forgetting terms for such a text is almost not observed, while a six-week interval leads to forgetting about a third of the specific dictionary studied (Soifer, E. V., 1969).

Based on the opinion of the above scientists, as well as on the results of our research on non-philological OTMs in our republic, we came to the conclusion that, depending on the passing hour of English language science, which is included in the working curriculum in various OTMs, the number of ham repetitions of terms required for annual study is Soyfer E. We can conclude that the same training will depend on the amount of hours

spent in the hall, which has already given the opinion of E.V. Soifer.

In the table below, we have listed the number of annual training hours in English for the requirements of the 2nd stage of robotics direction in non-philological universities and the number of repetitions of the terms studied during the year on this basis.

Table1. *The number of annual educational hours in English for the requirements of the robotics direction 2nd stage is the amount of fees and term repetitions*

Non-phylilogical university	Annual educational hour	Number of repetitions of terms throughout the year
Andijon Machune-Building institute	72 hour (36 pair)	18–20
Namangan Institute of Engineering Technology	120 hour (60 pair)	30
Tashkent Institute of Agriculture and irrigation	120 hour (60 pair)	30

The robotics direction of Andijon Machune-Building institute which we have researched, is structured for 2 year students, according to the working curriculum, 72 hours are allocated during the year, which means the transition of 36 topics in the year, which means that the number of repetitions of terms during the year can be increased to 18–20. At Namangan Institute of Engineering Technology, the English language curriculum hours for Phase 2 students is 120 hours, which indicates that the number of repetitions of the terms studied in its queue can be increased to 30.

So, as you can see from the high analysis, repeating the terms learned after the two topics deals with useing exercises, tasks and modern technologies.

In the early period of acquisition of terminological units, passive repetition causes the data to be forgotten very quickly. The task of primary reinforcement of the learned term provides a hidden period of storage of the lexical unit in memory. Its implementation is associated with compliance with the following conditions:

1. In the first half of the session, it is necessary to introduce a new lexical unit and create conditions for intensive work on new terms and repeat new terms during the lesson;

2. It will be dared to repeat the new lexical unit by students independently in turn from the day of acquaintance with the term.

Conclusion

The effectiveness of such organization of repetition and the performance of the task by students has qualified and experimental confirmation.The repetition conditions given above allow students to give a systematic character to repeat the terminological vocabulary, the effective use of which will be associated only with the Repetition technique, that is, its qualitative aspect with the exercise system.

References:

Dubuc, R. (1997). Terminology: A practical approach.– Canada National Library,.– 196 p.

Khodzhimatova, G.M. (2011). Scientific foundations of teaching terminological vocabulary of the Russian language in a non-linguistic university– dissertation for the degree of Doctor of Pedagogical Sciences– Dushanbe,– 320 p.

Kondratieva, V.A. (1972). Psychological substantiation of ways to improve the efficiency of vocabulary assimilation in the process of reading: Abstract. dis.. ..doctor of Psychological Sciences,– Moscow,– 40 p.

Litvinov, I.L. (1968). The number of repetitions of a foreign word in the first year of its training, New studies in pedagogical sciences,– Vol. 12.– P. 42–48.

Lukasek M. (2018). New pathsways to terminological minimum // Unversity of Warsaw-Applied Linguistics Papers – 25/ 2.– P. 133–168.
Shardakov M. N. (1951). Essays on the psychology of teaching.– Moscow: Uchpedgiz,– 200 p.
Soifer, E. V. (1969). Application of the regression method to restore lost vocabulary, Scientific notes of Perm. State Pedagogical Institute,– Vol. 68.– Perm,– P. 136–142.
Yaroshenko O. L. (2014). Principles of lexical minimum selection for teaching general technical English to engineering students, “Advanced Education” 2,– P. 104–110.

submitted 22.08.2023;
accepted for publication 20.09.2023;
published 28.12.2023

Contact: urunovashahlo23@gmail.com

The European Journal of Education and Applied Psychology 2023, No 4
ISSN 2310-5704

PREMIER Publishing
ppublishing.org

Section 4. General psychology

DOI:10.29013/EJEAP-23-4-63-65

DEVELOPMENT OF CREATIVE THINKING BASED ON PHYSICS TEST TASKS

Juraev Farkhod Isroilovich [1]

[1] Republican academic lyceum named after S. Kh. Sirojiddinov specializing in Natural and exact sciences, Uzbekistan

Cite: *Juraev F.I. (2023). Development of Creative Thinking Based on Physics Test Tasks. European Journal of Education and Applied Psychology 2023, No 4.* https://doi.org/10.29013/EJEAP-23-4-43-45

Abstract

The article also analyzes the issues of forming the student's creative activity by solving non-standard educational test tasks in physics. As a result, it was stated that the effectiveness of the described method of forming the ability to solve non-standard test tasks of molecular physics and thermodynamics in academic lyceum students was confirmed in the pedagogical experiment conducted in academic lyceums.

Keywords: *creative, academic lyceum, molecular physics, thermodynamics, internal energy, test, non-standard, ability, experiment*

Introduction

The main goal of solving non-standard test tasks is for students to gain a deeper understanding of physical laws, to learn to analyze physical phenomena and processes, and to learn to apply them to practical problems (B. L. Farberman, 2000; S. Bloom, 1971).

When solving non-standard physics test tasks, students follow the following methodological instructions:

1. The condition of the test tasks is read several times and it is determined which department of physics it belongs to.

2. It is understood to which section the test assignments belong, the content is understood, and the quantities given in the test conditions are expressed in «XBS» and the quantity to be found is written.

3. A drawing corresponding to the condition of the test tasks is drawn.

4. It is determined what physical laws are in the condition of the test assignments.

5. In order to solve the test tasks in a general way, based on the sequence, formulas are created that connect the unknown quantity in the condition of the problem with the known quantities.

6. Each law, rule, formula and physical quantity used in solving the test tasks is briefly explained. The quantities given in the conditions of the test tasks are put into the defined formula and calculated.

7. When answering test questions, importance is attached to its accuracy and the necessary conclusions are drawn.

Literature analysis and methodology

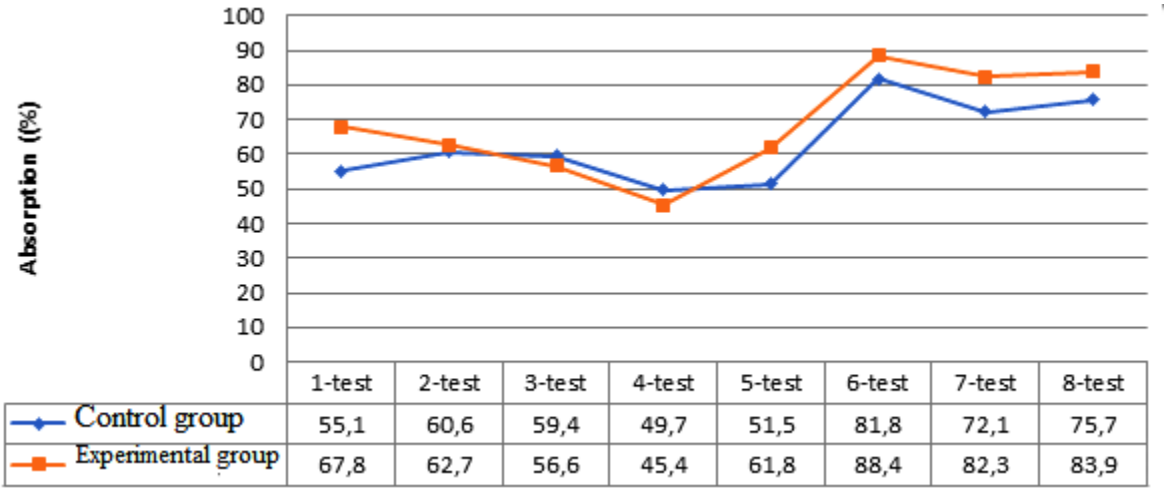
In recent years, the method of testing knowledge has become a popular method. Test tasks are structured in such a way that each of them usually tests knowledge on a topic or section of the program. Answering a relatively large number of such questions consists in the fact that several answers are offered to each of them, from which the student must choose one correct answer (S. E. Kamenetsky, V. P. Orekhov, 1976). The large number of questions included in the task allows determining the learning material at different levels, from simple learning of some elements of knowledge to its application in a familiar and learned state (V. G. Razumovsky et al., 1990). Test tasks from molecular physics and thermodynamics, structure of solids and liquids are designed to assess students' knowledge, skills and abilities, taking into account their age characteristics. Also, in addition to the curriculum and textbooks, additional information that requires creative thinking was used, corresponding to the psychophysiological characteristics of students (Sh. S. Choodu, 2018).

The test process includes the following evaluation objectives for determining whether students have acquired cognitive skills: 1) cognitive skills of knowledge and understanding, in which students know concepts, terms, physical quantities and their units, laws, and connection formulas related to physical phenomena; 2) cognitive skills of application, in which students can write the relationship of physical quantities in the form of mathematical expressions, draw conclusions and solve practical and problem tests; 3) analytical cognitive skills, where students can solve and evaluate tests that require extended and creative thinking about molecular physics and thermodynamics. The students in the control group were taught in the traditional way.

Results and discussion

11 students were selected in the control group and 11 in the experimental group. The experiment lasted 3 months during the testing process, and a total of 8 test tasks were obtained. The last of these is the final (summary) test task. There are a total of 30 test tasks in each subject. Tests from 1 to 10 require logical thinking of natural phenomena, events and processes in the economy and everyday life. Tests from 11 to 20 require the ability to memorize formulas and use them in graphs. 21 Tests in the range of –30 require students to reveal the laws in formulas and perform mathematical calculations on the topic of physics.

Figure 1. *Control test task numbers*



	1-test	2-test	3-test	4-test	5-test	6-test	7-test	8-test
Control group	55,1	60,6	59,4	49,7	51,5	81,8	72,1	75,7
Experimental group	67,8	62,7	56,6	45,4	61,8	88,4	82,3	83,9

Test 1. Ideal gas equation of state
Test 2. Internal energy of a gas
Test 3. 1st law of thermodynamics
Test 4. Amount of heat
Test 5. Saturated and unsaturated steam, air humidity
Test 6. Surface tension, surface energy and the phenomenon of capillarity

Test 7. Solid deformation

Test 8. Final test

Graph 1 shows the dependence of the numbers of the students in the control and experimental groups on the average mastery percentages when solving the control test tasks.

Control group 58.8% of theoretical test tasks 1–10, experimental group and 64.6%. Control group 11–20 formula about 64.8% of tests, experimental group and 73.1%. Control count group 21–30 about 61.2% of tests, experimental group and 65.3% of it apparently as the student's formula and his to be used about tests appropriation percentages higher than that means in practical training issues open qualifications and skills are formed.

Conclusion

We believe that the non-standard test tasks composed of molecular physics and thermodynamics are useful for the students to be able to make logical conclusions about the physical processes in nature that occur in their daily lives, to prepare for higher education institutions, and to prepare for the Olympiads.

References

Farberman, B. L. (2000). Advanced pedagogical technologies.– T.: "Science".

Bloom S. (1971). Handbook on Formative and Summative Evaluation of Student Learning. NY., McGraw-Hill, 1971.– R. 232.

Kamenetsky S. E., Orekhov V. P. (1976). Methodology for solving physics in secondary school. Izdatelstvo "Prosveshenie".– Moscow.

Choodu, Sh. S. (2018). Methodology of formirovaniya umeniya reshat fizicheskie zadachi u uchenikov natsionalnix shkol // Pedagogicheskoe obrazovanie v Rossii.– No. 4.– P. 62–69.

The role of talented young people in the development of physics RIAK- XVI-2023. Proceedings of the republican scientific and practical conference, Vol. 1.–Tashkent, April, 28–29,– P. 287–290.

Razumovsky, V. G. et al. (1990). Fundamentals of physics teaching methodology.– Tashkent, Teacher 1990.

submitted 22.08.2023;
accepted for publication 20.09.2023;
published 28.12.2023

Contact: farkhodjuraev1978@gmail.com

The European Journal of Education and Applied Psychology 2023, No 4
ISSN 2310-5704

PREMIER Publishing
ppublishing.org

DOI:10.29013/EJEAP-23-4-66-71

PSYCHOLOGICAL-PEDAGOGICAL REQUIREMENTS OF FOREIGN LANGUAGE TEACHING TO STUDENTS IN TECHNICAL AREAS

Mukarama Katayeva [1]

[1] Namangan Engineering Construction Institute, Uzbekistan

Cite: *Katayeva M. (2023). Psychological-Pedagogical Requirements of Foreign Language Teaching to Students in Technical Areas. European Journal of Education and Applied Psychology 2023, No 4.* https://doi.org/10.29013/EJEAP-23-4-66-71

Abstract

This article analyzes and makes recommendations for using mobile technologies for educational purposes in higher education, the methodology of teaching a foreign language, researchers' ideas about distance education, and the importance of mobile technology. The psychological and pedagogical conditions for using mobile technologies in teaching foreign languages, Motivation is a great way to engage students to study on mobile devices – the types of Motivation which are vital to use during classes. There are internal and external, positive and negative motivations that make learning exciting or satisfying the basic psychological needs of a person – mobile application, which students studied during a term in Namangan Engineering Construction Institute. The author gave the result of the research in Table 1a. In conclusion, Motivation is essential for the strategic success and implementation of the educational system. Teacher motivation is vital for several reasons. It is necessary for teacher creativity achievement and motivates teachers.

Keywords: *using mobile technology, mobile education, motivation, types of motivation, internal, external, mobile application, psychology, pedagogy, electronic device, a smartphone, a tablet, a computer*

Introduction

At the current stage of the development of the science of pedagogy, the use of mobile technologies for educational purposes in higher education is, on the one hand, a relatively new direction in the methodology of teaching a foreign language, which requires particular study. On the other hand, mobile technologies have already. Distance education is a well-learned tool which provides a transition from traditional forms of education to mixed education (Andreev A.A., Soldatkin V.I., 1999; Evdokimova M.G., 2001; Amin, A.K., Degeng, N.S., Setyosari, P., & Djatmika, E.T. 2021; Ramírez-Donoso, L., Pérez-Sanagustín, M., Neyem, A., Alario-Hoyos, C., Hilliger, I., & Rojos, F. 2023).

Mobile applications are small software designed to perform certain functions on an electronic device such as a smartphone, tablet or computer. With the development of science and technology, the ownership of smartphones is becoming more and more widespread. Subsequently, mobile applications running on

smartphones are gaining momentum, covering a wide range of applications, including education (Lu, Y., & Xiong, T., 2023).

However, local methodological developments are significantly different from their counterparts in the West due to the delay in the appearance of modern technologies in the Uzbek market. Due to the gradual integration of mobile technologies into the educational process abroad (from the most spartan audio players and personal digital assistants (PDAs) to innovative smartphones, tablet computers and game consoles), the situation in our country is entirely different. It is urgently necessary to introduce modern technologies, which, in turn, requires teachers to learn more about the use of mobile technologies at various stages of education and to learn that they face other challenges (Liu, C.L., & Lai, C.L. 2023).

Despite the different approaches to integrating mobile technologies into the educational process in Western and local ways, the relevance of their use is unquestionable, confirmed by the research developed to date, theoretically based and devoted to experience. The use of mobile technologies in the educational process for learning English and its valuable and convenient aspects (Muhammed, A.A. 2014), the specific features of mobile applications that teach a foreign language (Sanda, L., & Klimova, B. 2021), cognitively Older adults use mobile applications to improve foreign language learning (Klimova, B. 2023), lessons on language learning opportunities using portable devices to identify recurring themes, studies for instructional and academic research design, and mobile application design best practices. (Chwo, G.S.M., Marek, M.W., & Wu, W.C. W. 2018). Foreign Language Teaching and systematic analysis of the effectiveness of using mobile technologies (Mt) in learning (Hawamdeh, M., & Soykan, E. 2021), using mobile applications in independent foreign language learning (Lai, Y., Saab, N., & Admiraal, W. 2022), the importance of mobile applications and their correct use in the process of increasing foreign language vocabulary (Polakova, P., & Klimova, B., 2022). The analysis of these researchers made it possible to determine a number of psychological and pedagogical conditions for using mobile technologies in foreign language teaching, which allows for optimizing the educational process and achieving more effective results.

Method

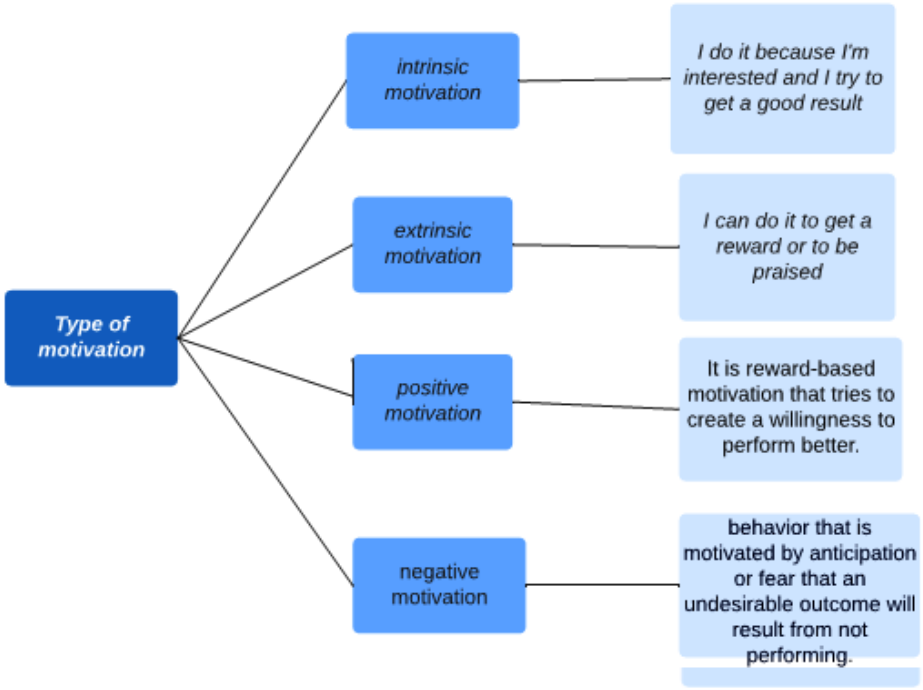
One of the psychological and pedagogical conditions for using mobile technologies in teaching foreign languages to students is to encourage students to use mobile technologies as an educational tool. However, a teacher may encounter many obstacles when starting such a process. Therefore, the teacher needs to be able to interest them in mobile education. In this case, the teacher should be able to motivate the students and increase their interest in the lesson in this way (Yunusalievna, E.M.; Maxmudovna, K.M., 2022).

The word "motivation" (lat. movere) means that a person is encouraged to act to satisfy his/her physiological and psychological needs. Since motivation is the primary means of regulating human activity in psychology and pedagogy, the role of motivation in learning is vital. But it should be remembered that the source and level of motivation changes depending on age and type of action. For example, the motivation to study is significant for a student. In contrast, for an older adult, the motivation to have a high position in society and earn a decent income is fundamental.

When talking about the classification of motivation types, first of all, there are internal and external, positive and negative motivations that make learning exciting or satisfying the basic psychological needs of a person. Internal motivation is related to the performance of high-level actions and tasks (Augustyniak, R., Ables, A., Guilford, P., Lujan, H., Cortright, R., & Di Carlo, S., 2016). Intrinsic motivation refers to the inspiration that comes from within a person. When people are intrinsically motivated to do something, it gives them pleasure. (Hussain, S. and Javed, T., 2019), intrinsic motivation is influenced by three factors: management credibility, goal orientation, and extrinsic reward expectancy, which affect the learner's attitudes (Cho, Y., and Perry, J., 2012). Therefore, internal motivation emphasizes the ability of a person to perform specific actions to get satisfaction from the result of his/her activity and also helps to increase self-confidence. On the contrary, external

motives depend on several factors: responsibility to others, approval, material reward, special status in society, punishment, etc. Scientists think about extrinsic motivation as follows: extrinsic motivation comes from outside, such as physical rewards such as money, incentives, and bonuses (Hussain, S. and Javed, T., 2019), extrinsic motivation strengthens the relationship between social attitudes and intentions (Mihelič, K., & Culiberg, B., 2018), Extrinsic motivation is related to task performance (TP) and contextual performance (CP), and these relationships are related to affective organizational commitment (Yousaf, A., Yang, H., & Sanders, K., 2015). Thus, external motives are unrelated to the performed activity's content or process (Figure 1).

Figure 1. *Types of motivation*



It demonstrates that extrinsic motivation helps to increase the amount of work done, and intrinsic motivation is responsible for its quality.

Positive motivation for cognitive activity is based on positive stimulation. For example, a student will receive an increased scholarship if they pass the exams with excellent grades, or if they attend all classes during the semester, they will automatically receive credit. The essence of negative motivation is to encourage action by avoiding possible problems or punishing them for not doing the work. For example, if a student does not speak in class, he will not be kicked out of the auditorium, or if he does not take lecture notes, he will not prepare for a seminar. Therefore, students are encouraged to engage in cognitive activities under specific incentives. Still, the nature of negative motivation is often more substantial because "punishment" is a very influential factor for motivation.

We conducted research at the Namangan Engineering-Construction Institute. We selected 1st and 2nd year mechanical engineering technology students for the research. It arranges that they learn English using a mobile application, which can be achieved by making students interested in learning using mobile applications. In addition, motivating students to learn through a mobile application is an essential factor.

Result

In (Table 1 a), it was found that the indicators of internal motivation and external motivation are related to each other because students work based on the result. The experiment results show that to learn the language, the learners must have a desire and their internal motivation, that is, a strong desire and

love for the language they are learning; only then will they achieve a good result. For this, it is necessary to encourage them spiritually and constantly pay special attention to them. Independent learners showed the highest impact, completing 96% of the tasks in the mobile application. Independent learners do not need to be motivated by the teacher; it is the result of them learning how vital internal and external motivation is in life.

Table 1.

Motivation	1st course 20 students	2nd course 24 students	Independent learners 10 students
intrinsic	8	10	7
extrinsic	5	8	3
positive	2	5	0
negative	5	2	10
result	60%	71%	96%

Conclusion

In conclusion, it can be said that motivation is necessary for the development of every individual. Motivation is essential for the strategic success and implementation of the educational system. Teacher motivation is vital for several reasons. It is necessary for teacher creativity achievement and motivates teachers. This is especially important at the higher education level (Hussain, S., & Javed, T. 2019), where students' lack of motivation to attend class is seen as one of the biggest problems in the classroom. When students' participation motivation is low, negative learning behaviour can be seen most of the students with low motivation are unable to concentrate on the subject, are bored with the lesson and have no idea about the ease of use of the issue. lacks imagination (Kılıç, M. E., Kılıç, M. Y., & Akan, D. 2021). Also, to stimulate students' internal motivation, it is recommended that foreign language teachers, whenever possible and wherever, focus on two forms of positive external motivation – identification and integration, and use less of two forms of negative external motivation – external regulation and introjection. In learning foreign languages, professors and teachers can introduce motivational tasks, tasks that can make learning engaging, and methods of stimulation, which ensure high quality and efficiency of education.

References

Andreyev, A.A. and Soldatkin, V.I. (1999). Distant Learning, Essense, Technology, Organization. MESI Publishing House,– Moscow, 196.

Augustyniak, R., Ables, A., Guilford, P., Lujan, H., Cortright, R., & DiCarlo, S. (2016). Intrinsic motivation: an overlooked component for student success. Advances in physiology education,– 40 4,– P. 465–466. URL: https://doi.org/10.1152/ADVAN.00072.2016.

Amin, A.K., Degeng, N.S., Setyosari, P., & Djatmika, E.T. (2021). The Effectiveness of Mobile Blended Problem Based Learning on Mathematical Problem Solving. International Journal of Interactive Mobile Technologies, 15(1). URL: https://doi.org/10.3991/IJIM.V15I01.17437

Chen, J.F., Warden, C.A., & Chang, H.-T. (2005). Motivators That Do Not Motivate: The Case of Chinese EFL Learners and the Influence of Culture on Motivation. TESOL Quarterly,– 39(4). URL: https://doi.org/10.2307/3588524

Cho, M.H., & Castañeda, D.A. (2019). Motivational and affective engagement in learning Spanish with a mobile application. System, 81. URL: https://doi.org/10.1016/j.system.2019.01.008

Cho, Y., & Perry, J. (2012). Intrinsic Motivation and Employee Attitudes. Review of Public Personnel Administration,– 32,– P. 382–406. URL: https://doi.org/10.1177/0734371X11421495.
Chwo, G. S. M., Marek, M. W., & Wu, W. C. V. (2018). Meta-analysis of MALL research and design. In System.– Vol. 74. URL: https://doi.org/10.1016/j.system.2018.02.009
Crookes, G., & Schmidt, R. W. (1991). Motivation: Reopening the Research Agenda. Language Learning,– 41(4). URL: https://doi.org/10.1111/j.1467–1770.1991.tb00690.x
Evdokimova Marina Germanovna. (2014). Virtual communities are a reality. Crede Experto: transport, society, education, language,– (3).– P. 296–303.
Hawamdeh, M., & Soykan, E. (2021). Systematic analysis of effectiveness of using mobile technologies (Mt) in teaching and learning foreign language. Online Journal of Communication and Media Technologies,– 11(4). URL: https://doi.org/10.30935/OJCMT/11256
Hussain, S., & Javed, T. (2019). Determination of Motivational Behavior by Implementation of Theory of Planned Behavior: A Study on Teachers of Higher Education Sectors of Punjab. International Journal of Academic Research in Business and Social Sciences,– 9(3). URL: https://doi.org/10.6007/ijarbss/v9-i3/5792
Kılıç, M. E., Kılıç, M. Y., & Akan, D. (2021). Motivation in the classroom. Participatory Educational Research,– 8(2). URL: https://doi.org/10.17275/per.21.28.8.2
Klimova, B. (2023). Mobile application for foreign language learning by cognitively unimpaired seniors. Procedia Computer Science,– 218. URL: https://doi.org/10.1016/j.procs.2023.01.055
Lai, Y., Saab, N., & Admiraal, W. (2022). University students' use of mobile technology in self-directed language learning: Using the integrative model of behavior prediction. Computers and Education,– 179. URL: https://doi.org/10.1016/j.compedu.2021.104413
Lamb, M., Csizér, K., Henry, A., & Ryan, S. (2020). The palgrave handbook of motivation for language learning. In The Palgrave Handbook of Motivation for Language Learning. URL: https://doi.org/10.1007/978-3-030-28380-3
Liu, C. L., & Lai, C. L. (2023). An exploration of instructional behaviors of a teacher in a mobile learning context. Teaching and Teacher Education,– 121. URL: https://doi.org/10.1016/j.tate.2022.103954
Lu, Y., & Xiong, T. (2023). The attitudes of high school students and teachers toward mobile apps for learning English: A Q methodology study. Social Sciences and Humanities Open,– 8(1). URL: https://doi.org/10.1016/j.ssaho.2023.100555
Mihelič, K., & Culiberg, B. (2018). Reaping the Fruits of Another's Labor: The Role of Moral Meaningfulness, Mindfulness, and Motivation in Social Loafing. Journal of Business Ethics,– P. 1–15. URL: https://doi.org/10.1007/S10551–018–3933-Z.
Muhammed, A. A. (2014). The Impact of Mobiles on Language Learning on the Part of English Foreign Language (EFL) University Students. Procedia – Social and Behavioral Sciences,– 136. URL: https://doi.org/10.1016/j.sbspro.2014.05.297
Polakova, P., & Klimova, B. (2022). Vocabulary Mobile Learning Application in Blended English Language Learning. Frontiers in Psychology,– 13. URL: https://doi.org/10.3389/fpsyg.2022.869055
Ramírez-Donoso, L., Pérez-Sanagustín, M., Neyem, A., Alario-Hoyos, C., Hilliger, I., & Rojos, F. (2023). Fostering the use of online learning resources: results of using a mobile collaboration tool based on gamification in a blended course. Interactive Learning Environments,– 31(3). URL: https://doi.org/10.1080/10494820.2020.1855202
Sanda, L., & Klimova, B. (2021). Educational mobile applications for learning English as a second language by Czech seniors. Procedia Computer Science,– 192. URL: https://doi.org/10.1016/j.procs.2021.08.190
Yousaf, A., Yang, H., & Sanders, K. (2015). Effects of intrinsic and extrinsic motivation on task and contextual performance of Pakistani professionals. Journal of Managerial Psychology,– 30.– P. 133–150. URL: https://doi.org/10.1108/JMP-09-2012-0277.

Yunusalievna, E. M.; Maxmudovna, K. M. (2022). Theoretical Foundations of Using the Possibilities of Mobile Learning in the Educational Process. Web of science- Jundishapur Journal of Microbiology. DOI: 10.17762/SFS.V10I2S.1584

submitted 22.08.2023;
accepted for publication 20.09.2023;
published 28.12.2023

Contact: zvezda.24@mail.ru

The European Journal of Education and Applied Psychology 2023, No 4
ISSN 2310-5704

PREMIER Publishing
ppublishing.org

DOI:10.29013/EJEAP-23-4-72-76

THE IMPORTANCE OF DESIGNING ACTIVITIES IN THE FORMATION OF CREATIVITY CHARACTERISTICS OF PHYSICS STUDENTS

Odinaxon Tulkinbaevna Ismanova [1]

[1] Namangan State University, Uzbekistan

Cite: *Ismanova T.I. (2023). The Importance of Designing Activities in the Formation of Creativity Characteristics of Physics Students. European Journal of Education and Applied Psychology 2023, No 4.* https://doi.org/10.29013/EJEAP-23-4-72-76

Abstract

The article shows how important a specialist with creativity today is. Socio-pedagogical factors in the formation and development of creativity in physics students of higher education are shown. In addition, this work shows the importance of designing activities in the development of creativity in physics students of higher education. The main concepts of designing activities are presented. Moreover, this work shows the types of designing activities that are the most effective at developing creativity in physics students.

Keywords: *technology, creativity, specialist, education, student, physics, project, information, pedagogical conditions, research, thought, issue*

Introduction

Now and in the future, the rapid development of scientific technologies leads to the emergence of new modern specialties. It is confirmed that one of the main factors for a person to adapt to such conditions and achieve new achievements by quickly mastering a new specialty is his creativity. Because a specialist with creative qualities will have the ability to think logically, have a rich imagination, fully demonstrate his creativity, speed of thinking, and the ability to put forward unique original ideas. Possession of this ability gives the capacity to make new decisions based on existing experience and knowledge (Stupnitskaya, M.A. Novie pedagogicheskie texnologii: organizatsiya i soderjanie proektnoy deyatelnosti uchashixsya: lektsii/ M.A. Stupnitskaya.– M.: Izd-vo Mosk. ped. un-ta.2009.– 132 p).

Therefore, as the main modern concept of the educational system, as well as the higher education system, it is an urgent task to develop creativity in pupils and students based on fundamental knowledge. Because, apart from the ones listed above, a specialist with creativity is distinguished by very quickly noticing the problems that may or have arisen in his field and related fields, the lack of available knowledge to solve them, and the conflicting situations within them. At the same time, such individuals have the ability to select the most optimal option from different solutions, quickly learn new knowledge, and quickly adapt to other fields.

The traditional form of education is no longer enough to educate a specialist with the above-mentioned qualities, because the traditional form of education was mainly based

on memorizing information and collecting facts.

Materials and Methods

In addition to many subjects, physics has become a formal education in higher educational institutions because the information, that is, knowledge, is mainly consolidated in practical exercises. Therefore, traditional education did not give a great impetus to the development of students' creativity. From the pedagogical-psychological point of view, the development of student's creativity is considered individual, but creativity develops rapidly and acquires a solid foundation in a specially organized environment. That is, the formation and development of creativity is influenced by socio-pedagogical factors.

In scientific research on the development of creativity and creativity in physics classes, students are mainly focused on working with different methods or non-standard problems, various laboratory exercises, (Kann, S. Yu. Izuchenie vzaimosvyazi kreativnosti obsheniya i kreativnosti mishleniya studentov Tekst. / S. Yu. Kann. Ryazan: RGPU, 1997.–22 p) and of course positive results have been achieved as a result of this. But such an approach to education does not lead to the formation of a student as a creative person in the literal sense, because the local situation requires the creation of necessary conditions for the manifestation of creativity formed in this case. That is, it is not ensured that creativity will be shown in solving physical problems and assignments given to students in higher education, entrance or graduation exams, and Olympiads. But creative thinking hardly becomes a daily necessity. In this case, the student certainly needs an external influence to make his creativity visible, because in the above situation, the student uses various methods to solve the given task and analyzes the result, that is, he shows creativity in some way. In order for creativity to become a daily need, it is essential that an expert has the ability to sensitively observe the processes happening around us, to be able to perceive a problem or opposition within it, to determine a problem and solve it based on this.

In the general and theoretical physics courses in higher education physics bachelor's degree, problems, physical assignments or laboratory works are used mainly in textbooks. As we mentioned above, this form of education does not fully form the creativity of a person. It is known that objective and subjective psychological-pedagogical conditions must be created for personality formation. The main task of higher education institutions should be to create objective conditions, i.e. to gain self-confidence so that students can independently search for physics in the classroom and outside of it, and visualize the processes. If the development of the above features is carried out systematically in physics lessons, creativity will become a daily necessity. In this case, the main attention should be paid to student`s independent research, because in this case, the student finds the problem himself, analyses the problem, finds a solution and analyzes the correctness of the solution. In traditional practical training, the student does not work independently, but solves a ready-made problem. In order to develop creativity to the required degree, it is necessary to systematically engage in a lot of time, but the hours of the allocated audience for practical training are very limited. Taking this into account, it is necessary to make effective use of the time allocated for independent education of students. According to the analysis and studies, the activity of designing, which is one of the types of student`s activities, almost meets the above conditions.

In addition, students learn to work together in a group, to prove the correctness of their opinion, and to find a solution to conflicting situations that arise in thinking.

In addition, we can use the definition of creativity given below to develop students' creativity through design activities. "Creativity is, first of all, when a person finds non-standard solution to a given problem without going beyond the generally accepted methods and ways to project various ideas" (Stepanova E. V. Proektnoe obuchenie – sposob povisheniya motivatsii studentov. / Nauka i obrazovanie: opit, problemi, perspektivi razvitiya.– Krasnoyarsk: Krasnoyarskiy GAU, 2020.–164 p.)

It is known that to conduct all pedagogical experiments, we need to create some necessary conditions. Accordingly, the necessary and sufficient psychological and pedagogical

conditions created for the further development of creativity in students with the help of designing are of great importance. What is the help of designing in determining the psychological-pedagogical conditions necessary to be created for students, and what kind of projects are more effective in physics courses we believe that it is necessary to find a comprehensive answer to the question.

The main concepts of designing activity. According to the references, designing is a plan, idea, and imagination embodied in the form of a description, and a drawing revealing their essence – graphs, substantiating calculations and creating an opportunity to obtain practical or theoretical results. The activity of making students perform a project is a form of active learning and is one of the active creative processes aimed at achieving the intended result.

Projects are divided into several types depending on the work to be done and the result to be obtained. In order to choose a particular project to use in physics classes, it is necessary to take into account the specifics of physics and the purpose for which a specialist is being trained in higher education institutions.

Results

It is known that physics can be considered as an "exact science" in the complex of natural sciences, because the system of rules and proofs formed in physics develops the student's ability to justify his personal view in a clear logical sequence. By analyzing and comparing certain physical quantities in tables, graphs, drawings, and text, data processing finds a way to solve a problem and proves it correct.

According to the type of activity listed above, it is appropriate for students to use "research" and "informational activities" types of designing in the field of physics.

1. An informational project is a project whose purpose is to collect information on scientific and interdisciplinary topics and draw some conclusions by analyzing them.

2. A research project is a project aimed at proving the correctness of some hypothesis or showing that it is incorrect, studying a little-studied aspect of a physical process, showing the interconnection of the physical parameters that describe it analytically, numerically or with the help of graphs, and revealing its essence, which also acquires practical significance. Possible

It is recommended to work on informational projects first, and then on research projects, based on the content of the projects, in order to form skills such as designing and project execution. One of the main reasons for this is that in any research project, first of all, the existing data, ie scientific articles, monographs and scientific articles, are analyzed. The main part of a scientific project is to be able to find a problem and put the right question based on it (Paxomova, N. Yu. Metod uchebnogo proekta v obrazovatelnom uchrejdenii: posobie dlya uchiteley i studentov pedagogicheskix vuzov / N. Yu. Paxomova.– Moskva: ARKTI, 2005.– 112 p).

In order to find a scientific problem within a certain topic, as we mentioned above, scientific articles published in various scientific magazines and literature related to this topic are collected and the collected data are analyzed, that is, an informational project is carried out.

At the initial stage, when groups are formed for project implementation, one or two students who know science well and think divergently should be attached to each group, because such students have the ability to solve a problem or issue in several ways.

It is necessary to create necessary and sufficient pedagogical conditions that will lead students to carry out effective project activities and further develop their creativity during this process. When creating these conditions, attention should be paid to the uniqueness of physics projects. Unlike creative or socio-social projects, in order to carry out informational or research projects from physics, the student must have and be able to apply physical knowledge, describe a problem and its solution in a logical sequence in scientific language, perform calculations using complex mathematical equipment. must have the skills to go. To prepare for this situation, it is necessary to carry out the following activities with students.

In practical lessons in physics, i.e., problem solving lessons, great attention should be paid to creating a mathematical model of a physical process, using differential and

integral calculus, approximate calculation formulas and series. Because during the performance of such actions, students' ability to apply mathematical apparatus to physics develops even more. For this, it is necessary to use Internet information and a set of different problems when choosing problems for practical training. In our opinion, it would be appropriate to use the collection of issues published under the editorship of A. Chertov as a basis for use (Chertov A.G., Vorobev A.A. Fizikadan masalalar to'plami. Toshkent. "O'zbekiston". 1997.–218 p).

In the problems worked on at this stage, the problem is clear and the solution corresponding to the given answer is found using various methods, but at this stage, students do not develop the skills of posing a problem and analyzing whether the solution is correct or incorrect. In order to build and develop such skills, students are encouraged to use more physical assignments and assessment questions in practical training. For example, when using tasks such as "Determine the coefficient of air resistance" or "Estimate the electric capacity of a person", the student first creates a problem, and during the creation of the problem, he learns to use a model of a physical process and the quantities describing it.

In addition, in order to be sure of the correctness of the obtained solution, he either compares the problem with the quantities obtained by another method, or learns to analyze it by comparing the information obtained from the Internet with the information found in the search.

Currently, the use of IT technologies is of great importance in order to achieve high efficiency in scientific research and project implementation. In addition, when working on a problem in a traditional way, students are mainly required to find the value of a physical process at a certain moment of time or a limited number of physical quantities. Based on this found value, no more accurate conclusions can be drawn about the physical phenomenon that may occur or the actual graph of some connections (Dubrovina, O.S. Ispolzovanie proektnix texnologiy v formirovanii obshix i professionalnix kompetentsiy obuchayushixsya. Problemi i perspektivi razvitiya obrazovaniya (II): materiali mejdunar. zaoch. nauch. konf. (g. Permь, may 2012 g.) /O.S. Dubrovina – Permь: Merkuriy, 2012.– P. 124–126).

A physical process takes place in a certain time interval, and a change in some physical parameter causes a change in the other parameters, but obtaining a graph of a real change of a quantity over time requires long and complex calculations. It is much more convenient to use computer programs to perform such calculations.

It is known that when any project is completed, a written report is submitted, and for this, the student must have the skills to express his thoughts in a clear logical sequence. It is necessary to pay great attention to the formation of these skills by giving assignments to students in the form of abstracts and course work, and receiving them in the form of presentations.

In order to make students exchange ideas and carry out scientific communication, a topic selected for a course work or report is given to 2 or 3 groups as an assignment at the same time, and students are required to use different information sources while completing the given assignment. As a result, students of the group have the opportunity to conduct a scientific discussion during the presentation (Bolotov, V.A. Kompetentnostnaya model: ot idei k obrazovatelnoy programme. V.A. Bolotov, V.V. Serikov // Pedagogika.2003 – № 10.– P. 8–14).

Discussion

Given that physics is both a theoretical and an experimental science, students must have the skills to perform physical experiments and laboratory work to perform experimentally oriented projects. Institutions of higher education are provided with a ready-made algorithm for laboratory work in physics, but to implement a project, the student must search for the procedure for performing experiments, the necessary equipment and analytical expressions used for calculations. Taking this into account, based on the afford of higher education institutions and students, it is appropriate for students to independently perform physical tasks aimed at determining a certain physical quantity.

As we mentioned above, groups of 3–4 students are formed for each project, and it is

required to complete the project within a certain period of time. This requires efficient use of time while properly organizing the work.

It is necessary to plan to focus on the formation and development of such skills in the final stage of the design activities, as students will develop concepts about the distribution of labor and time during the analysis of the project carried out by other scientific groups and the implementation of several projects by themselves.

In our opinion, the pedagogical conditions listed above can be considered as necessary conditions for students to carry out designing activities, to develop creativity in solving the problem set in the project in independent and non-standard ways, but we will present the confirmation of their adequacy by the results of the pedagogical experiment carried out in the articles following.

References

Bolotov, V.A. Kompetentnostnaya model: ot idei k obrazovatelnoy programme. V.A. Bolotov, V.V. Serikov // Pedagogika. 2003 – № 10.

Dovjenko, N.V. Normativno-pravovoe obespechenie proektnoy i innovatsionnoy deyatelnosti prepodavatelya: ot teorii k praktike / N.V. Dovjenko // Aspektы i tendentsii pedagogicheskoy nauki: materialы II Mejdunarodnoy nauchnoy konferentsii.– Sankt-Peterburg: Svoe izdatelstvo, 2017.

Dubrovina, O.S. Ispolzovanie proektnix texnologiy v formirovanii obshix i professionalnix kompetentsiy obuchayushixsya. Problemi i perspektivi razvitiya obrazovaniya (II): materiali mejdunar. zaoch. nauch. konf. (g. Permь, may 2012 g.)/O.S. Dubrovina – Permь: Merkuriy, 2012.– P. 124–126.

Kann, S. Yu. Izuchenie vzaimosvyazi kreativnosti obsheniya i kreativnosti mishleniya studentov Tekst. / S. Yu. Kann. Ryazan: RGPU, 1997.– 22 p.

Paxomova, N. Yu. Metod uchebnogo proekta v obrazovatelnom uchrejdenii: posobie dlya uchiteley i studentov pedagogicheskix vuzov / N. Yu. Paxomova.– Moskva: ARKTI, 2005.– 112 p.

Rubinshteyn S.L. Printsip tvorcheskoy samodeyatelnosti // Voprosi psixologii. 1986.– № 4.– P. 101–107.

Rusinova, N.P. Formirovanie issledovatelьskoy kompetentsii studentov v protsesse realizatsii proektnoy texnologii v vuze / N.P. Rusinova // Kazanskaya nauka. 2017.– № 6.– P. 135–140.

Stepanova E.V. Proektnoe obuchenie – sposob povisheniya motivatsii studentov. / Nauka i obrazovanie: opit, problemi, perspektivi razvitiya.– Krasnoyarsk: Krasnoyarskiy GAU, 2020.

Stupnitskaya, M.A. Novie pedagogicheskie texnologii: organizatsiya i soderjanie proektnoy deyatelnosti uchashixsya: lektsii/ M.A. Stupnitskaya.– M.: Izd-vo Mosk. ped. un-ta.– 2009.– 132 p.

Chertov A.G., Vorobev A.A. Fizikadan masalalar to'plami. – Toshkent. "O'zbekiston". 1997.

submitted 22.08.2023;
accepted for publication 20.09.2023;
published 28.12.2023

Contact: ismanovao@mail.ru

The European Journal of Education and Applied Psychology 2023, No 4
ISSN 2310-5704

PREMIER Publishing
ppublishing.org

DOI:10.29013/EJEAP-23-4-77-80

THEORETICAL ANALYSIS OF THE CONCEPT OF INFORMATION CULTURE IN THE 21 ST CENTURY

Rakhmatullaev Dilmurod Rokhatullaevich [1]

[1] Independent researcher, Institute of Pedagogical Innovations, Uzbekistan

Cite: *Rakhmatullaev D. R. (2023). Theoretical analysis of the concept of Information Culture in the 21 st Century. European Journal of Education and Applied Psychology 2023, No 4.* https://doi.org/10.29013/EJEAP-23-4-77-80

Abstract

This article presents a theoretical analysis of the content of information culture, the requirements of a digital society, the role and importance of information culture in a digital society, and the necessity of forming an information culture.

Keywords: *internet, information, information culture, information space, information flow, globalization*

Introduction

XXI century is the age of information, but it is also the age of conquering the human mind and thinking with other ideas.

Today's young people feel a great need for daily information provided on the Internet as a result of various advertisements and, in particular, their influence on each other. The Internet, which is several times cheaper and more convenient than the library and book reading, is considered the best place for them to work with students. But as a result of working with continuous information, the user (especially young people) falls under the influence of information attack without realizing it. The reason is simple, i.e. every user who is an information consumer has not specially developed the skills to work with information. This requires a person to have information culture.

Is considered as "a means of assimilation and adjustment of environmental conditions and a method of harmonizing the inner world of a person in the process of assimilation of all information of social importance".

In the formation of the digital society, the problem of education of the information culture of each member of the society emerged as a pedagogical problem. The process of intensive informatization of society represents an endless volume of various information, which must be used and benefited from. The formation of a certain attitude of a person to life largely depends on the nature of the information received. It is an important pedagogical task for him not to become dependent on the amount of information, to acquire the ability to focus on the most important, meaningful links of the information flow, to build a logical chain that leads to certain conclusions from them.

Information culture is one of the components of the general culture, it is related to the social nature of a person and is a product of his various creative abilities.

The analysis of scientific literature showed that it is difficult to understand the phenomenon of "information culture", because this concept was created based on the integration of two universal concepts: "information" and "culture".

Materials and methods

Information is considered as a scientific category and records not only the general forms of existence or their causal relationship, but is also considered one of the main factors of bottom-up development in the knowledge (study) of phenomena expressed in nature and society. In terms of historical time, until this day, information has been collected in society in such a volume and scope that it is possible to divide them into social, economic, cultural, political, military, technical, scientific, medical, and legal fields according to their content, sectoral, regional, and periodic characteristics possible. Nevertheless, the need for information is growing rapidly, and "information races" are organized in a unique way to obtain it. After all, the information expresses a specific goal, desire, action and its directions, and regardless of whether it is called research or analysis, it is the primary source for determining interest. Source capture, sorting and transmission is necessary to find out the cause and purpose of previously known or covertly active conditions. For this reason, various artificial systems are being built, the aim of which is to create a unified information base and to introduce a targeted management procedure *allows us to consider* culture as an information process that takes place in the form of broadcasting programs of people's activities, communication and behavior.

The content and meaning of the concept of "culture" is changing in the context of global information of society. According to philosophers, the traditional understanding of culture as a unity of the material and spiritual life of society is gradually being replaced by the information concept of society's culture as a space of material and ideal objects that carry information of cultural content. This is due to social changes and development.

According to scientists, the problem of formation of information culture is complex and multifaceted. For example, librarians include reading skills in the concept of "personal information culture" in the field of information technology associate it with computer literacy and the ability to work in electronic networks.

During the research, we tried to analyze the concept of "information culture" in depth.

A group of scientists interpret information culture as a set of rules for human behavior in human-machine systems, communication with artificial intelligence.

Result and discussion

According to R. Samarov and Y. Sattorov, information culture is manifested in sorting messages, determining their important aspects, dividing them into areas, reacting with attention to their purity, determining their ideological basis, and finding the source of the message. Also, the authors list a number of tasks of information culture. They are: – the task of knowledge (conveys knowledge aimed at preserving historical succession to ensure the activity of information consumers); – regulatory function (ensures practical expression of social, political, legal norms with the help of real ideals); – educational function (helping the intellectual development of the person, helping to assimilate social, political, legal norms and values, to generate interest, to create certain institutions (guidelines) for activities); – ideological function (conveys information about the social, economic and political life of the world based on the interest of some idea); – reporting function (informs the subjects about events and social, economic, political processes happening in the world); – diagnostic task (evaluates current social, economic, political and cultural realities); – prognostic function (predetermining the direction of social, economic and political processes, providing probable information on the stages of their occurrence and transition) (Samarov, R., Sattorov, Y., 2014).

O'. Karimov, G. Karimova give the following definitions: "Information culture" is manifested in storing messages, determining their important aspects, dividing them into areas, reacting with attention to their purity, determining their ideological basis, and finding the source of the message. Also, information culture has technical-technological and social-cultural aspects. From a techni-

cal-technological point of view, information culture refers to the system of knowledge about technical and informational tools that serve to receive, process and deliver information and the methods of their rational use (Karimov, O', Karimova, G., 2021).

M. R. Rakhmatullaeva "information culture gives opinions that a person can be undoubtedly associated with the following qualities: intellectual-logical and intellectual-heuristic. It should be noted that a person's information culture implies a set of special intellectual characteristics and abilities, in particular, the ability to abstract and generalize, change the direction of the thinking process, distinguish important features, store and store them in memory. At the same time, the skills and habits of information consumption are considered as a real reading culture, and therefore the reading culture is considered as one of the components of the information culture of a person" (Rahmatullayeva, M., 2023).

According to O. A. Kozlov, "*Information culture is* a relatively inseparable part of a person's professional *and general culture,* which reflects the level of mastering the means and methods of information transmission and collection and storage, processing associated with general categories (culture of thinking, behavior, communication and activity) subsystem" (Kozlov, O. A., 2000).

the most important parameter of information culture is *the propensity to wide use of information and communication technologies in professional activities and the level of their mastery* (Kruchinin, M. V., 2010) the specialist's *ability and need* to use available information opportunities to systematically and consciously search for new knowledge, interpret and disseminate it (Belyaeva, A. P., 2001; Branovsky, Yu. S., Belyaeva, A., 2002).

The 20 th century is the century when information technology has become an integral part of human life. Today, mobile phones, computers and the Internet are natural elements of nature and society, and we can say with confidence that a new digital (network) generation exists. In the publications of the current era, dedicated to the problems of education in the information society, the facts of the existence of a "digital" generation of people are emphasized, and cellular and mobile means of communication are considered natural elements of life activity for them.

Information culture represents important processes in a person's work, business, material and spiritual directions, professional activity. Information culture, as the main basis of this universal culture, covers all the wealth created by mankind and requires continuous work as an important component of contributing to the practical development of one or another field of various professions.

The formation of information culture can be viewed from a moral and ethical point of view, which implies the formation of personal responsibility for the dissemination of certain information, the formation of principles and beliefs that prevent socially destructive information, disinformation and manipulation of people's minds.

In the psychological profile, the information culture of a person consists of developing an optimal attitude to incoming information and adequate behavior, developing the ability to act in conditions of excess information, evaluating its quality, selecting reliable information from the mass of information, and communicating with others.

In the social profile, the information culture of a person consists in the formation of a socially necessary level of consciousness, which is a necessary condition for the socialization of a person and the performance of various functions in society.

Conclusion

In the technological profile, information culture consists of mastering information technologies, getting to know the information resources of the society, forming the skills to find, store and use the necessary information (Dulatova, A. N., Zinoveva, N. B., 2007).

The concept of "information culture" includes the following contents:

– that a person has modern means of knowledge acquisition, processing and systematization skills;

– to understand the essence of information processes taking place in nature and society; – characteristics of the field of activity and knowledge of working with various sources, learning the basics of analytical and synthetic processing of information, etc.

"Information culture" as a concept is an important factor and a component of general culture not only in the process of training a specialist, but also in the professional education system. Information culture is the purposeful work with information, the formal acquisition of information, processing it using scientific methods, timely transmission, and having the skills and abilities to use modern tools and methods.

Thus, information culture is one of the components of general culture, is related to the social nature of a person and is a product of his various creative abilities.

References

Samarov, R., Sattorov, Y. Information culture and the theoretical and practical significance of its formation. Journal of modern education. 2014.– No. 1.– P. 14–17.
Karimov, O'., Karimova G. Trends in the formation of information flow and information culture. Scientific Progress.– Vol. 2.– Issue 3. 2021.– ISSN: 2181–1601.– P. 743–747.
Rahmatullayeva, M. Formation of reading culture and information culture of the individual. Multidisciplinary Scientific Journal. April, 2023. SSN: 2181–4120.– Vol. 1.– ISSUE 11. 2023.– P. 220–224.
Kozlov, O. A. Teoretiko-metodologicheskie osnovy informatsionnoy podgotovki kursantov voenno-uchebnykh zadeniy: monografia / – M.: MO RF; 2000: – 486 p.
Kruchinin, M. V. Formirovanie pravosoznaniya studentov v vuze: monograph / Kruchinin, M.V., Kruchinina, G.A.– N. Novgorod: NF URAO, 2010.– 310 p.
Belyaeva, A. P. Razvitie sistemy professionalnogo obrazovaniya // Pedagogika. 2001.– No. 8.– P. 3–8.
Branovsky, Yu. S., Belyaeva, A. Work in the information environment // Vysshee obrazovanie v Rossii. 2002.– No. 1.– P. 81–87.
Dulatova, A. N., Zinoveva, N. B. Informatsionnaya kultura lichnosti: uchebno-methodicheskoe posobie.– M.: Liberia-Bibinform, 2007.– 176 p.

submitted 29.11.2023;
accepted for publication 10.12.2023;
published 28.12.2023

Contact: rakhmatullaevd@mail.ru

The European Journal of Education and Applied Psychology 2023, No 4
ISSN 2310-5704

PREMIER Publishing
ppublishing.org

DOI:10.29013/EJEAP-23-4-81-86

THE CORRELATION OF NUMERACY AND RAW ESTIMATIONS

Weiqian Lilith Yan [1]

[1] Department of Neurology, Second Xiangya Hospital, Central South University Changsha, China

Cite: *Weiqian Lilith Yan. (2023). The correlation of numeracy and raw estimations. European Journal of Education and Applied Psychology 2023, No 4.* https://doi.org/10.29013/EJEAP-23-4-81-86

Abstract

Numeracy has been referred to as the ability to work with numbers (Cokely & Kelley, 2009). Objective numeracy, specifically, is a measure of participants' ability in numerical calculations (Peters et al., 2006). Research has shown that people with high numeracy skills are generally better at calculation speed and accuracy. We planned to test the idea of how people with high numeracy, who commonly own a better sense of estimating the calculation when provided with specific numbers, will perform without calculations. Strikingly, the present study found that participants who were more numerate actually performed worse on random number estimation when presented with absolutely no clues. We found a positive correlation between participants' objective numeracy scores and the distance of their estimation to the correct answer in a series of three estimation tasks. The results, to a certain extent, have questioned the assumed stereotype regarding the connection between objective numeracy and number estimation. This assertion might hold when participants are provided with specific values, leading to estimations primarily grounded in calculations. However, in instances where no information is presented, it has been observed that a high level of objective numeracy does not necessarily correlate with increased accuracy in their estimates. Instead, it predicts worse performance.

Keywords: *Numeracy, Objective numeracy, Numeric Estimation*

Introduction

Numeracy was referred to as the "array of mathematically related proficiencies that are evident in adults' lives…including a connection to context, purpose, or use… for active participation in the democratic process and… in the global economy" (Ginsburg, Manly, Schmitt, 2006). Higher numeracy has been shown to lead to better medical decisions and predictions (Peters et al., 2022). Further, those higher in numeracy have been shown to be better at predicting uncertain events by more accurately using reasoning and evaluation of feelings (Sobkow et al. 2019). Additionally, rationality, using a normative way of decision-making by thinking about what decision and why the decision should be made, can also positively correlate with one's numeracy skills (Cokely, 2016). Undoubtedly, a common feature among individuals higher in numeracy is rationality in the decision-making process and their reflecting on and

contemplating the information they receive. People's numeracy skills have shown significance in other psychological or cognitive thinking such as anchoring (Yoon & Fong, 2015) and framing (Peters, 2006).

In most of the cases, people with greater numeracy make better predictions. For example, in a study by Dieckmann and colleagues (2009), they found that more numerate participants perform better at risk prediction. In their study, they provided participants with a risk likelihood assessment for a terrorist attack (with numbers such as 5%, 15%, and 25%) along with an intelligence report with or without a highly descriptive narration about the attack (Dieckmann et al. 2009). When the participants were asked to estimate the risk, the less numerate ones had a much higher estimation than the percentages given and were more biased by the narrative description compared to those with higher numeracy (Dieckmann et al. 2009). That is, a higher numeracy enables people to a better and more stable predictions when receiving some numeric information.

As stated above, the individual's numeracy level positively correlates with one's rationality, then raised a question: How about when the question is asked suddenly with no information or clues at all? Will they perform better than the low-numeracy people as well? This research study aims to test whether the positive correlation between numeracy and calculation accuracy also contributes to a correlation between numeracy and people's numeric sense, for example, height, distance, etc. In this experiment, we first asked 3 questions to make raw estimations based on absolute no clues upon distance, height, and numbers. We then tested participants in objective numeracy to investigate whether those lower or higher in numeracy would provide more accurate estimations. Our hypothesis was that when asked a numeric question suddenly without any available information, participants with higher objective numeracy would exhibit a more accurate raw estimation compared to the ones with lower objective numeracy.

Methods

Participants. 131 participants attended this research via Amazon's Mechanical Turk. Among them, 84 participants (64.1% of the total) were male while 47 were female (35.9%). Their ages range from 25 to 74 years old. 108 were White / Caucasian (82.4%); 10 were Black or African American (7.6%); 9 were Asian / Pacific Islander (6.9%); 4 were Hispanic (3.1%). All participants were located in the United States.

Procedure. All the participants voluntarily chose to complete an online survey on Amazon Mechanical Turk, and their privacy was protected by Amazon Mechanical Turk. To remain anonymous, no questions were asked on behalf of the participant's names, jobs, emails, etc. The survey consisted of two parts. 1) Estimations. 2) A 9-question test for objective numeracy (Weller et al., 2013). Finally, they were given demographic questions.

Estimations. For this part, participants were asked to answer 3 basic questions requiring their rough numeric estimations without any contexts beforehand. The three questions were;. 1) What will you assume the height of the Empire State Building? 2) How many times has Phantom of the Opera performed? 3) What do you think is the distance between London and Paris?

Objective Numeracy Scale. For this part, the participants were asked to answer nine questions that either originated from Weller's eight-item Objective Numeracy Scale or were designed to mimic it (Weller, 2013; e.g. If the chance of getting a disease is 10%, how many people would be expected to get the disease: Out of 1000?) All questions had been used in prior research on numeracy (Falco et al., 2019).

Table 1. *Objective Numeracy Scale*

Imagine that we flip a fair coin 1,000 times. What is your best guess about how many times the coin would come up heads in 1,000 flips?
In the BIG BUCKS LOTTERY, the chances of winning a $10.00 prize are 1%. What is your best guess about how many people would win a $10.00 prize if 1,000 people each buy a single ticket from BIG BUCKS?

In the ACME PUBLISHING SWEEPSTAKES, the chance of winning a car is 1 in 1,000. What percent of tickets of ACME PUBLISHING SWEEPSTAKES win a car?

If the chance of getting a disease is 10%, how many people would be expected to get the disease: Out of 1000?

If the chance of getting a disease is 20 out of 100, this would be the same as having a _____% chance of getting the disease.

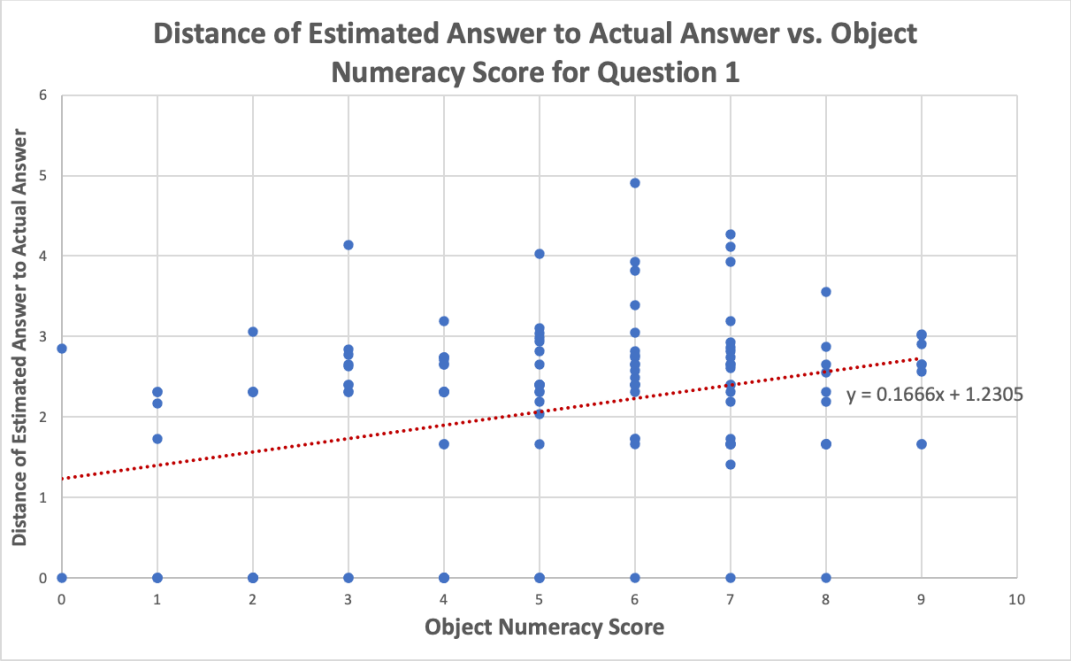
Out of 100 people in a small town 50 are members of a choir. Out of these 50 members in a choir 30 are women. Out of the 50 inhabitants that are not in a choir 20 are women. What is the probability that a randomly drawn woman is NOT a member of the choir?

Imagine we are throwing a die (6 sides, numbered 1 to 6). The probability that the die shows «1» is three times as high as the probability of each of the other numbers. Now imagine you would throw this die 80 times. On average, out of 80 throws how many times would the die show the number 1?

Imagine we are throwing a five-sided die 100 times. On average, out of 100 throws how many times would this five-sided die show an odd number (1, 3 or 5)?

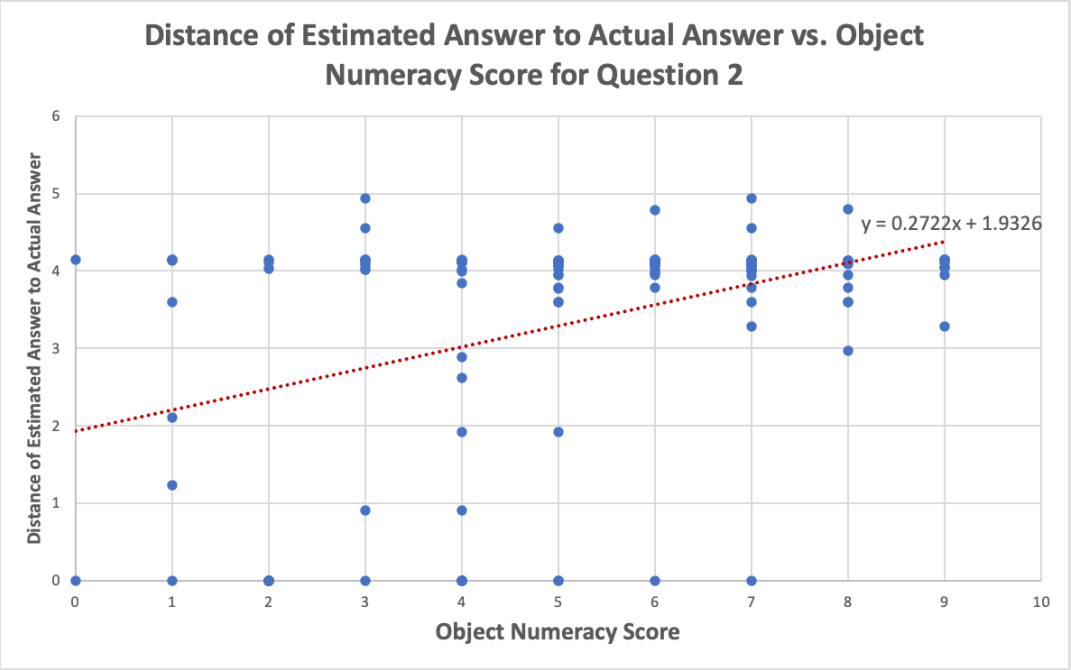
In a forest 40% of mushrooms are red, 30% brown and 30% white. A red mushroom is poisonous with a probability of 10%. A mushroom that is not red is poisonous with a probability of 20%. What is the probability that a poisonous mushroom in the forest is red?

Results



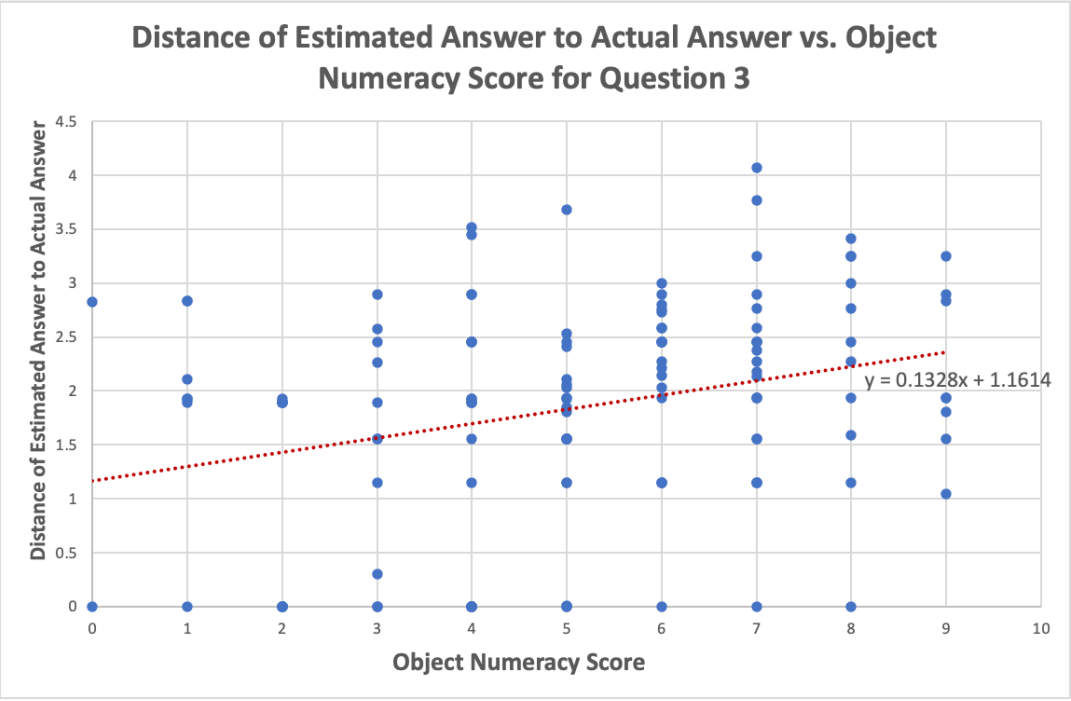
Graph 1. *What will you assume the height of the Empire State Building?*

For Estimate 1, we asked "What will you assume the height of the Empire State Building?" We collected the responses, and the 131 participants had a mean answer of 2,547.29 feet (SE = 7613.81). The actual answer was 1,454 feet according to the official *Empire State Building* website (Facts & Figures | Empire State Building, n.d.). The 3 sets of data were all transformed by taking the log of the difference between participants' estimates and the true values. After calculating the log distance of each participant's answer to the actual answer (how "off" their estimations are) in correlation with the participant's objective Numeracy score, there was a positive correlation of r-value equals to 0.32 and $p < 0.01$, suggesting that the data is highly statistically significant.



Graph 2. *How many times has Phantom of the Opera performed?*

For Estimate 2, we asked "How many times has Phantom of the Opera performed?" We had answers with a 9445.32 (times) average (SE = 16,871.48) while the actual answer, according to the official Rolling Stone's website, was 13,917 times (Kreps, 2022). By comparing the distance of their estimates to the actual answer vs. numeracy scores, we received a positive correlation with r = 0.40 and p < 0.01.



Graph 3. *What do you think is the distance between London and Paris?*

For Estimate 3, we asked "What do you think is the distance between London and Paris?" The mean answer for this question was 662.05 miles (SE = 1,295.48). The actual answer was 214 miles based on information from *distancecalculator.net*. (Distance from

London to Paris, n.d.) By comparing the distance of their estimates to the actual answer vs. numeracy scores, we received another positive correlation with $r = 0.29$, $p < 0.01$, again showing the statistical significance of the data.

For all 3 questions, objective numeracy (ONS) was correlated with difference score as the table shown below:

	r	sig
Estimate 1	0.32	< 0.01***
Estimate 2	0.40	< 0.01***
Estimate 3	0.29	< 0.01***

Table 2. *The correlation r and p values of 3 Estimates*

This means that as participants' object numeracy score increases, the distance between their estimations to the right answer also increases. The larger distance indicates a less accurate estimation. Therefore, according to the data and graphs from this research, people with higher objective numeracy actually perform less accurate estimation without clues in advance for each of the three estimates. To investigate the data as a whole, we built a hierarchical linear regression model using the log distance between estimate and real value for each of the three estimates for all participants. We allowed slopes to vary by participant and question. We again found that the participants higher in numerary made estimates that were further away from the true value ($b = 0.19$, $p < .01$).

Discussion

The results obtained from this study reject the initial hypothesis that people with higher objective numeracy make more accurate raw estimations. As we expected there would be a better chance for high numeracy participants to have raw estimations closer to the correct answer. Conversely, people with higher ONS actually perform worse as shown by the data. Such an unexpected and somehow violating common-sense result is particularly intriguing because this suggests numeracy is not always the standard guaranteeing a better performance in dealing with numbers. This study reveals that in certain cases, such as when there are no numbers presented to them, their ability to fast and accurately calculate numbers does not predict a better raw estimation.

Admittedly, limitations do occur in this research. First, the size of participants might be relatively small with only 108 participants. A larger size would lead to a more convincing conclusion. While the current sample size has enabled preliminary insights, it is worth highlighting that a more expansive and robust participant pool could substantially bolster the robustness and generalizability of the study's findings. The augmentation of the participant base, thereby encompassing a more diverse range of perspectives and experiences, would invariably lend greater weight to the conclusions drawn from this investigation.

Second, only 3 questions asking for raw estimation might be too few to fully evaluate participants' abilities. Future research could expand upon this idea by using a larger sample size and more estimations. The results found in this study went against our initial hypothesis and were not expected. To further validate these findings, it would be helpful if future research was conducted with this as their original hypothesis and pre-registered their study.

Further, this study does not explore the mechanism behind why participants higher in objective numeracy make less accurate estimates and future research could shed more light on these mechanisms. This intriguing aspect remains a fertile ground for future investigations, wherein comprehensive research endeavors could potentially help better understand the cognitive or psychological processes contributing to this counterintuitive outcome. By delving deeper into the underlying mechanisms, subsequent studies have the potential to shed a more profound light on the intricate interplay between numerical aptitude and estimation accuracy, thus enriching our understanding of the intricate cognitive dynamics at play.

In summary, our results disagree with our original hypothesis that people with better objective numeracy show a greater ability on raw estimation. Our results in fact reflect a significant positive correlation between the distance of participants' estimates to the true

answer vs. their numeracy level. This creates some doubt in the idea that those higher in numeracy are automatically better at a numeric task. In fact, if they are not able to perform numeric calculations they may perform worse. Therefore, it might happen that if you have a friend who can quickly calculate the amount of money that 15% tip needed for dinner without using a calculator, when discussing the height of the Eiffel Tower, that friend might provide an answer that is a bit "off".

References

Cokely, E. T., & Kelley, C. M. (2009). Cognitive abilities and superior decision making under risk: A protocol analysis and process model evaluation. Judgment and Decision Making, — 4. — P. 20–33.

Cokely, E.T., Feltz, A., Ghazal, S., Allan, J.N., Petrova, D., & Garcia-Retamero, R., (in press). (2016). Decision-making skill: From intelligence to numeracy and expertise. In K. A. Ericsson, R.R. Hoffman, A. Kozbelt, & A.M. Williams (2nd Eds.), Cambridge Handbook of Expertise and Expert Performance. New York, NY: Cambridge University Press.

Dieckmann, N. F., Slovic, P., & Peters, E. M. (2009). The use of narrative evidence and explicit likelihood by decisionmakers varying in numeracy. Risk Analysis: An International Journal, — 29(10). — P. 1473–1488.

Distance from London to Paris. (n.d.). Www.distancecalculator.net. URL: https://www.distancecalculator.net/from-london-to-paris

Facts & Figures | Empire State Building. (n.d.). Www.esbnyc.com. URL: https://www.esbnyc.com/about/facts-figures#:~: text=At%20its%20top%20floor%2C%20the

Falco, D. E., Bjälkebring P., DeKay M. L., & Peters E., (2018). Objective numeracy, integral affect to numbers, and the use of numeric vs. non-numeric information in a category-learning task. Poster Presentation at *Society of Judgment and Decision Making Annual Meeting,* New Orleans, LA.

Ginsburg, L., Manly, M., & Schmitt, M. J. (2006). The components of numeracy. NCSALL Occasional Paper]. Cambridge, MA: National Center for Study of Adult Literacy and Learning. Retrieved from: URL: http://www. ncsall. net/fileadmin/resources/research/op_numeracy. Pdf.

Kreps, D. (2022, November 29). "Phantom of the Opera," Broadway's Longest-Running Musical, Extends Final 2023 Run. Rolling Stone. URL: https://www.rollingstone.com/culture/culture-news/phantom-of-the-opera-closing-2023–1234595120/#:~: text=Phantom%20of%20the%20Opera%20opened

Peters, E., & Shoots-Reinhard, B. (2022). Numeracy and the motivational mind: the power of numeric self-efficacy. Medical Decision Making, — 42(6). — P. 729–740.

Peters, E., Västfjäll, D., Slovic, P., Mertz, C. K., Mazzocco, K., & Dickert, S. (2006). Numeracy and decision making. Psychological science, — 17(5). — P. 407–413.

Sobkow, A., Fulawka, K., Tomczak, P., Zjawiony, P., & Traczyk, J. (2019). Does mental number line training work? The effects of cognitive training on real-life mathematics, numeracy, and decision making. Journal of Experimental Psychology: Applied, — 25(3). — P. 372–385. URL: https://doi.org/10.1037/xap0000207

Yoon, S., & Fong, N. M. (2016). Numeric Competencies and Anchoring Biases. In CogSci.

submitted 17.10.2023;
accepted for publication 28.10.2023;
published 28.12.2023

Contact: wyan@emmawillard.org

The European Journal of Education and Applied Psychology 2023, No 4
ISSN 2310-5704

PREMIER Publishing
ppublishing.org

Section 5. High professional education

DOI:10.29013/EJEAP-23-4-87-90

DEVELOPING SKILLS AND PRACTICES OF FAMILY LIFE IN STUDENTS OF ORPHAN HOUSES

Askarova, U. M. [1]

[1] Namangan State University, Namangan, Uzbekistan

Cite: *Askarova, U. M. (2023). Developing skills and practices of family life in students of orphan houses. European Journal of Education and Applied Psychology 2023, No 4.* https://doi.org/10.29013/EJEAP-23-4-87-90

Abstract

In the article, teaching of family life skills and practices to students of mercy homes is analyzed in detail. also, at the end of the article, there are suggestions and recommendations for developing family life skills and practices in the students of mercy houses.

Keywords: *developing, skills, practices, family life, students, orphan houses, the government, educational, opinion*

Introduction

Since its independence, the Uzbek government has put into several laws on concerning implementation of policy of high social defense. This attention was also adjusted to Orphan houses. But to educate fosterlings of orphan houses, to satisfy their needs and to be cared only by the government is considered not enough. For their destiny each member of the society has to be responsible for orphan houses. Thus, a main task of pedagogics is to provide increasing the function of public works along with the government in the process of preparing fosterlings of orphan houses to social life.

Methods

In the initial level of taking steps into independent life every youth usually needs social aid. In that case the family satisfies their necessity but to bring up children and teenagers as an independent person is required a great power and attention from the government and society.

The main purpose of orphan houses is considered social maintenance for fosterlings and this intention is completed when educational works and trainings are done reciprocal.

In that case it is expedient to organize measures which include interaction of family. During such kind of measure the following should be acquired: adults should care about children, they should respect other people and parents, be on good terms with family members, understand to each other, and respect others' feelings and opinion.

Several trial and experimental works were organized in order to use basic tenden-

cies and theoretical concepts of preparing fosterlings of orphan houses to family life in practice and to learn the results of them. As an experimental field five Orphan houses in Fergana, Andijan and Namangan regions which situated in Fergana valley were chosen. The respondent- fosterlings who were enlisted to experimental works were 494 altogether in five orphan houses. Developing practice of family life is considered one of orphan houses, According to it, following themes were chosen as an intensive factors: "Bases of family life", In the threshold of coming of age." (conversation), "Specific peculiarity of coming of age" (meeting with gynecologists), "Secret sentences" (meeting with urologists), "Can you manage family effectively?", "The ways of preventing family problems" (question-answer), "The terms of organizing good relationship in the family", "AIDS: the reasons and results of this illness" (a mini-lecture), "Are you ready to marry?" (competition among girls), "Dear men, you are superior of a family" (Competition among boys), "Faults in the coming age", "What is more important in the family: love and belief?", "Reproductive health: how can it be saved?" (Discussion and debate), "A modern family: how it should be imagined?", "In my opinion: a prosperous and lucky family is... (Debate)", "Five important factors of good relationship in the family". "The main rules of spending and saving money" (Training).

Different technological projects, interactive methods which were organized in order to introduce family life to fosterlings of orphan houses guaranteed their effective results as they based on participation of fosterlings and their ability of thinking independently.

Result and discussion

Several measure`s structures were used which help to prepare fosterlings to family life and projects' schemes were formed which were based on theoretical concepts of family life.

Table 1. *Theoretical concepts of family life*

No	The name of project	Schemes of project
1.	"Base of family life" (conversation)	I. Introduction II. Questions which analysis theoretical concepts of family life: 1. How do you understand the concept of 'family life'? 2. What aspects of 'family life' do you know? 3. Family relationship: how it should be understood? 4. What do you think is there any completely steady and happy family? III. Summarizing opinions. IV. Closing speech.
2.	"In the threshold of teenagers" (conversation)	I. Introduction. II. Adolescence, having feeling of love in teenagers and the bad results of early sexual relation and the specialist`s opinion concerning it. III. Relationship between female and male, love, hygiene and conforming hygienic rule and different opinions concerning it. IV, Summarizing opinions V. Closing speech.
3.	Specific peculiarities of teenagers. (meeting with gynecologist)	I. Introduction II. Specialist`s opinion about coming of age and its process III. Fosterling girls` questions concerning peculiarity of coming of age. IV. Specialist`s answers V. Closing speech

No	The name of project	Schemes of project
4.	Secret sentence(Meeting with urologist)	Introduction Specialist`s information about coming of age and boys in this process and changes in their organisms. Fosterling boys` questions about this age. Specialist`s answers for question. Closing speech(conclusion)
5.	Can you manage family economy?(Question and answer)	Introduction Question for fosterlings of orphan house What does “Family culture” mean? What are the concepts of ”family culture”? By whom “family culture” is managed? What are required to manage family culture successfully? What is family budget? Whose role is considered main in order to create family budget? Do you have practice to manage family economy and family budget? What kind of factors helped you to have practice to manage family? If you think that you are not ready to manage a family and you don`t have any practice, what are the reasons of this? Summarizing opinions Closing speech
6.	The ways of preventing family problems(Question and answer)	I. Introduction II. Question for fosterlings of orphan house What do you understand by ”family problem”? What do you think can any family live without problems? According to your opinion what are the reasons of family problems? May family problems be prevented? III. Summarizing opinions Closing speech

Amount of respondents were enlisted to experimental and superintendence group as a result of casual choice, in order to organize actions as based on above projects, using special methods in practicing which is concern family life and to check its results and convenience for practice.

To have initial knowledge about family life helps to understand what is family, its importance, to respect family, to have practice about managing family economy, to learn how to create family budget, to feel responsibility for bringing up children and to create spiritual and mental healthy environment in the family.

Although the degree of developing practice about family life in consciousness of fosterlings in orphan houses showed positive degree such as(high and average degree is 57%) but according to superintendence groups, more than 50% of respondent-fosterlings don`t have enough knowledge about family life, their practice to manage family economy is very low and they cannot create family budged independently.

Table 2. *Affirmed experiment*

Groups	Indexes of degree					
	High		Average		Low	
	People	Percentage	People	Percentage	People	Percentage
Experiment n_1=245 people	50	20.4	91	37.1	104	42.4
Observation n_2=249	31	12.4	74	29,7	144	57.8

According to affirmed experiment the dynamical changes of experiments were learned in order to show real summary of special project which was considered appropriate for practice in the process of preparing fosterlings of orphan houses to family life.

Table 3. *The degree of forming of preparing of fosterlings and managing family economy*

Fundamental experiment	25	67	153	26	69	154
Affirmed experiment	50	91	104	31	74	144

By the indexes of the table the good result of project which applied in order to give conception about social life to fosterlings of orphan houses are comprehended.

Conclusion

The proof of foresaid information can be confirmed by re-counting two results by mathematic-statistical date.

So, we did statistical analysis based on preparing orphanage children for family life. As a statistical analysis showed the result of the fosterlings were received. These indexes were analyzed according to Student-Fisher`s method.

According to its essence this method is observed that the degree of theoretical knowledge and practical concepts of fosterlings of ”Orphan houses” are in higher degree than respondents of superintendence groups.

The republic fund of “Mahalla”, scientific and practical center “Oila” with the help of community, ”Family day” was organized in orphan houses and also it is arranged that bringing fosterlings to families during their holidays in order to approach them to family life.

Consequently, approaching to organize trial and experimental works showed expected results. As projects were based on, certain technologic plans resulted in increasing of their advantages and also providing fosterlings interests to their activities.

References

Kim R. *Implementing self-managing to fosterlings in Orphan houses*. Research dissertation. Candidate of pedagogy. — Tashkent, 1980. — 152 p.

Kolobov O. *Social works are as a profession*, Novgorod: N.NG.P.I, 1669. — 45 p.

Inamova M. *Spiritual and moral behavior of children in the family.* — Tashkent, T.S.P.U of Nizomiy 1999. — 152 p.

Tuxtamurodov E. *Preparing fosterlings of Orphan house by social and pedagogy, candidate of pedagogy.* — Tashkent, 1995. — 151 p.

Xadjayeva Sh. *Psychologist`s duty in orphan house and demands for them Methodical recommendation* II. School on life-2004. — No. 2.

submitted 18.11.2023;
accepted for publication 01.12.2023;
published 28.12.2023

Contact: askarovamu@mail.ru

The European Journal of Education and Applied Psychology 2023, No 4
ISSN 2310-5704

PREMIER Publishing
ppublishing.org

DOI:10.29013/EJEAP-23-4-91-94

WAYS TO ARRANGE THE INDIVIDUAL ACADEMIC WORK OF HIGHER EDUCATION STUDENTS

Esemuratov B.A.[1]

[1] Nukus State Pedagogical Institute named after Ajinyaz, Uzbekistan

Cite: *Esemuratov B.A. (2023). Ways to Arrange the Individual Academic Work of Higher Education Students. European Journal of Education and Applied Psychology 2023, No 4.* https://doi.org/10.29013/EJEAP-23-4-91-94

Abstract

The article discusses the basics of organizing the individual learning activities of students in the Republic of Uzbekistan, the creation of favorable environment for the development of education, providing quality and personalized learning, as well as preparation for the challenges and needs of today's society and labor market.

Keywords: *Credit-unit system, learning process arrangement, rating system of assessment, information block, effective learning technology*

Introduction

Social and economic development of Uzbekistan defines the fundamental improvement of the higher education system. The importance of personnel training is increasing, and conditions are being developed for re-training specialists with higher education to meet international standards.

Given the needs of public life and economy, one of the key tasks of the higher education system upgrading is the introduction of advanced forms and technologies in teaching based on the international practices.

With a view to defining priority trends of the higher education system reformation in the Republic of Uzbekistan, raising the process of training of independently-minded qualified personnel with advanced knowledge and high moral and ethical qualities to a new level, as well as upgrading higher education, development of the social sphere and economic sectors in line with the advanced learning technologies, the decree of the President Sh. M. Mirziyoyev "On Approval of the Concept of the Higher Education System Development" dated October 8 was adopted. Initially, under the Concept for the Higher Education Development, the credit-unit system should be implemented in 16 percent of higher education institutions in 2023, in 57 percent in 2025, and in 85 percent in 2030.

The goals of the credit-unit system are to broaden access to higher education, to increase the mobility of students and faculty, and to focus curricula and academic programs on qualifications in demand on the labor market. This system is attractive since it ensures the comparability of educational programs of various universities and promotes the educational systems harmonization with European countries. The credit-unit system encourages the mobility of students and teachers and

simplifies the transition from a university to another by specifying the amount of work to be done for the entire cumulative hours.

In Uzbekistan, the education system has been gradually shifting to a credit-unit system of education in recent years, and there are positive results so far. Some examples include branches of foreign universities in the country and domestic higher education institutions that implement the educational process by introducing international standards. This practice has gradually been adopted in some national higher education institutions. For example, pursuant to the Decree № PDD-5349 of the President of the Republic of Uzbekistan dated 19.02.2018 "On Measures for Further Improvement of the Information Technologies and Communications Sphere", the Tashkent University of Information Technologies named after Muhammad al-Kharazmiyah (TUIT) has been gradually transitioning to a credit-based learning system since the 2018–2019 academic year. Apart from the above-mentioned university, other universities such as the National University, Law University, University of Oriental Studies, Tashkent Medical Academy, Fergana Polytechnic Institute and others have introduced the credit-unit system of education. One of the advantages of introducing the credit system of education in these universities is that it complements and supports the national standards of qualifications.

Materials and methods

The credit-unit system of education is a model for organizing the educational process, which is based on a combination of modular learning technologies and credits or credit units of learning. Learning process organization and implementation is quite a versatile and complex system of activities and cooperation. The credit-unit system focuses on two of its attributes:

– the independent work of students;

– the introduction of a credit-unit system of organizing the educational process and a rating system to assess the academic progress of students.

Modular learning is the organization of the learning process whereby the academic information is divided into modules (complete and independent units, parts of information). A module is a package of information that includes a logically completed unit of academic content, a target program of activities and guidelines to ensure the achievement of goals; the content and scope of the module may vary depending on didactic tasks, profile and level-sensitive differentiation of students, students' wishes to choose an educational institution and the individual path of progress in an educational course. The module concept contains the scope of training material, which ensures the initial acquisition of certain theoretical and practical skills to perform some specific work. Modular learning is the most coherent, clear and effective learning technology that ensures the quality of training of qualified specialists. The professionals who are trained on modular technology programs have knowledge as well as skills of their profession and specialty of choice: decision-making, service delivery and performance of works.

The combination of modules shall allow the necessary degree of flexibility and freedom in the choice and customizing of the required teaching material for training (and self-study) of a certain group of students and the achievement of special didactic and occupational goals.

It is widely assumed that the education system in Uzbekistan was formed in the conditions of deficiency and limited access to information. Therefore, the teacher's activity in higher education institutions was limited, first of all, to informative functions. The teacher was the most critical source of information. Since the student is the target of the learning process and simultaneously the subject of perception and assimilation of information, the learning process was planned in such a way that the majority of the work was done in classrooms.

Result and discussion

The current state of the information support offers a wide range of opportunities for access to information sources and, consequently, partially shifts the focus in the planning of the educational process towards independent work. The credit-unitsystem, as an integral attribute of the Bologna Declaration, has two primary functions:

1. Facilitating mobility of students and faculty and making the transition from one university to another easier.

2. A clear definition of the scope of work to be completed by the student, addressing all academic and research activities. The number of credits specifies the capacity of a student enrolled in a particular academic course.

The introduction of the credit-unit system is an essential stimulus for the effective teacher-student performance.

The modules are structured as a system of training elements grouped by the attribute of matching a certain subject of professional activity. The latter is regarded as a certain volume of training information of the logical structure and content, which allows you to use this information in the process of thinking activity of the learner. The modular academic discipline involves more than merely transferring curriculum sections into academic modules mechanically. It entails conducting in-depth analytical and logical assessments of the semantic content of the discipline, organizing it as a system, and not an arbitrary amalgamation of scientific knowledge. In the credit-unit system of the learning process the content of the discipline is split into content modules (2–4 modules per semester), i.e. the academic discipline is formed as a system of content modules. The second requirement for the implementation of the modular principle of the discipline content is the ability to identify the general end-to-end ideas of professional activity, which each module is aimed at disclosing and studying. The student, as a young specialist, needs not only to comprehend and assimilate information, but also to master the ways of its practical use and making decisions. Such conditions reduce the share of direct, third-party information and the use of interactive forms and methods of student activities guided by a teacher (tutor) and complete individual work in laboratories, reading rooms, at the sites of future professional activity, which is especially relevant for the system of distance learning.

The introduction of a credit system should facilitate the comparison of courses taken and maximise student mobility. A credit is a nominal unit for measuring a student's academic load during the study of a consolidated curriculum or a specific discipline (course) completed by a student during the study process. A credit unit is a minimum value that is precisely recorded; often refers to one week's study (the total of a student's class work and independent work).

The credit system is understood as a systematic definition of all major aspects of the learning process that is based on the use of a credit unit (credit) as an index of the academic workload, thus reflecting the totality of all the aspects related to the organisation of the learning process.

Credit units were first introduced at universities in the United States at the turn of the 18th and 19th centuries as part of the liberalisation of university education that began during this period. The introduction of credit units as a quantitative equivalent of the content of study and the level of learning of academic curricula allowed students to independently plan the learning process, make fundamental changes in quality control and evaluation of the educational process, and created conditions for improving educational technologies. ECTS (European Credit Transfer System) is the most recognised among a variety of credit systems in Europe, a credit system that has been successfully tested and is now used throughout Europe. ECTS was originally designed to transfer credits when students transfer from one institution to another. The system facilitated the recognition of the study periods abroad and thus contributed to an increase in the quality and scope of student mobility in Europe. More recently, ECTS has evolved into a cumulative system to be implemented at regional, national and European levels. This is one of the most crucial goals of the Bologna Declaration signed in June 1999 (Decree of the President of the Republic of Uzbekistan Shavkat Mirziyoyev, 2017). The Bologna Declaration mentions ECTS only as an example, but no other European system has emerged. On the contrary, ECTS has spread rapidly throughout Europe and has been included in many countries in the system of higher and postgraduate education: Bachelor's degree – level of higher education; Master's degree, doctoral degree – level of postgraduate education (Davydova O.V., Zvonnikov V.I., Chelyshkova M.B. 2010). The implementation of the Bologna Process parameters includes a comprehensive approach to upgrading various components, the primary of which is a qualitative revision of educational curricula focused on learning outcomes. The basis of the educa-

tional curriculum should be the competence approach, which ensures personal and professional socialisation in the learning process.

During the teaching experiment conducted by the leading universities of Uzbekistan, the volume of ECTS credits was set at 36 academic hours and the annual academic load of a student was set at 60 ECTS credits. This is due to the fact that the academic year lasts an average of 40 weeks. The number of ECTS credits for an academic discipline is calculated by dividing the total number of hours planned for the discipline by the credit value (rounded down to 0.5 credits). For example, if the total of 108 hours is given for the study of the discipline, it equals to three credit units. Here the discipline is divided into three modules. It is more convenient to determine the specific weight of each discipline in the total load by the number of classroom hours and proportionally distribute 30 credits earned during the semester, between the disciplines studied in a given semester. It is recommended to convert the academic load into credit units by calculating the mathematical division of the total (classroom and independent) academic load for the semester by the coefficient 36 (36 hours of total academic load). A bachelor's degree must be at least 180 credits (three years under the 60-credit limit) or at least 240 credits (four years) in duration; a master's degree must be at least 300 credits in total. Hence the correlation between the duration of a master's degree and the duration of a bachelor's degree.

The introduction of the credit-unit system considerably changes the way teachers work and the intensity of the learning process, and makes the Uzbek education system more exposed to international co-operation. The transition to credits requires a long period of work, as the cumulative credit system should cover all types of academic work, including not only classroom workload, but also practical classes, laboratory and research work, and various certification activities.

Given all of the above, we can conclude that credit points are a valid measure of achievement in learning. Learning outcomes should be stated not only at the level of formal qualifications such as a degree, but also at the level of modules or courses. The inclusion of learning outcomes in the curriculum and its components contributes to its coherence and logic. They specify exactly what the student is expected to learn. Clear learning achievements facilitate the transfer and accumulation of credit and allow for accurate identification of achievements for which credit is or has been awarded.

This approach to defining learning outcomes will allow for the development of universal standards that should form the basis for internal, national and international quality assessment and assurance.

References

Decree N UP-5847 of the President of the Republic of Uzbekistan Sh. M. Mirziyoyev "On Approval of the Concept of Higher Education System Development of the Republic of Uzbekistan for the period up to 2030" dated October 8, 2019.

Decree N UP-5349 of the President of the Republic of Uzbekistan "On Measures for Further Improvement of the Information Technologies and Communications Sphere" dated 19.02.2018.

Decree of the President of the Republic of Uzbekistan Shavkat Mirziyoyev dated April 20, 2017 "On Measures for Further Development of the Higher Education System".

Davydova O. V., Zvonnikov V. I., Chelyshkova M. B. Guidelines for introducing the system of credit units (credits) in higher education. – M., 2010. – 50 p.

submitted 11.12.2023;
accepted for publication 22.12.2023;
published 28.12.2023

Contact: esemuratovba@mail.ru

The European Journal of Education and Applied Psychology 2023, No 4
ISSN 2310-5704

PREMIER Publishing
ppublishing.org

DOI:10.29013/EJEAP-23-4-95-98

DEVELOPING STUDENTS' COMMUNICATIVE COMPETENCE IN TEACHING FRENCH BASED ON INTEGRATIVE APPROACH

Ezoza Atamirzayeva [1]

[1] Department of Social and Humanitarian Directions of Foreign Languages, Namangan State University, Uzbekistan

Cite: *Atamirzayeva E. (2023). Developing Students' Communicative Competence in Teaching French Based on Integrative Approach. European Journal of Education and Applied Psychology 2023, No 4.* https://doi.org/10.29013/EJEAP-23-4-95-98

Abstract

This article highlights the role and importance of communicative competences in teaching French to students of higher education institutions based on an integrative approach.

Keywords: *competence approach, basic competence, memory competence, speaking skills, integrative approach*

Introduction

In recent years, the concepts of integration, integrated approach, integrated skill approach, and integrated skills have entered the field of education and have been actively used. Modern education based on the competence approach is aimed at forming students' ability to apply acquired knowledge, skills, and abilities in their personal, professional, and social activities and creates career choices, healthy competition and general cultural skills.

In the educational process, two main types of competences are distinguished such as basic and special competences. Basic competences focuses on forming the skills and abilities of a person to be able to engage in personal, social, economic and professional relationships, to take important place in society, to solve the problems and to be competitive in their field and profession. They are divided into the following types: communicative competence, information processing competence, mathematical literacy and awareness of science and technology news. In addition, in the process of mastering each academic subject in education, students are allocated specific competences related to the subject itself and the field based on its content. In particular, the formation of speech, linguistic, social-cultural and pragmatic competences in students are required in learning French and English. Therefore, our research is directly devoted to the issues of teaching students the French language based on an integrative approach.

Materials and Methods

Basic and private competencies are inextricably linked with each other, and they give effective results only if they are formed in a complementary way, and it leads to the correct application of the knowledge, skills, and abilities acquired by students in various

subjects when appropriate. This requires to ensure an organic connection between the subjects and to pay attention to the integrated teaching of the subjects. In particular, communicative competence, which is considered as first basis competences, implemented through language teaching and used practically in studying and mastering all subjects. The competence of working with information, the competence of self-development as a person, the competence of a socially active citizen, general cultural competence, mathematical literacy, the competence to be aware of and use science and technology innovations, the knowledge acquired through various subjects in accordance with various life situations serves to ensure the systematic application and integration of subjects. Therefore, the integrative approach occupies an important place in pedagogical education as a modern method of education and an important factor in the formation and development of basic competencies.

Nowadays, the word competence is understood as competence, competence is ability, and competence approach is an educational direction aimed at forming the ability to apply acquired knowledge, skills and abilities in personal, professional and social activities, to be able to use information wisely in one's life, to be able to independently express one's opinion orally and in writing in this language, and to be able to apply it in accordance with speech situations to acquire the content of skills and to form the ability to use the language purposefully and practically. It is known that students' social, cultural development of listening comprehension and speaking skills in foreign languages on household and various industry topics is noted as one of the urgent issues of today.

However, there are two types of speech activity – reading and writing, and not knowing them or taking them lightly leads to incomplete acquisition of communicative competence Zimnyaya (1998). Therefore, it is appropriate to organize the implementation of an integrative approach in language teaching not only in the direction of strengthening interdisciplinary relations, but also in the directions of integrating listening comprehension, speaking, reading and writing. The basis of the knowledge to be mastered is the language materials consisting of phonetic, lexical, and grammatical information specified in the curriculum that they are distributed separately for each educational stage in accordance with the requirements of the state educational standard. In the course of education, students develop speech skills on the basis of this knowledge. If this knowledge is not properly distributed between the stages, the integration and continuity of the educational content cannot be achieved.

Speech skills are formed through 4 main types of speech activity: reading, listening, speaking and writing skills and help students to develop the ability to independently apply the acquired knowledge in practical speech activity.

The well-known psychologist Zimnyaya (1998) defines that competence is the achievement of high perfection of movements and the automation of speech processes as a result of exercises.

In fact, the process of speaking and communicating requires the most effective level of lexical, grammatical and phonetic formalization of thought – highly automated speech skills and form speech competence. Students' communication skills in speech communication are formed through the skills of listening, speaking, reading, and writing skills that they will develop their ability to exchange information in a second language and conduct oral and written communication.

So, the speech process consists of the following 3 interrelated and interacting factors: grammatical knowledge that teaches language units and their interconnections, skills of practical application of these units and rules, and the ability to use the learned knowledge to freely express one's thoughts in a new situation. Only when these three factors act together, speech activity occurs. It is the gradual development of these factors that is the basis of language teaching. In this case, it is especially important that they are given systematically, that language units are mutually syntagmatic and paradigmatic, and dependent (Vartanov, 2003).

In the process of speech communication, a person makes these connections through listening, reading and understanding the meaning. These types of speech activities are

mastered step by step in an interdependent manner, ensuring coherence and continuity (Milrud, 2004).

It is recognized by experts that in order to be able to speak freely in a certain language, it is necessary to know about 2000 words, to have a good reading and understanding of about 4000–5000 vocabulary units. Although some believe that such a minimum can be separated and receptive perception by independent reading of large volumes of texts, the special investigations carried out do not support this opinion. For example, psycholinguist Bogin (2001) found out in his experience that students of philological faculties can almost memorize the text by reading a work of 30 pages every week for 100 academic weeks. However, this does not give much result in the complete acquisition of lexical and grammatical material, as students read 3000 pages, not acquired and all lexical and grammatical units.

Since the main focus of language teaching as a foreign or second language is on the speech-related aspects of the language, there are many problematic issues, which both methodologists and psychologists have been dealing with. Psychologists say that secondary language skills are formed in students through primary – native language skills and abilities. The formation of speaking skills in a second language depends, first of all, on the ability to form the skills of using language tools that help to express thoughts in this language and to use them freely and embodied in the process of speech communication.

It seems that the primary skills in the mother tongue serve as the basis for the formation of speech activity skills in the second language. However, it is necessary to provide only grammatical knowledge that is considered communicatively necessary, and grammatical knowledge should be minimized accordingly. In teaching a language as a foreign or second language, there are 2 more important aspects to consider: teaching the language in a non-language environment and teaching the language in a language environment.

Conclusion

It is known that the educational process has a two-way character. It consists of equal relations between teacher and students. The teacher who leads this process is responsible for the correct organization of the educational process and the correct implementation of educational goals and educational results. But this means that the educational process is carried out under the complete control of the teacher cannot be the basis for the birth of a false opinion. It should not be forgotten that it is not only a mechanism for students to learn the basics of science, but also focuses on the formation of general socio-cultural abilities of a person. The demand of the present time is to achieve positive results with the help of mutual cooperation relationship between teacher and students in teaching French as a second language.

References:

Bakhareva, L.N. (1991). Integration of primary school education on a local history basis. Primary school.– (8).– P. 48–51.

Bogin, G.I. (2001). Gaining the ability to understand: an introduction to philological hermeneutics.– M.: *Psychology and Business OnLine*.

Burina, E.V. (2006). Goals of teaching French as a second foreign language at an innovative linguistic university.– Moscow.

Enever J., Moon J., Raman U. (2009). Young Learner English Language Policy and Implementation: International Perspectives. UK, Garnet Publishing Ltd.– 242 p.

Fedores, G.R. (1990). Problems of integration of the theory of teaching practice (paths of development). Lelingrad.– 84 p.

Kolyagin, Yu.M., Alekseenko O.L. (1990). Integration of school education. Elementary School.– P. 8–9.

Kedrov B.M. (1967). The topic is the interrelationship of natural sciences.– Moscow.– 253 p.

Milrud R.P. (2004). Always Liyskaya innovative area terminology Consequence of the development of scientific knowledge. Foreign Spring School.– P. 5–11.

Vartanov, A.V. (2003). From teaching foreign languages to teaching foreign languages and cultures. Foreign languages at school.– (2).– P. 21–25.
Zimnyaya, I.A. (1998). Psychological aspects of teaching speaking a foreign language.– Moscow.

submitted 29.11.2023;
accepted for publication 14.12.2023;
published 28.12.2023

Contact: atamirzayevae@mail.ru

The European Journal of Education and Applied Psychology 2023, No 4
ISSN 2310-5704

PREMIER Publishing
ppublishing.org

DOI:10.29013/EJEAP-23-4-99-104

LINGUISTIC AND METHODOLOGICAL BASES OF IMPROVING THE PROFESSIONAL COMMUNICATIVE COMPETENCE OF PHYSICS STUDENTS IN ENGLISH CLASSES

Mahbuba Holmatova [1]

[1] Researcher, Namangan State University, Uzbekistan

Cite: *Holmatova, H. (2023). Linguistic and methodological bases of improving the professional communicative competence of physics students in English classes. European Journal of Education and Applied Psychology 2023, No 4.* https://doi.org/10.29013/EJEAP-23-4-99-104

Abstract

The professional competence of a specialist is a complex structure of a person, which determines his activity, and is a combination of general cultural, professional knowledge, skill, skills, professional creative approach, social orientation of a person, in general, the effect of professional tasks, which provides a solution. According to its essence, the professional competence of a specialist consists of knowledge: functional (knowledge of the principles of organization of various fields of science), practical knowledge of action (methodical and technological) and the individual's own knowledge. This article discusses linguistic and methodological basis of improving professional communicative competence of physics students in ESP teaching.

Keywords: *professional competence, future physics specialists, the content of the professional training, knowledge, skills, higher education*

Introduction

In the current period, the rapid development of science and technology requires specialists to update and expand their knowledge independently and regularly.

In fact, in the introduction of the updated education system, it is an important requirement of today that every future specialist should have the ability to form professional competence in his field and consistently apply it in his field activities.

The fundamental improvement of the quality of training future physics specialists is directly related to its content. In order to significantly increase the quality of training of future specialists in the field of physics, it is necessary to provide a synthesis of knowledge related to specialization, specialization and other general education subjects specified in the curriculum. The integration of future professional training of personnel in the field of physics, based on changes in the fields of science, education and technology, serves to ensure the effectiveness of the educational process. This process creates the need to make certain changes in the creation of the technology of substantiating the content of the training of these personnel and the formation of their professional competence.

Materials and Methods

A number of scientific works are devoted to the study of the problem of formation of professional competence of future physics specialists. However, the interest of scientists in various aspects and aspects of this problem is not decreasing, which testifies to the special importance and relevance of the modernization and development of the continuous education system at the current stage.

In particular, a graduate of a higher educational institution with a specialist qualification in the field of physics: be ready to carry out pedagogical activities in accordance with the requirements of state educational standards, use modern teaching technologies that ensure a high level of theoretical and practical training, participate in the development of educational programs, their curriculum and training to be responsible for its full implementation in accordance with the process, to organize the control of the knowledge, skills and qualifications of learners, to prepare them for the application of the acquired knowledge in practical activities and to control the independent work of learners, to create a base for the teaching-methodical equipment of specific educational subjects; must participate in the scientific-methodical activity of the educational institution, perform the duties of a class leader, organize and conduct educational work with students, ensure the implementation of educational plans and programs, ensure educational discipline, observe the rights and freedoms of students, improve their professional qualifications.

In the qualification description of specialists in the field of physics, the content of the training of bachelors in the field of education is mainly expressed by the active-creative aspect of the future physics teacher's knowledge and it implies the experience of comprehensively solving the professional tasks of secondary general education.

Based on the understanding that professional competence is based on reflecting the activity of a physics specialist and the important characteristics of its internal structure, the structure of professional competence can be clarified in terms of describing its main components.

In relation to pedagogical activity, the approach of separating its components as relatively independent functional types of pedagogic activity prevails.

According to V.A. Slastenin (2002), one of the researchers, the training of specialists in the field of physics involves the training of the following tasks: analytical-reflexive, constructive-prognostic, organizational, evaluation-information, correction-verification. The point of view taken by the author, in our opinion, reflects to a large extent the preconceived notions about the structure of the work of a physics teacher.

The research of the structure of the professional competence of the future specialist implies a careful analysis of the work of the pedagogue, the determination of the requirements for his level of preparation set by the secondary general education system in the conditions where the concept of continuous pedagogical education is currently being modernized.

The consistent implementation of the activity approach based on the work of psychologists such as Vygotsky (1966), Leontev (1959), Galperin (2003), as the goal of education in higher educational institutions, envisages the training of professional training in the performance of certain activities in the subject of education. In that case, the main result of teaching in non-philological higher educational institutions will be the formation of students' knowledge of performing professional tasks and solving activity issues. Such a setting of the problem requires a different approach to tools, methods, and the knowledge of the teacher who is carrying out education of a certain type of activity in students.

To develop the ability of students to make clear decisions in pedagogical and production problem situations in the formation of the professional competence of physics students, to have the opportunity to receive information on specialization, general professional and other general education subjects in the curriculum of the educational direction, to develop problem situation tasks on the basis of achieving interdisciplinarity systematization, the use of new forms of education in improving the quality of the teacher training system, ensuring interdisciplinarity and continuity in mastering knowledge related to fundamental, in particular, specialty, general professional and general education-

al subjects, interaction of specialty, general professional subjects with humanitarian, socio-economic, mathematics and linguistic subjects as it is a multifaceted problem, it requires scientific justification of its theoretical and practical aspects.

Thus, the use of the mechanisms described above in the practice of teaching specialty and general professional subjects in a higher educational institution provides an opportunity for the formation of professional competence, as well as the creation of psychological-pedagogical conditions that help the professional direction of students' activities.

According to the tradition formed in the western countries, the professional qualification of a specialist is measured by his competence, and the educational system is measured by the level of knowledge, skills and qualifications. In foreign countries, in accordance with tradition, specialty (qualification) standards are developed, which are considered to be a characteristic feature of a specialist's knowledge and skills. This standard only records the result (what should be achieved).

Competence requires constantly enriching one's knowledge, learning new information, feeling the demands of this day and age, the ability to search for new knowledge, process it and apply it in one's practical work. A competent specialist has the ability to use the methods and methods that he has mastered in solving problems, which are suitable for this situation, to selectively apply the methods that are suitable for the current situation, to reject those that are not appropriate, to look at the problem with a critical eye.

The issue of the competence approach in pedagogy is not a completely new phenomenon, but its tributaries exist in continuously developing educational processes, which were formed step by step. According to D. L. Thompson, D. Pristin "Professional competence is the sum of knowledge and all ethical rules needed at work." Grishina (2004) assesses professional competence as the extent to which a person has mastered his professional activity and defines it as follows:

– his attitude to this activity, his need and interest in it, aspirations, values, purpose of the activity, imagining his social position;

– to assess one's personal identity and position as a specialist, professional knowledge, skills and abilities, and other characteristics specific to one's profession;

– being able to manage his professional formation and growth on this basis.

Tatur (2004) defines professional competence as the main goal of higher education as follows: "Competence of a highly educated specialist, his desire and ability in practice" (preparation) and his capabilities (knowledge, skills, experience, personal qualities, etc.) to perform successful, creative activities , to use in the professional and social sphere, and to feel the social importance of this activity, personal responsibility for its results, to constantly work on oneself.

Analyzing the concept of professional competence, Yu. G. Tatur explains this concept as the ability to achieve the effectiveness of the activity, the subject's success, luck and the ability to achieve the goal.

Most scholars note that the personal qualities summarized in the framework of professional competence are extremely important for graduates of any higher education institution.

Along with many researchers, we also agree with the above points. According to their opinion, it is necessary for a specialist of a certain profession to acquire the competencies within the scope of his professional activity. They are provided for in the state standards for higher education and are also defined in the issues of professional development and social cooperation of the individual. It is very necessary for the future specialist to acquire professional competence, design, scientific investigation and organizational management, as well as communicative competence.

Nazarova (2014) states that the following types of the competence of professional training of a pedagogue are distinguished based on a number of scientific works:

– mastery of professional activity at a sufficiently high level, ability to plan one's future professional development;

– competence of social education - mastery of joint (group, cooperative) professional activity, cooperation, as well as the methods of professional communication accepted in this profession, social responsibility for the results of one's professional work;

– self-competence - adequate perception of one's socio-professional characteristics

and acquisition of technologies for overcoming professional destruction;

– extreme professional competence - the ability to work in suddenly complicated conditions, accidents, disruption of technological processes, etc.

Results and Discussions

Evaluation of the content of theoretical sources, study of the activities of higher educational institutions and analysis of evidence showed the existence of a number of contradictions in the formation of professional competence of physics specialists, in particular:

– it shows that there are differences between the level of advanced specialist education of a graduate of the physics department of a higher educational institution and the normative qualification requirements imposed on the modernized content and scope of the State Education Standard and the level of realization of his personal potential;

– there are imbalances between the traditional and innovative methods used in the process of forming the professional competence of future physics specialists in higher educational institutions;

– there is no consistency between the activities of higher educational institutions aimed at pedagogical support in the formation of the personality of a physics teacher and his professional competence, and the mechanism and laws of the development of the process of training a student as a future teacher;

– it is noticeable that the possibilities of integration of the specialty, general and specialty subjects with other general education subjects in terms of forming the personal and professional competence of the physics teacher are not sufficiently used;

– it is possible to point out the contradictions between scientific and technical development, the increasing demands of the modernizing society towards the representatives of fundamental fields, and the fact that physics teachers are not ready to work in the conditions of self-development, which is the main part of the formation of their professional competence.

One of the ways to eliminate such contradictions and imbalances is to form the professional competence of future physics teachers such as to form the professional competence of future physics teachers, to create the necessary pedagogical conditions to ensure their professional and personal development in higher educational institutions, to modernize the content and structure of physics teacher training, to determine their psychological and pedagogical conditions, and to develop a quality control and assessment mechanism determines the main goal of formation of specialist competence.

An important factor of improving the educational process is closely related to the high level of professional competence of physics teachers in the higher education system. Therefore, it is determined that one of the urgent tasks is to create the theoretical and practical foundations of the process of forming the professional competence of teachers in this field based on the effective use of the opportunities of modern educational technologies and the created educational methodological complexes.

In this regard, scientific justification of new approaches that ensure the level of professional competence required from the training period of future physics teachers in higher educational institutions is becoming an urgent task.

A direct study of the content of education in practice in foreign countries regarding the professional training of specialists has shown that in Western countries the main place is occupied by the level of development of the specialist's professional competence. According to the essence of the national education system of our republic, the minimum requirements of the educational content are based on knowledge, skills and qualifications.

From the point of view of the requirements for the level of professional training of graduates, competence means the ability of students to use a set of knowledge, skills, competences and methods of activity appropriately in certain situations.

Due to the fact that the educational content is grouped in the curriculum in blocks of subjects (for all subjects), interdisciplinary (for a set of subjects) and subjects (for a specific subject), we recognize the following three levels of competence:

– basic competencies (according to humanitarian, socio-economic content of education);

– interdisciplinary competencies (according to the specific framework of educational subjects and educational blocks of general professional training);

– competence in one subject (subject) (according to having a clear and certain opportunity within a special educational subject).

Thus, the basic competence is defined for each stage of higher education at the level of educational blocks and academic subjects. In determining the order of basic competence, the nature of social and personal experience in accordance with the main goals of professional education, the main types that allow acquiring life skills in the process of organizing professional activity in social society are of great importance. From this point of view, they are divided into the following types of competence:

1. Comprehensive competence. This is related to the valuable directions of the student, his ability to feel and understand the social existence, to find an independent way of life, to understand his role and place in the social society, to set a clear goal in the organization of actions and to make decisions, competence related to worldview, he is a student provides a mechanism for self-determination in educational and other situations. The student's individual educational direction and the general program of his life activity depend on this competence.

2. Socio-cultural competence. It is the scope of knowledge and activity experience that the student needs to master in depth, the characteristics of national and universal cultures, the spiritual and moral foundations of human and human life, the cultural foundations of family and social traditions, the role of science and religion in human life, their impact on material existence, life and recreation.

3. Academic competence is a set of independent thinking competences, consisting of elements of logical, methodological and social activity of the student related to the concrete objects being studied, including the knowledge and skills of goal-seeing, activity planning, content analysis, reflection, and personal evaluation of the activity. In relation to the studied objects, students acquire creative skills, that is, obtaining knowledge directly from existence, methods of action and heuristic methods of solving problems in non-standard situations.

4. Information acquisition competence. With the help of audio-video presentation tools and information technologies, the skills of independent research, analysis and selection of necessary information, their modification, storage and transmission are formed. This competence ensures that the student learns the basics of academic subjects on the basis of important information.

5. Communicative competence. It includes interaction with students, their methods, mastering the language that takes priority in the communication process, skills of working in groups, organizing and conducting various spiritual and educational activities in the team.

6. Social-active competence in citizenship (citizen, observer, voter, representative), social-labor field (consumer, buyer, customer, producer rights), family relations and obligations, economic and legal issues, professional, as well as personal It means acquiring knowledge and experience in determining one's position (in particular, analyzing the current situation in the labor market, the ability to act in pursuit of personal and social interests, and knowledge of the etiquette of labor and civil relations).

7. Competence related to practical activity means the ability to move from one state of action to another state of action, to apply actions and actions in new situations, to quickly find direction in new information.

Conclusion

According to the analysis of studies devoted to the study of the structure and nature of the professional competence of a future physics specialist, it is appropriate to consider the normative model of training of specialists in the field of physics, which includes educational and cognitive activities for acquiring the future profession. It is expressed in the qualification characteristics of a graduate of a higher educational institution of the relevant direction and level of training, and scientifically based knowledge, skills and qualifications reflect the composition of the professional characteristics of a person.

References:

Galperin, P.Y. (2003). An Experimental Study In The Formation Of Mental Action 1. In *Psychology in the Soviet Union Ils* – 272. – P. 213-225. – Routledge.

Grishina, I.V. (2004). Professional competence of the school director. Abstract of DSc dissertation. – Moscow.

Holmatova, M. (2022). Analysis of the concept of educational content in English (on the example of the field of physics). In *Sovremennaya nauka: aktual'nye voprosy, dostizheniya i innovacii.* – P. 14-16.

Holmatova, M. (2022). Improving professional communicative competence of future specialist-physicists in English. In *Aktual'nye voprosy sovremennoj nauki i obrazovaniya.* – P. 216-218.

Kasimova, F. A., & Dzhuraeva, F. B. (2022). Ўzbekistonda Pedagog Kasbij Kompetentligining Ўziga Hos Hususiyatlari. Vestnik nauki, – 1(5 (50)). – P. 29–33.

Leont'ev, A.N. (1959). Problems of mental development. Moscow: Publishing House of the Academy of Pedagogical Sciences RSFSR.

Leont'ev, A.N., & Luria, A.R. (1968). The psychological ideas of L. S. Vygotskii. In B. B. Wolman (Ed.), Historical roots of contemporary psychology. – P. 338–367. – New York: Harper & Row.

Nazarova, B. (2014). Social-Pedagogical Significance of Future Teacher's Scientific World-View. *The Advanced Science Journal*, – (8)ю – 4 p.

Slastenin, V.A., Isaev, I. F., & Shiyanov, E. N. (2002). Pedagogy. *textbook. manual for students. higher. ped. studies. institutions / VA Slastenin, IF Isaev, EN Shiyanov. – M.: Academy*.

Tatur, Y.G. (2004). Competence in the structure of the quality model of specialist training. *Higher education today*, – 3. – P. 20-26.

Vygotsky, L. S. (1966). Development of the higher mental functions. In A. N. Leont'ev, A. R. Luria, & A. Smirnol (Eds.), Psychological research in the U.S.S.R – Vol. 1. – P. 11–54. – Moscow: Progress. Original work published 1931.

submitted 07.12.2023;
accepted for publication 20.12.2023;
published 28.12.2023

Contact: mholmatova@mail.ru

The European Journal of Education and Applied Psychology 2023, No 4
ISSN 2310-5704

PREMIER Publishing
ppublishing.org

DOI:10.29013/EJEAP-23-4-105-111

ENGAGING RELUCTANT LOW PROFICIENCY LEVEL STUDENTS IN MULTILEVEL GROUP WORK ACTIVITIES

Mukaddam Ibrokhimova [1]

[1] Namangan State University, Uzbekistan

Cite: *Ibrokhimova, M. (2023). Engaging reluctant low proficiency level students in multilevel group work activities. European Journal of Education and Applied Psychology 2023, No 4.* https://doi.org/10.29013/EJEAP-23-4-105-111

Abstract

Increasing demand for English language and adopting modern communicative language teaching method in EFL/ESL classrooms have, in return, raised the need for good communication skills (Tanveer, 2007). As a result, the role of student engagement in speaking activities, especially, has become vital in language classroom. However, language anxiety may be a barrier from achieving the desired goal (Tanveer, 2007). Student demotivation and their reluctance, particularly, during speaking activities, have been an unpleasant challenge for many language teachers most of the time. This chapter explores some speaking related challenges such as students' unwillingness to speak and holding back from participating and contributing during group work activities. The observed factors which keep them from speaking are language level diversity, lack of vocabulary, lack of confidence, fear of being mocked by high level learners because of their errors. This is done by analyzing teacher self and peer observations and surveys of 17 students in one of my classes at Namangan State University, Teaching English Methodology department. Through thematic analyzes and taking some actions, several effective strategies were found to overcome the mentioned challenges. This chapter concludes with the coping approaches like modelling, using name cards, praising for minor improvements and the areas which need to be discussed for further research.

Keywords: *exploratory action research, multilevel students, reluctance, speaking activities,*

Introduction

Student reluctance and demotivation in speaking activities are one of the most observed behaviors in EFL classrooms. Especially, when they work in small groups where they don't have to present in front of their teachers. Not adopting active speech roles and being resistant in participating speaking activities prevent students to develop their communicative and speaking skills (Savaşçı, M. 2014). This research was conducted on 17 students in multi-level context at Namangan State University, Uzbekistan, for four months. The purpose of this investigation is to analyze the reasons why students are unwilling to participate in group work activities and what are the possible ways to motivate them to speak during interactive activities. One of the factors which caused this issue is the admission of students on the basis of increased

contract fee, as a result, students who are not at university level are being challenged by much higher study requirements which they are not capable of accomplishing. In return it brings learners and teachers enormous frustration and disappointment. In fact, it's not the only problem which is holding students from participation. During this study I've learned some more causes by investigating my students' and colleagues' perspectives, as well as reading related literature.

In any classroom, more knowledgeable students usually take the chance to answer without considering other passive learners' willing to try, which sometimes becomes handy for unknowledgeable students but sometimes makes them anxious. According to the study on Classroom Social Factors and Foreign Language Anxiety by Okon Effiong (2016) in one of Japanese Universities, the main factor that affected students was that the domination of more active and high level international students in peer collaboration activities. The research also shows that students may give up speaking in class if they are mocked for their errors by their peers, however, most of the participants in the study stated that laughter in classroom made the lessons more fun (Effiong 2006), which was also observed with my students. In fact, avoiding embarrassment in front of the class, anxious students prefer to ignore complicated tasks. Especially, they find it hard to learn a new language because they feel unconfident and vulnerable they develop some psychological obstacles to communicating. Personality plays a crucial role in communicating, especially, in foreign languages. Nurah Alfares indicates that anxiety and shyness are other barriers for students to interact in group work which in return may affect negatively to other group members. Also, not involving passive peers could result with ineffective group work (2017). However, my observations showed that in some cases, involving passive peers may not work, unless, they are willing to be involved intrinsically.

In the survey, a few of my learners suggested that giving topics and materials before the class would be beneficial for them to be ready for the lesson. In fact, the study which was conducted in Saudia Arabia on Arabic speaking participants between age 12–22 reports several reasons of student reluctance in speaking activities, such as panic of forgetting the words they want to say due to nervousness in class and fear of being asked a topic or question which they are not prepared for (Fakieh Alrabai 2014).

Another reason I noticed for my students' low attendance is being with peers who have different language levels. Multilevel context also brings learner anxiety in speaking activities. Teachers typically call upon most participating students in class. This undeliberate action leads to low student reluctance and inactivity which more likely affect their self-esteem (Brown 1980, as cited in Jaime Andrés García Fonseca and Wilmar Javier Casallas Gordillo 2016). Kadim Öztürk, Ferdane Denkci Akkaş (2013) state that anxiety and motivation are two affective factors in multilevel classes which require great effort to cope with effectively in such context. Having only few or one advanced learner and grouping him with low level students made both, high and low level learners demotivated as they couldn't find the same language. Brown (2001) points out that teachers dealing with challenging advanced-level students and not overload the lower-level learners, at one time keeping the average group well-paced towards their aim (cited in Kadim Öztürk, Ferdane Denkci Akkaş 2013).

Teachers in adult ESL classroom note students with different motivation for learning: some students are extremely active which sometimes become distruptive while others seem hang back and rarely contribute in group work activities (Steven J. Carter & Lynn E. Henrichsen, 2015). To put it another way, "despite the efforts of …teachers to create the right conditions [for positive communicative interaction], some learners have a strong tendency to withdraw from opportunities for oral exchange" (Baran-Lucarz, 2014, p. 446 as quoted in Steven J. Carter & Lynn E. Henrichsen, 2015).

Shank and Terril (1995) emphasizes that classes with multilevel context causes serious problems such as lower-level students are usually influenced by the proficient ones, which brings anxiety to less proficient learners in the classroom. On the other hand, if lessons are adjusted for low-level learners, this makes high-levels bored. As a result, they

become disinterested and demotivated, and it discourage them from learning (as cited in Steven J. Carter & Lynn E. Henrichsen, 2015). As a matter of fact, in the survey most of my students claimed that they were interrupted by the fact that they had much advanced peer, so they felt uncomfortable to use their basic communication skills in the target language. On the other hand, the advanced one said he felt annoyed that all his group members waited for him to do all the work.

Reading several studies related my research focus, I decided to consider the problem through different perspectives: from teacher's perspective; from students' perspective and from other's (colleagues' perspective).

Exploratory research questions:

1. Why do I think the students don't want to speak in group work activities?

2. What do my students think working in small groups means? And what do my students feel during group work activities?

3. When I assign group work speaking activities, how do my students behave? (what do they do?)

Action research questions:

1. What my students and colleagues think would help to overcome the challenge?

2. What my students would want to change in themselves to be a better speaker in group-work activities?

3. How my students want me to have the lesson?

Research methodology

This research's aim is to identify the sources of reluctance and demotivation that some of the students in Namangan state University, Uzbekistan, typically experience when learning English, and to propose findings about problems and possible solutions to student reluctance during group-work activities in multilevel context.

Participants

The participants were 1 male and 16 female EFL university students who were recruited in three data collection iterations. Participating students were Uzbek nationals and spoke Uzbek as their first language. Selection of participants was according to my choice of the group of students I was teaching, took place in Namangan region, Uzbekistan.

Data Collection

Over the four month in 2021, during the fall term, the research data was collected via three data collection methods. After they were explained about the study's nature and procedures, participants were asked to confirm their approval to take part in the study. The participating learners are provided with the detailed instructions on how to complete the questionnaire. Considering their level and to ensure response accuracy and honesty, the questions were translated into subjects' mother tongue of Uzbek. The questions can be found in the Appendix. The students required 35–50 minutes to respond to the entire questionnaire.

Teacher's observation and reflection were the tools chosen for data collecting.

A total number of students in the group is 17, age: 18–20. 15 students out of 17 participated in the questionnaire, 1 boy and 14 girls. Gathered data was coded and thematically analyzed. I have students with pre-intermediate, intermediate and elementary (in minority) levels, plus one advanced level. When I asked what the reason was with their passive participation in group work activities, before the questionnaire, they claimed that it was because the lack of grammatical and lexical knowledge on the target language.

To identify the root problem and find answers to those problems, I conducted a questionnaire asking students following open ended questions:

Main points of observation:

1.Who are more active in group work activities: high-level or low-level students?

2. What makes high level students be reluctant in group work activities?

3. How much low-level students are trying to contribute to teamwork

Students' questionnaire

Exploratory phase:

1. What does group-working mean to you?

2. What students are supposed to do while working in small groups?

3. How do you feel when you need to work in small groups?

4. What are the possible factors that maybe stopping you from speaking or contributing in group-work activities?

5. Do you think working in groups is more effective than working individually? If yes/no, why?

Action phase:

6. How do you want me to conduct the lessons?

7. What do you think you need to change in yourself in order to be a good communicator or participant in group work activities?

Behavior. Teacher observation and reflection.

In order to analyze what my students feel and behave during group work activities I observed and take notes during the classes. To compare/contrast my methods and practices, discover more opinions and ideas on students' participation in interactive activities, I conducted an informal reflective conversation with some of the colleagues who teach the same group and have the similar issue in their classroom.

Results

Improving productive skills is usually the main goal for language learners, as we learn languages in order to communicate and express our ideas in a target language. Unfortunately, the same skills are the most challenging ones, especially, when it comes to speak. With the help of the small scale exploratory action research with the 17 students of Namangan State University, in Uzbekistan. Some root problems such as lack of confidence, fear from being mocked at for their mistakes by other students, feeling hesitant in front of advanced group members during group work activities were identified. Based on the collected data, I tried several strategies and techniques: praising for minor improvements, giving a high-level student a teacher assistant role, using name cards, simplifying instructions and asking random students to repeat the instruction both in English and Uzbek languages, as a solution.

Exploratory level data findings

My own perceptions.

Why do I think the students don't want to speak in group work activities?

Observation and Reflective note.

During the observation of my classes with multilevel students, I found:

– Both (high and low level) students are not interested in participating in group work activities and have no will to do the given tasks most of the time;

– Even when I walked around the room to monitor if there was any need for help, they just acted like they were doing something in my presence but didn't speak almost a word in English anyway;

– I thought it was only because that the majority of the students had low-level or zero level of English;

– However, I felt more than half of the class understood the instructions I was giving in English which means not most of the students' challenges with their level. There were some trying students who were engaging in group working but they were using too much mother tongue, or writing down their sentences in Uzbek and translate it into English;

– While some other students wrote their words on a paper and read it when they needed to present. Those observations helped me realize that their main challenge is not only because of the lack of vocabulary or grammatical knowledge but mostly because they have lack of confidence to express their ideas in English.

Others' perceptions

What do my students think working in small groups means? And what do my students feel during group work activities?

Open-ended questionnaire from students

After conducting a questionnaire, I realized that the level is not the main barrier for them to be active in group work activities. Here are some other reasons of their reluctance during small group activities: lack of confidence; feeling shy; scared to speak in the presence of high-level students as they may make fun of her; scared of not giving valuable contribution which may cause to decrease the score of all the group members; don't always understand teacher's instructions; don't want to do the all work by themselves while other group members show any interest to contribute for the group work; don't like when other group members do not respect their ideas and opinions.

Behaviour. *When I assign group work speaking activities, how do my students behave? (what do they do?)*

Observation

When I assign group work speaking activities, I found most of the students being busy with their phones or they didn't show any interest in contributing to the group work. There were few students who were trying to accomplish the tasks however, they used L1 most of the time. Some students wrote down their sentences and translate it and then read it when it came to share.

Action research findings

After analyzing the collected data on my research problem, I immediately started to plan to take an action to overcome those challenges. My action research questions are: "What helps my students to feel confident enough to speak? What helps them to overcome the fear of making mistakes and being mocked by proficient students?"

During data analysis I noticed that 7 of the (low-level) students mentioned "Sometimes I don't understand teacher's instructions", which made clear that the instructions should be simplified. Relying on the recommendations of my experienced colleague Halima Muhammadieva, I applied the method of randomly asking couple of students to repeat the given instruction in both native and target languages to check their comprehension. After applying this strategy, I observed that students started having less confusion when they had the instructions.

In the questionnaire one of the students said "I can't take action right after teacher gives instruction as a lack of knowledge" and she suggested that she would rather have the topics and materials beforehand, so she could prepare for the upcoming lesson. That made me think the other students might have the similar issue as most of them have low proficiency. According to Jackson (2011) in order not to demotivate students in speaking or attending in a classroom with particular cultural and social background, knowledge and competency should be given in advance (as cited in Dawood Mahdi, 2015). On this specific problem, I decided to give or show examples first, by myself first, so it would be clear for them what to do. Modelling is helpful for students who couldn't understand instructions clearly as well.

A student in the questionnaire stated "I don't want Umidjon (name was changed) to laugh at my me if I make mistakes", 5 of the others students' responds were also similar but they didn't mention the name. A study indicates that when having multiple groups in classroom, Two Teachers: Monitor/Teach would be effective. It says that creating several groups helps teacher to monitor and facilitate student work at the same time on appointed skill or topic. Simultaneously, chosen learners can receive instruction according to their unique needs (Adrea Honigsfeld and Maria Dove, 2008). I decided to give the only advanced student in the class, different responsibility: made him my assistant and ask him to help his groupmates when they are engaging in group-work activities. The result was noticeable, students felt free to take help from him when he was assigned as an assistant teacher. Only 4 students seemed to feel still shy, so I personally was there for them to scaffold.

Most of the students emphasized that the main factor which is keeping them from speaking or participating in group-works is lack of self-confidence. Dawood Mahdi in his article "Motivating Reluctant EFL students" mentioned that the encouragement, such as, praising words, actions and behaviors of teachers can help students built up their intrinsic motivation (anonymous, n, d). Based on this, I started to make friendly environment and praise students verbally and emotionally for every little improvement they made. This strategy motivated other students to speak without me calling them by name.

To bring them out of their comfort zone I also share my own language learning experience and told them that my level at their age, was far behind than theirs. It was also seemed to be a good inspiration for them in their learning journey, as one of the students said "you can't imagine how much you inspired us today", at the end of the lesson.

Getting students feel more responsible and be ready to present, knowing that their names can be called any time, I tried to write each of the students' names on a piece of paper cards and when it comes to ask, I chose

names randomly, according to my observations it was one of the most effective strategies I used to fight against their reluctance. They became much conscious in both group-work and individual works. This helped to improve their responsibility. This technique I learned when observing the classes of a former American fellow in Namangan State University.

Applying those strategies, I observed how my students reacting, feeling, behaving, and noticed that most students have become much active in interactive activities, surprisingly, 4 of the reluctant students made great progress. Though couple of students were still hesitant to speak. However, in general, majority of the students were observed having positive changes.

After taking an action, I conducted face-to-face informal interview with the students. Almost all students agreed that creating friendly environment and praising them, helped them a lot to improve their self-confidence and fear from speaking.

Half of the students agreed that it was a good idea to make the advanced student an assistant teacher. All students approved that making name cards increases self-responsibility and get them prepared to present when their names were called.

My Reflection

Every teacher more likely to comes across various challenges in classroom which lead to teacher and student demotivation. Obviously, student and teacher demotivation results ineffective lessons. Like most other teachers I also have undergone those ups and downs during my teaching experience. However, conducting Exploratory Action Research was a huge help to make me capable of exploring my classes, analyzing and identifying the root problems and find the effective solutions. In my classes, I used to do some investigations when I had problems with my own teaching or with my students but it wouldn't end up with success most of the time, as my research was not disciplined and had no methodology. I realized this, only after learning the means of Exploratory Action Research and doing it in action helped me how to conduct a classroom research properly, step by step.

Learning about data collecting tools and how to code the gathered information assisted me to find out the major reasons of the problems in my class. And in the next stage I used my knowledge on how to take action which I was taught in the NETRUZ project. Seeing positive changes in my classroom made me excited and motivated to do further classroom based researches.

Those above are not the only thing I got from doing Exploratory Action Research, it also assisted me to write a professional research paper! Furthermore, I'm planning to use my takeaways from my small scale research for overcoming similar challenges in other groups of students. Besides, I'm going to continue my research in bigger scale! In conclusion, conduction classroom based Exploratory Action Research was a priceless experience for me which has made me more professional in my field!

Conclusion

This small-scale investigation explored a group of multi-level students in Namangan State University on motivating them to speak in interactive activities. It investigated the barriers which are stopping them from participating in group work activities. The learners who took part in this study were generally reluctant in small group activities, and the main sources of their unwillingness were their low-proficiency, lack of self-confidence, fear of being mocked and negative evaluation. After analyzing root problems, several actions, like giving a high-level student a teacher assistant role, praising students for minor improvements, using name cards to make learners more conscious and raise the responsibility, simplifying instructions and asking random students to repeat the instruction both in English and Uzbek languages, were taken as solutions.

The study's contribution includes investigating the sources of student reluctance in group work activities and offering possible suggestions to overcome mentioned challenges among the students of Uzbekistan, Namangan State University, English Philology Faculty over a four-months period of time, which could help to draw a valid conclusion about the unwillingness to speak or participate in interactive activities in EFL classrooms of NamSU. This classroom research might be beneficial for EFL Univer-

sity teachers in Uzbekistan to figure out the main sources and factors of their students' hesitance or disinclination to speak in group work activities and a range of implications.

References

Alfares, N. (2017). Benefits and difficulties of learning in group work in EFL classes in Saudi Arabia. English Language Teaching, – 10(7). – P. 247–256.

Alrabai, F. (2014). A Model of Foreign Language Anxiety in the Saudi EFL Context. English language teaching, – 7(7). – P. 82–101.

Carter, S. J., & Henrichsen, L. E. (2015). Addressing Reticence: The Challenge of Engaging Reluctant Adult ESL Students. Journal of Adult Education, – 44(2). – P. 15–20.

Effiong, O. (2016). Getting them speaking: Classroom social factors and foreign language anxiety. Tesol Journal, – 7(1). – P. 132–161.

Honigsfeld, A., & Dove, M. (2008). Co-teaching in the ESL classroom. Delta Kappa Gamma Bulletin, – 74(2). – 8 p.

Ibrohimova, M., & Ziyaboyeva, S. (2022). Teaching Presentation Skills to Future English Teachers. Frontline Social Sciences and History Journal, – 2(01). – P. 28–34.

Jaime Andrés García Fonseca & Wilmar Javier Casallas Gordillo. (2016). Differentiated Instruction and Oral Tiered Activities to Impact A1 Students' English level in a Multilevel Classroom

Directed by Sonia Jimenez Department of Foreign Languages and Cultures Universidad de La Sabana Chía, Colombia.

Mahdi, D. A. (2015). Motivating reluctant EFL students to talk in class: Strategies and tactics. Theory and Practice in Language Studies, – 5(8). – 1703 p.

Öztürk, K., & Akkaş, F. D. (2013). The effect of cooperative learning activities on anxiety and motivation in multilevel adult classes. Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, – 28(28–3). – P. 357–373.

Savaşçı, M. (2014). Why are some students reluctant to use L2 in EFL speaking classes? An action research at tertiary level. Procedia-Social and Behavioral Sciences, – 116. – P. 2682–2686.

Tanveer, M. (2007). Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language. University of Glasgow, Scotland.

submitted 01.12.2023;
accepted for publication 14.12.2023;
published 28.12.2023

Contact: dilafruz89@gmail.com

The European Journal of Education and Applied Psychology 2023, No 4
ISSN 2310-5704

PREMIER Publishing
ppublishing.org

DOI:10.29013/EJEAP-23-4-112-115

CRITERIA FOR DETERMINING THE DEGREE OF CREATIVITY OF FUTURE SPECIALISTS OF THE DIRECTION OF TECHNICAL EDUCATION

Inamidinova Dilarom Kiramidinovna[1]

[1] Namangan Institute of Engineering and Construction, Uzbekistan

Cite: *Inamidinova, D.K. (2023). Criteria for Determining the Degree of Creativity of Future Specialists of the Direction of Technical Education. European Journal of Education and Applied Psychology 2023, No 4.* https://doi.org/10.29013/EJEAP-23-4-112-115

Abstract

The article analyzes the development of students' thinking and the formation of initial knowledge, creativity and abilities through the criteria for determining the level of creativity of technical education students, and their ability to acquire creativity and inventiveness.

Keywords: *creativity, ability, talent, education, knowledge, skill, analysis, system, thinking, project, idea*

Introduction

2020 of the President of the Republic of Uzbekistan for the purpose of developing the system of selecting talented young people, creating the necessary conditions for their support, encouraging the younger generation's aspirations to science, realizing their intellectual and creative potential, as well as improving the activities of academic lyceums. Decision No. PQ-1551 dated December 3, 2011 "On the system of selecting talented young people and measures to improve the activities of academic lyceums" was adopted.

In this decision, identifying talented young people, selecting them for academic lyceums, training based on in-depth educational programs, developing a broad worldview, intellectual potential, creative and analytical thinking in young students, increasing interest in science, expanding their participation in science Olympiads, educating students about the ongoing reforms to become an active participant, to educate in the spirit of patriotism, inquisitiveness and creativity, to improve the quality of education in academic lyceums, to ensure the solid integration of modern information and communication and educational technologies, to increase the literacy of students in information technologies, to train them in the "master-apprentice" system, who have achieved high results in the relevant field attach to experts, in order to meaningfully and effectively organize the educational process, requirements such as improving the qualifications of pedagogues, reforming the system of material and moral stimulation of them were defined. In this, great attention is paid to the youth of the Republic and the future, as well as the conditions and wide opportunities created for them.

Scientific research

The professional growth and development of a person as a specialist is manifested as a process according to its essence. Professional maturity is an important period of human ontogeny, starting from professional growth and development ideas (14–17 years old) and ending professional activity (55––60 years old).In recent years, in the educational system of leading foreign countries, special and serious attention has been paid to the issue of creativity, that is, the formation of creativity qualities in students.

Educational system management bodies focus on achieving high efficiency in educational institutions every year. For this purpose, the curriculum is developed, new textbooks are created. This helps both students and teachers to grow professionally. Conducted practical actions create the need for achievement and progress in students to a certain extent, help to develop their learning abilities and talents to some extent.A person's creativity is manifested in his thinking, communication, feelings, and certain types of activities. Creativity describes a person as a whole or his specific characteristics. Creativity is also reflected as an important factor of talent. In addition, it determines mental sharpness, "ensures active involvement of students' attention in the educational process."In foreign countries, teachers, like specialists in all fields, determine the presence and level of creativity in themselves. Only when the quality of the teacher's creativity is high can students show creativity and creativity. For this, they pass a test based on E.P. Torrens in 1987, which determines whether a person has creative thinking.This test provides an opportunity to assess the creativity of a person and its level according to criteria such as activity in organizing creative activities, quick thinking, originality and improvement.E.P.Torrens, through the test that determines a person's creative thinking, justified the fact that due to the lack of creative qualities of the pedagogue, even though students have interesting and wonderful ideas, they allow laziness in expressing them. Because of this, the methods used in the educational process are determined by the fact that they do not serve to form students' free and independent thinking skills. The tools and strategies recommended by the author are useful for teachers in developing students' creativity and develop students' interest and desire to learn academic subjects.

Result

Before forming students' creativity, that is, the ability to think freely, it is necessary to create a comfortable environment in the classroom. Students studying in such an environment can gradually think freely in finding solutions to assigned tasks and become more interested in completing tasks, as well as tend to think creatively as a result of observing a teacher with a creative mindset.The learning environment leads to the development of critical and creative thinking skills in students, which are of great importance in the educational process.

Students with a creative mindset:

– expresses ideas that have not occurred to other students;

– chooses a unique style of self-expression;

– sometimes asks unrelated or unusual questions;

– enjoys open-ended tasks;

– prefers to discuss ideas based on clear evidence;

– chooses an unconventional approach to finding a solution to a problem.

Creativity is closely related to creativity focused on the cognitive process. The pedagogue himself must be creative, creative, which is manifested in the following, in contrast to the traditional thinking of the pedagogue:

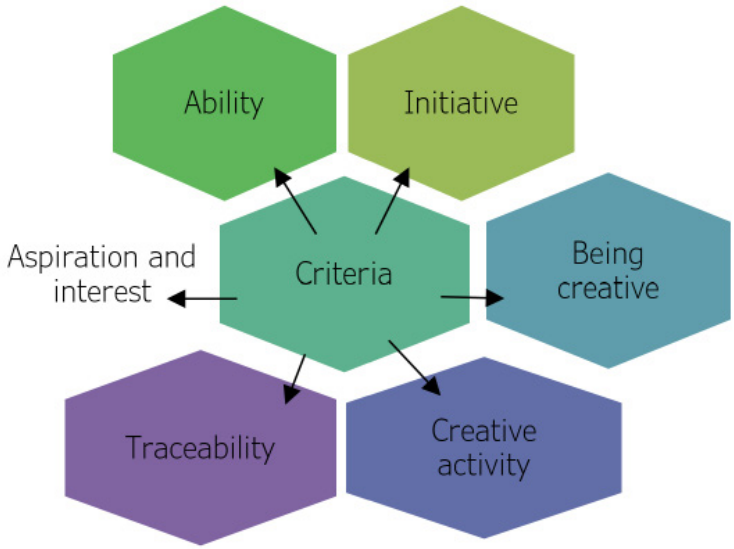
– speed and flexibility of thinking;
– the ability to create new ideas;
– not thinking in one way;
– originality;
– initiative;
– tolerance of uncertainty;
– to be intelligent

Discussion

Self-development and self-expression of each pedagogue is directly related to his creativity. Usually, the ability of pedagogues to be creative is ensured by striving to solve pedagogical problems, carrying out scientific research or scientific projects, and achieving mutual creative cooperation. It is important

to evaluate the creativity of the pedagogue when evaluating the effectiveness of professional activity. The following are the criteria that determine the level of creativity of a teacher:

Figure 1.



Development of creativity and creativity in students is a complex process. Observing the educational process, directly in the process of organizing the pedagogical process, the pedagogue can develop students' thinking and strengthen their creative skills with the help of various methods.

The following stages are considered important in the organization of pedagogical activities in order to increase students' creativity.

Stages	Content
Stage 1	Good mastery of relevant subjects related to the subject
Stage 2:	To develop the skills of applying acquired knowledge in the process of practical and experimental training
Stage 3	Achieving skills acquired through independent study and creative exploration into competencies
Stage 4	Psychological preparation for effective organization of professional activities based on existing theoretical knowledge, skills and qualifications

Through problematic situations, the pedagogue helps students to think about the studied issue (theme, problem), understand the mutual unity and connection between the structural elements that illuminate the essence of the issue, analyze the issue based on the «problem-problem solving process-solution» system, put forward hypotheses about the solution, can include practical actions such as checking the acceptability, stating the solution and defending it.

Conclusion

In conclusion, it can be said that with the help of problematic situations, students of technical education will have the opportunity to independently analyze their knowledge, take a critical approach to learning activities, and put forward creative ideas about the studied issue (topic, problem) the same situation ensures the full fulfillment of the social order placed before the educational system by the society. That is, problem-based teaching, innovative technologies used in the process of teaching it will consist of preparing a well-rounded person and a qualified specialist, developed in all aspects (mentally, morally, physically, emotionally), set before him by the republic's continuous education system.

References:

Pedagogical creativity: praktanoy kursnauchnogo tvorchestva / Ucheb.posobie. – Kirov: ANOO "Mezhreginalnyy TsITO", 2013. – 16 p.

Mokritskaya N. I. "Formirovanie issledovatelskih umeniy u studentov teknicheskih spetsialnostey pri obuchenii obshcheteknicheskim disiplinam" Russia. 2006.

Inamidinova, D. K., & Soliev, D. (2022). Innovative Technologies in Teaching Students of Technical Higher Education. Journal of Pharmaceutical Adverse Outcomes, – P. 2423–2427.

Kiramidinovna, I. D. (2021). Improving the Mechanism of Formation of Students' Creative Abilities.

Rukhiddinovna, N.Y., Dadamirzaevich, I.D., Usubjanova, D.M., & Kiramidinovna, I.D. (2020). Methodology of the Formation of General Vocational Training in Students of Higher Educational Institutions on the Basis of Competence Approach. PalArch's Journal of Archeology of Egypt/Egyptology, – 17(6). – P. 3663–3679.

Kiramidinovna, I.D., & Diyora, A. (2023). Importance of formation and development of creativity skills among students in teaching general technical subjects. International journal of social science & interdisciplinary research. ISSN: 2277–3630 Impact factor: 7.429, – 12(03). – P. 39–41.

submitted 09.12.2023;
accepted for publication 20.12.2023;
published 28.12.2023

Contact: 2006saidali@gmail.com

The European Journal of Education and Applied Psychology 2023, No 4
ISSN 2310-5704

PREMIER Publishing
ppublishing.org

DOI:10.29013/EJEAP-23-4-116-119

THE INFLUENCE OF 30-HOUR PHYSICAL EDUCATION CLASSES ON THE INDICATORS OF THE FUNCTIONAL STATUS OF STUDENTS — FUTURE TEACHERS AND THE REASONS FOR THEIR DECLINE BY THE END OF THE ACADEMIC YEAR AND FROM COURSE TO COURSE OF STUDY

Mamadaliyev Qudratbek Maribovich [1],

[1] Andijan State University, Uzbekistan

Cite: *Mamadaliyev, Q.M. (2023). The Influence of 30-Hour Physical Education Classes on the Indicators of the Functional Status of Students-Future Teachers and the Reasons For Their Decline by the end of the Academic Year and From Course to Course of Study. European Journal of Education and Applied Psychology 2023, No 4.* https://doi.org/10.29013/EJEAP-23-4-116-119

Abstract

The article examines the materials of the study of the impact of 30-hour physical education classes on the indicators of the functional status of students – future teachers – and the reasons for their decline by the end of the academic year and during the transition from one course to the next course of study.

Keywords: *students, pedagogical direction, intellectual activity, functional state, sports, physical education, indicators*

Introduction

The actual level of manifestation of the indicators of the functional systems of the human body in specific conditions as a result of natural or directed physical training not only determines the quantitative and qualitative characteristics of motor activity, but also is the basic basis of physical and mental performance (E. B. Olkhovskaya, 2015, from 113–118; T. A. Sapegina, E. B. Olkhovskaya, 2011, from 57–63; A. O. Egorychev, 2020, from 72–89; I. A. Kovacheva, 2002. from 166–175). According to the data of the listed authors, it is known that active systematic physical education or sports in the process of students' educational activities not only leads to the strengthening of their health and the development of physical qualities, but also improves the functional mechanisms of movement control, contributes to an increase in the level of intellectual and mental and professionally applied physical performance.

The purpose of this study is to study the impact of 30-hour physical education classes on the functional indicators of students – future teachers – with the subsequent determination of the reasons for their weakening by the end of the academic year.

Materials and methods

In the studies, methods were used to study: heart rate (HR) using a finger pulse

oximeter, respiratory rate (RR), duration of breath retention on inhalation (Barbell test) and exhalation (Genchi test), physical performance by determining the Harvard Step Test Index (HSTI). The study involved students of 1–4 courses studying in the pedagogical areas of education of Andijan State University.

The result and discussion

The results of the study showed that before the start of physical education classes conducted with 1st year students in the amount of 30 hours, the heart rate was 71.6 ± 3.45 beats/min., and at the end of the completion of these classes it decreased to 67.3 ± 2.38 beats/min (Table 1).

Table 1. *Dynamics of changes in the indicators of the functional state of 1st year students during 30-hour classes held for 1 semester. – $\overline{X} \pm \sigma$*

Functional tests	Till classes start		After classes		Difference of indicators	
	M n=36	Ph n =36	M n=36	Ph n=36	M	B
HR (beats./min)	71.6 ± 3.45	73.2 ± 3.87	67.3 ± 2.38	68.8 ± 2.77	4.3	4.4
RR (time/min.)	14.5 ± 2.04	15.7 ± 2.28	13.2 ± 1.57	13.8 ± 1.83	1.3	2.5
Barbell test (s.)	31.6 ± 5.13	29.4 ± 4.75	35.7 ± 4.26	33.6 ± 4.06	4.1	4.2
Genchi test(s.)	26.2 ± 3.17	23.5 ± 3.04	29.7 ± 2.15	27.5 ± 2.09	3.5	4.0
HSTI	53.6 ± 4.15	51.2 ± 3.86	57.3 ± 3.22	55.6 ± 3.11	3.7	4.4

Note: *M – Mathematics; Ph – Physics; HSTI – The Harvard Step Test Index*

The RR indicators were 14.5 ± 2.04 and 13.2 ± 1.57 times/min. accordingly.

The duration of breath retention during inhalation (according to the Barbell test) before the start of classes was 31.6 ± 5.13 seconds, and after that it increased to 35.7 ± ± 4.26 seconds. The time of holding the breath on exhalation (according to the Genchi sample) was 26.2 ± 3.17 and 29.7± 2.15 seconds, respectively. Physical performance according to HSTI data before the start of the course of physical education classes was 53.6 ± 4.15, and subsequently it increased to 57.3 ± 3.22 conventional units. From the data presented, it can be seen that despite the small amount of hours allocated for physical education classes, the indicators of the cardiorespiratory sphere, including the hypoxic ability of the examined students (the body's resistance to O_2 deficiency), by the end of these classes were characterized by a certain improvement in the background activity of the corresponding functional systems, were characterized by a tendency of pronounced deterioration of their level not only by the end of the academic year, but also as you move from one course to another course of study. In particular, the heart rate of 1st-year students before the start of the academic year and scheduled 30-hour physical education classes was 65.5± ± 2.34 beats/min. and by the end of the school year, it had increased 67.2 ± 2.49 beats/min.

Table 2. *Dynamics of changes in functional indicators for students of 1–4 courses during the academic year. – $\overline{X} \pm \sigma$*

Functional tests	1 c n=32	2 c n=29	3 c n=30	4 c n=26	$\overline{X}$
HR (beats./min)	65.5 ± 2.34	66.3 ± 2.07	68.7 ± 1.86	69.2 ± 1.95	67.4
	67.2 ± 2.49	68.8 ± 2.15	69.6 ± 2.21	71.5 ± 2.37	69.3
RR (time/min.)	13.6 ± 1.53	13.9 ± 1.67	14.7 ± 1.72	15.6 ± 1.83	14.4
	13.8 ± 1.55	14.4 ± 1.72	14.9 ± 1.77	16.2 ± 2.06	14.9

Functional tests	1 c n=32	2 c n=29	3 c n=30	4 c n=26	$\overline{X}$
Barbell test (s.)	33.5 ± 4.73	32.9 ± 4.51	30.6 ± 3.85	29.2 ± 3.56	31.5
	31.2 ± 4.47	30.5 ± 4.16	29.3 ± 3.72	27.7 ± 3.22	29.8
Genchi test(s.)	27.7 ± 2.86	26.5 ± 2.79	25.8 ± 2.63	24.2 ± 2.55	26.1
	26.2 ± 2.59	25.3 ± 2.65	23.6 ± 2.27	23.2 ± 2.13	14.7
HSTI	57.6 ± 3.27	55.3 ± 3.07	54.7 ± 2.78	52.6 ± 2.35	55.0
	56.2 ± 3.03	53.8 ± 2.71	52.5 ± 2.47	5.17 ± 2.36	53.5

For 2nd year students, the heart rate before the start of the academic year was equal to 66.3 ± 2.07 beats/min., at the end of the year it increased to 68.8±2.15 beats/min. In the 3rd year, these indicators were 68.7±1.86 and 69.6 ± 2.21 beats/min, respectively. In the 4th year – 69.2 ± 1.95–71.5 ± 2.37 beats/min. The average heart rate for all courses before the start of the academic year was 67.4 beats per minute, and by the end of the academic year it had increased to 69.3 beats per minute. It becomes obvious that the heart rate indicators of the surveyed students increase not only at the end of the academic year, but also during the transition from one course to another course of study. Apparently, this result was obtained due to a consistent increase in the volume of intellectual activities and the restriction or termination of physical culture and sports exercises, resulting in a certain tension in the functional activity of the myocardium. This assumption is confirmed by other indicators of the functional state of the examined students. For example, the RR of 1st year students at the beginning of the academic year was 13.6 ± 1.55 times/min., at the end – 13.8 ± 1.55 times/min. In the 2nd year – respectively 13.9 ± 1.67–14.4 ± 1.72; in the 3rd year – 14.7 ± 1.72–14.9 ± 1.77; 4 the rate is 15.6 ± 1.83–16.2 ± 2.06 times/min.

The duration of breath retention on inspiration according to the data of the Barbell test in the 1st year at the beginning of the academic year was: 33.5 ± 4.73 sec., at the end – 31.2 ± ± 4.47 sec., in the 2nd year – 32.9 ± 4.51–30.5 ± ± 4.16; in the 3rd year – 30.6 ± 3.85–29.3 ± ± 3.72; in the 4th year – 29.2 ± 3.56–27.7 ± ± 3.22 sec.

The indicators of the duration of breath retention on exhalation according to the Gencha sample were, respectively: in the 1st year – 2.77 ± 2.86–26.2 ± 2.59; in the 2nd year – 26.5 ± 2.79–25.3 ± 2.65; in the 3rd year – 25.8±2.63–23.6±2.27; in the 4th year – 24.2 ± 2.55–23.2 ± 2.13 sec.

HSTI, according to which physical performance was assessed, for 1st year students at the beginning of the academic year was 57.6 ± ± 3.27, and at the end – 55.3 ± 3.03, in the 2nd year – respectively –55.3 ± 3.07–53.8 ± 2.71, in the 3rd year – 54.7 ± 2.78–52.52.47, in the 4th year – 52.6 ± 2.35–51.7 ± 2.36. The average value of HSTI at the beginning of the academic year was 55.0, and at the end it decreased to 53.5 conventional units, which means a decrease in physical performance among the surveyed students to a level below the "unsatisfactory" standard. It can be seen that HSTI not only increases by the end of the academic year, but also decreases from course to course of study.

The dynamics of the manifestation of the studied functional data in future teachers – teachers presented above suggests that the reasons for their pronounced deterioration by the end of the academic year and from course to course of study are, on the one hand, an increase in the volume of intellectual and creative loads, and on the other hand, restriction or termination of physical exercises or sports.

To determine the validity of this version, we conducted studies aimed at studying the relevant parameters of the functional state of the body on the example of students engaged in certain sports (Table 3).

The table shows that the heart rate of students – future teachers engaged in volleyball is 62.4 ± 2.12 beats/min. For "football players" students –63.5 ± 2.17 beats/min., and for students involved in mini-football – 64.4 ± 2.25 beats/min., while for students not involved in sports, it was equal to

68.4 beats/min. RR respectively amounted to: 12.4 ± 1.06; 11.7 ± 1.13; 10.9 ± 1.05 times/min, where their average value was 11.6 times/min. At the same time, students who are not involved in sports had a BH of 14.6 times/min.

The duration of breath retention during inhalation according to the Barbell test for "volleyball players" was 49.5 ± 4.15 seconds, for "football players" – 51.7 ± 4.19 seconds, for "mini-football players" it was 53.3 ± 4.24 seconds, the average value was 51.3 seconds. And for students not involved in sports, it was 30.6 seconds. The duration of breath retention on exhalation according to the Gencha sample was respectively: 34.3 ± ± 3.0; 36.7 ± 3.16; 38.5 ± 3.21 sec. and for students not involved in sports, this value was 25.4 seconds.

Indicators of physical performance according to IGST data were: for "volleyball players" – 67.5 ± 3.63, for "football players" – 69.7 ± 3.72, for "mini-football players" – 72.3 ± 3.81, where the average value for students involved in sports was 69.8, and for non-athletes – 54.2.

These data allow us to state the fact that students who do not engage in sports, all the studied indicators of the functional state of the body lag significantly behind similar indicators recorded in students engaged in sports.

Conclusions

Based on the analysis of the results of this study, it can be summarized that the students – future teachers who are not engaged in physical exercises or sports, the studied indicators of functional state were extremely low and improved to a certain extent under the influence of 30-hour planned physical education classes conducted with 1st year students in the first semester. At the same time, subsequent studies have shown that almost all functional indicators were characterized by a further decrease in their level by the end of the academic year and during the transition from one course to the next course of study. And for students who systematically engage in sports, the same indicators turned out to be relatively higher and were almost close to the values characteristic of athletes of mass categories. It should also be emphasized that it is important to continue research to study the degree of assimilation of knowledge in all academic disciplines provided for in the curriculum for training courses.

References

Egorchiev, A.O. Физическая культура / textbook. – M.: RSU named. I.M., Gubkina. 2020.– 94 p.

Sapechina, G.A., Olxovskaya E.B. Адаптация студентов к факторам профессионально-образовательной среды / Ped.magazine Bashkortostan, 2011.– № 6.– P. 57–63.

Olxovskaya, E.B. Профессионально-прикладная подготовка бакалавра средствами физкультурно-спортивной деятельности / Volga Scientific Bulletin,2015.– № 2.– P. 113–118.

Kovacheva, I.A. Содержание, методы и организационные формы ППФП студентов гуманитарных специальностей/ Diss. Ph.D. ped. sciences. 2002. – 175 p.

submitted 22.08.2023;
accepted for publication 20.09.2023;
published 28.12.2023

Contact: mamadaliyevq@gmail.com

The European Journal of Education and Applied Psychology 2023, No 4
ISSN 2310-5704

PREMIER Publishing
ppublishing.org

DOI:10.29013/EJEAP-23-4-120-125

PEDAGOGICAL EDUCATIONAL TECHNOLOGIES OF FUTURE PHYSICAL CULTURE SPECIALISTS IN HIGHER EDUCATIONAL INSTITUTIONS

Mamadova Feruzahan Mirzaakhmad daughter [1],

[1] Fergana State University, Uzbekistan

Cite: *Mamadova, F.M. (2023). Pedagogical educational technologies of future physical culture specialists in higher educational institutions. European Journal of Education and Applied Psychology 2023, No 4.* https://doi.org/10.29013/EJEAP-23-4-120-125

Abstract

The article provides information on the development of pedagogical technologies and competence of future physical culture specialists in higher educational institutions, pedagogical concepts and their relationship.

Keywords: *pedagogical culture, pedagogical studies, National Action Games, physical fitness, modernization, integrity, integrity, integrativity*

Introduction

Principles in pedagogical education – it is considered one of the priorities for the development of pedagogical education by a social society based on the requirements of such a specialist as a number of characteristics (many aspects, integrity, systemicity, stability, inextricably proportionality), and therefore implies the implementation of Education based on the principles of complexity, periodicity, subjectivity and innovation, in which the realization of this principle.

The principles for the development of pedagogical culture in future physical education teachers are priorities for the development of physical education, which are built on the principles of convergence and divergence and imply such qualities of the specialist as both universal integral (responsiveness, reflexivity, attitude) and special integral (tolerance, social activity, empathy), the development of which contributes to the formation of a professionally competitive At the stage of sustainable development, students in the higher education system of Uzbekistan are aimed at creating a new qualitative stage of development of competitive personnel and building a civil society with the help of them by introducing them into the educational process, mental and physical maturation. “Achieving a high level of physical education and the quality of life of the population in the Republic of Uzbekistan is an important condition within the framework of the implementation in practice of the strategic task – the sustainable development of the country. Within the framework of the implementation of the strategy of Action for the further development of the Republic of Uzbekistan, ensuring the necessary conditions for the regular participation of all residents of the country in physical education and sports throughout

their lives will be one of the main factors in solving this task.

Materials and methods

Integrity and integrity are not the same concepts in their meaning. Integrity cannot reflect the whole essence of the whole. It can only be an offshoot of a person's general movement towards completion. Russian scientist A. M. Navikov identified the main directions for reforming pedagogical education as a whole system, in which he outlined four main directions of educational goals: personality, Society, production and the sphere of education itself. It includes the humanization of the educational system, democratization, its progressive nature and orientation towards continuing education as an education throughout a person's life. Recognizing the fairness of the mentioned directions, let us dwell on the definition of progressive principles inherent in the development of Education.

Continuity and continuity are universal principles that require internal interaction, in addition to constant communication between individual parts, in relation to any activity of the learner. G. Y. Fayzullina expressed the integral essence of the principles of continuity and continuity, which, by continuity, understands the existence of interrelated learning tasks that go to each other throughout the entire period of education, ensuring the constant, objective and subjective advance of the learner at each time interval. Continuity is understood as stability within the boundaries of various stages and forms of education (preschool education, general education, after the OSM), that is, the unified organization of the forms of these stages within the framework of the holistic education system. The continuity of education provided for the interaction between educational institutions, providing a meaningful, technological and organizational sequence in education.

In different regions of the republic, it will be important to form sports complexes that meet foreign standards, organize activities, sports competitions and competitions on the basis of the development of Physical Culture in them. As a result of the systematic organization of sports games "sprouts of Hope", "perfect generation" and "Universiade" among students and students, representatives of our national team can also know from the places and victories occupied by the Olympic Games, World Championships, Asian Games and other international competitions. The main purpose of organizing the above events, games and sports competitions is to "promote a healthy lifestyle and the benefits of continuous exercise in physical education and mass sports in order to effectively carry out the moderate and long-term strategic tasks facing society, ensuring the involvement of all public institutions, non-governmental institutions and economic entities in this process". Sport is not only the basis of physical fitness, but also serves to preserve spiritual and mental perfection, harmful ideas and new habits associated with age in student-youth, to occupy their free time with health-improving work, to discover and correctly channel the abilities and talents in them from a young age.

Candidate of Pedagogical Sciences S. Bozorova, in her monograph" vocational – oriented teaching technology in Higher Education", defines vocational-oriented teaching technology as follows:" in education, a technology is understood that forms skills and qualifications that ensure the fulfillment of important personal qualities for their future professional activities, as well as functional obligations on their task." Continuous education is a system-forming factor and serves the social need of each person's personality for continuous development. This is determined by the origin of a large number of educational structural structures – basic, parallel, basic and additional, state and public, formal and informal types. Their interrelationship and interconditioning, their subordination to each other by degrees, orientation and coordination by purpose-essence, the provision of interaction between them, make the whole set of such structural structures a single system. "The goal of continuing education is not to educate a person throughout his life, but rather to be reflected in the need to learn to do it on his own. In other words, the system of continuing education is only sustainable if its developing character is inherent in it from the very beginning".

Continuity represents the main goal of improving the educational system – it consists in the integrity of the educational pro-

cess, integration (generalization) at all stages and levels in it. In other words, education is not continuous because a person has moved from one form of education to another, but rather by obtaining or working with a qualification of a certain level and nature, he can expand it in parallel and, if necessary, in different ways. Both through the established state and social education system, and through independent education, etc.

Integrativity and continuity implied the inclusion of a planned beginning in a continuously evolving process, which provided not only for the base value of further preparation, but also for the inclusion of a planned beginning in an inextricably evolving process, as well as the inclusion of an interrelated whole.

The humanistic orientation of the pedagogical process is one of the progressive principles of education and requires a continuous embodiment of the goals of society and the individual. Humanization of education plays an important role in the multifaceted process in modern society. The main ideas of scientists are reflected in such areas as the development of education and educational education, the integrity of the educational process, the differentiation of educational activities, the provision of Independent Education to students and the teaching of students to Independent Education, the formation of motivation in reading, the development of independent development and individuality of the teacher. This and other scientists focus their attention on the personality of those who receive education, and his strength to Independent Education activates the focus on the inner source of his knowledge-related activity.

Another Russian scientist was E. M. Dorozhkin defines the following principles of humanization of the educational process: the knowledge and acquisition of real human qualities by educators in the pedagogical process; the understanding of the social, spiritual essence of educators as human beings; the correspondence of the interests of a separate person with universal interests; the creation of social freedom in the pedagogical process to best show the; the level of development in relation to the qualities of the person being formed, his erudition and the quality of the pedagogical process.

Humanization of the content of professional education is the separation of humanitarian knowledge, reflecting the inner world of a person and his activities in the spiritual sphere; social sciences (law, philosophy, ethics, aesthetics, literature, psychology, etc.), helping to form the self-awareness of the person involved in the knowledge and reconstruction of the world, respecting human rights, freedoms, its honor and ethnomanguage, acquiring cultural values and moral norms, compliance with the society under construction, caring attitude towards nature; means optimizing the content of humanitarian education. In addition, this principle is reflected in pragmatization, diversification (compulsory and elective (according to the student's Choice) expansion of the range of Humanities) and integration (Organization of teaching and learning of interdisciplinary courses).

Theory is understood as a sufficiently developed form of scientific knowledge that allows a holistic reflection of legitimate and significant ties in a particular field of reality. Any theory is a holistic developmental system of real knowledge, which has a complex structural structure and performs a number of tasks. In the modern methodology of Science, the following basic elements of the theory are distinguished: 1) elementary foundations-fundamental concepts, principles, laws of management, axioms, etc.; 2) idealized object –an abstract model between the significant properties and relations of the subjects under study; 3) the logic of the theory is aimed at determining the structural structure of formal, ready-made knowledge and is dialectical, that is, a form of research aimed at identifying the interrelationships and categories, laws, principles and other forms of knowledge; 4) a set of laws and The main element of the theory is law, therefore, it can be considered as a system of laws that reflect the essence of the object being studied in one whole and in one identity.

Practice: 1) Creative Activity; 2) methods, skills of some kind of work; 3) Experience; 4) one of the forms of Education.

The principle of interrelation of theory with practice relies on the following laws: the quality of education is checked, confirmed and directed by practice; practice is the criterion of truth, the source of knowledge –

related activities and the field of application of educational results.

The organization of educational and production practices at all stages of education is aimed at ensuring continuity and continuity in the occupation of professional activities by students, based on the requirements for the level of graduate training.

The psychological content of the unit of education and training is that on its basis, personality, quality, worldview, moral qualities of students, mental abilities in them, aesthetic needs and taste, the development of physical qualities are considered important.

Let's consider pedagogical concepts" formation"," recovery"," socialization"," upbringing"," development " in terms of their interaction. If socialization is the process of formation of an individual in certain social conditions, in the process of which a person has a certain social experience, then upbringing is a goal-oriented process associated with the formation of a person using pedagogical influence in accordance with a certain socio-pedagogical ideal. Formation is understood as the entry of an individual into interaction with real reality, the peculiarity of physical and socio-psychological updates in the structural structure of an individual.

Result and discussion

The laws of education aimed at elevating Physical Culture in students are described in pedagogical theory as follows.

a) the law of the connection of education with social need, directed to the cultivation of the qualities of Physical Culture;

b) the law on the dependence of the popularization of the field of physical education and sports and the full introduction into the educational process on pedagogical conditions;

c) the law of interdependence of the development of the qualities of Physical Culture in students on education as part of a single pedagogical process;

g) the law of the involvement of students with general and professional orientation processes of increasing physical capabilities and strengthening physical will;

d) the law of the need for the implementation of the content, forms, methods, means of specialization disciplines in the unified pedagogical process with general professional disciplines.

Pedagogical scientist I. P. Podlasy defines formation as "the restoration of a person as a person as a social being, influenced by various factors – environmental, social, economic, ideological, psychological, etc." Formation refers to" some kind of completion of the human personality, puberty, stagnation". Development, in turn, involves constant and continuous changes, from one state to another, from simple to complex, from bottom to top.

O. pedagogical value of development. V. Nikiforov noted separately that according to him, "in the human body, the exchange of Natural matter is understood, as well as its involvement in the flow of life activity, especially in the specially pedagogically organized types of socio-positive activities, communication and relations, as aspirational-progressive, quantitative and qualitative, mental somatic and spiritual changes." The following types of development of human development are distinguished: physical, physiological, mental, social, spiritual.

"Recovery is a term that" refers to the efforts by an educator to build their own behavior independently, to understand their own behavior, and to make a relatively stable value choice.

Progress occurs in motion, is conscious, has mental significance, and is known as "why?", "for what purpose?"begins with the questions. The other side is provided by the need for action, that is, if activity has a new content, if it is necessary to carry out some kind of action (material, mental, emotional) in order for the concept to be formed and finally to have content.

The modernization process, as a complex process, covers all spheres of human life activity – economic, political-legal, cultural, etc. Universal changes require not only the renewal of the material and technological base, but also the transformation of the entire system of social institutions, changes in the direction of values, first of all, the growth of an innovative culture and the development of innovative thinking. Today, innovative activities are recognized as a priority of State Economic Policy. In this context, higher edu-

cation institutions are tasked with intensifying innovative activities.

Novation implies an amendment to the elements of this or that object, process, activity without changing their structural structure, content, in general, function, innovation has such general symptoms as Novation: 1) innovation of an advanced nature; 2) innovation that changes the structure, content, technology of the object, process, Activity; 3) innovation that needs to be introduced, reform is innovation carried out by state authorities, modernization is Innovative activity is an orderly, purposeful process for the introduction of innovations.

Conclusion

The concept of the innovation process is the process of creating, disseminating and applying innovations. The transformation of new types and methods (updates)of human life activity into social cultural norms and patterns that ensure their institutional formation, integration and strengthening in the culture of society.

Pedagogical innovations are innovations in the field of pedagogy, progressive changes aimed at the goal, the introduction into the educational environment of its individual elements and, in general, stagnant elements (innovations) aimed at improving the educational system. The criteria for pedagogical innovation are innovation, optimality, consequentialism, the possibility of creative application of innovation in mass experience.

The modernization of education provided for a significant renewal of educational activities, for which it provides for the differentiation of traditional and innovative educational processes in organizational, methodological and practical aspects. After all, it is precisely the traditional education system that guarantees flexibility, agility, variativity, flexibility, predictability, continuity, integrity, that is, reliability, robustness and stability in education.

References

The concept of development of educational and mass sports in the Republic of Uzbekistan for the period 2019–2023. National database of legislative data. February 14, 2019. URL: http://www.lex.uz

The concept of the development of physical education and mass sports in the Republic of Uzbekistan for the period 2019–2023. National database of legislative data. February 14, 2019. URL: http://www.lex.uz

Bozorova S. Professional-oriented teaching technology in higher education. Monograph. Tashkent.: – 70 p.

Innovacionnye tekhnologii v sporte i fizicheskom vospitanii podrastayushchego pokoleniya // Materialy respublikanskoj nauchno-prakticheskoj konferencii s mezhdunarodnym uchastiem. -Buhoro: Durdona, 2019.– 124 p.

Qayumovna, R.M. (2021). Examining and monitoring of the impact of hypo dynamic factors on the state of physical fitness in students. *Journal of Pedagogical Inventions and Practices*,– 3.– P. 40–43.

Tursinovich, K.A., Mirzaakhmadovna, M.F., & Alijonovich, E.T. (2022). 'Topical issues of pre-university preparation of students in the field of physical culture and sports. *Texas Journal of Multidisciplinary Studies*,– 7.– P. 253–255.

Mirzaakhmad, M.F. (2023). Development of Pedagogical Culture and Competence of Future Physical Culture Specialists in Higher Educational Institutions. *American Journal of Language, Literacy and Learning in STEM Education (2993–2769)*,– 1(6).– P. 62–68.

Мамадова, Ф. (2023). Bo 'lajak jismoniy madaniyat mutaxassislarining pedagogik madaniyati va kompetensiyasini takomillashtirishning pedagogik modeli. *Ижтимоий-гуманитар фанларнинг долзарб муаммолари/Актуальные проблемы социально-гуманитарных наук/Actual Problems of Humanities and Social Sciences.*,– 3(7).– P. 266–272.

Tursinovich, K.A., Mirzaakhmadovna, M.F., & Alijonovich, E.T. (2022). 'Topical issues of pre-university preparation of students in the field of physical culture and sports. *Texas Journal of Multidisciplinary Studies*,– 7.– P. 253–255.

submitted 22.08.2023;
accepted for publication 20.09.2023;
published 28.12.2023

Contact: fm.mamadova@pf.fdu.uz

The European Journal of Education and Applied Psychology 2023, No 4
ISSN 2310-5704

PREMIER Publishing
ppublishing.org

DOI:10.29013/EJEAP-23-4-126-129

SYSTEM OF PRINCIPLES OF NEUROPEDAGOGY

Yusupov Davronbek Firnafasovich [1],

[1] Urgench State Pedagogical Institute, Urgench, Uzbekistan

Cite: *Yusupov, D.F. (2023). System of principles of neuropedagogy. European Journal of Education and Applied Psychology 2023, No 4.* https://doi.org/10.29013/EJEAP-23-4-126-129

Abstract

The article analyzes the fundamental principles of a new direction in science – neuropedagogy, which arose at the intersection of pedagogy and differential psychology, forming the structure of a new direction in the educational process, and defining a number of pedagogical tasks necessary for their research. The processes that appear as a result of neuropedagogical communication of people in situations where there is no solution to the educational problem have been studied.

Keywords: *neuropedagogy, brain, psychology, potential, intelligence*

Introduction

The desire for the constant development of one's consciousness through learning has always been the prerogative of the functionality of the brain in its natural development. Such aspiration, expressed in curiosity and knowledge, determines the need to solve the problems of implementing these needs in neuropedagogy as a task of the educational process. Also, neuropedagogy studies education and cognition from the perspective of physiological and psychological processes, which, in turn, requires the creation of the necessary sanitary and comfortable conditions for the educational process.

In the conditions of increasing commercialization of school, higher, and additional education in the field of teaching various subjects and professions, respectively, it is forced to admit that growing demand gives rise to supply, which does not always correspond to a high quality mark. Interest in mastering information technology skills does not wane in secondary schools, but here the computer science teacher in the system of free additional education and the school teacher are on opposite sides of the barricades, feeling almost like competitors, and sometimes even trying to discredit each other's authority. It seems that the teacher sincerely wants to teach the modern student, and the student sincerely wants to learn, but something goes wrong. In our opinion, it is necessary to create such a mutually supporting educational environment exclusively on the basis of neuropedagogy. The development of digital information, communication and pedagogical technology raises the question of both the development of new pedagogical technologies and the involvement of the latest data obtained in related fields of knowledge such as artificial intelligence, neurotechnology, and neuropsychology.

Literature review

Today, mastering information technology skills is a very important means for effectively mastering various subjects, so that a school, college, or higher school graduate has mastered the tools of computer technology at a modern level and is competitive in the labor market, and therefore they spare no effort or effort means to achieve their ambitious goals. As A. V. Tsvetkov correctly notes in his monograph "Neuropedagogy for Teachers: How to Teach According to the Laws of Brain Function," one gets the feeling that children in our country are given birth only to send them to school, but the child has a future ahead of him. still preschool childhood, then school and higher education, as well as additional education (Tunku, Ya. A., 2000, Tsvetkov, A. V., 2017, Kazachonak, V. V., 2020).

Currently, neuroscience has made significant advances in many areas of scientific activity, including both the natural sciences and the humanities. As a consequence of this, positive results are observed in all areas of research into the central nervous system of both humans and, in general, living beings (Kazachonak, V. V., 2020, Arnold, R., 2006).

Strange against this background is the absence in the field of neural study of the world of such a branch as neuropedagogy, designed to use the achievements of neural sciences in such an important field as human training using data in the field of activity of neural functions to create pedagogical methods for the education and development of youth and adults. The question of such a science and its purpose is the subject of controversy in various countries and often boils down to the fact that instead of neuropedagogy, it is proposed to consider this science from the point of view of neuropsychology, limiting the issues of pedagogy to psychological correction and pedagogical training of patients with deviations in the field of the mental system. Thus, the essence of the definition of the proposed new field of knowledge in its scientific interpretation is closely related to psychology, becoming a science of theories and methods of education, based on the basic foundations of modern neuroscience. Neuropedagogy comes from the words "neuron" (nerve cell), "pedagogy" (pedagogy) and the Greek word "psyche" (soul).

Genetically determined properties of the brain, from the point of view of their dependence on the experience of previous generations in the search for the meaning of certain moments of social existence, play a fairly significant role in the research system of neuropedagogy. The significance of this role gives scientists reason to talk about the constant mode of brain activity within the framework of combining previous experience with newly emerging circumstances. The last understanding or belief appears at the moment when the brain builds the foundation for existing knowledge and ideas. (L. S. Vygotsky's concept of the practical and immediate spheres of development) (Vygotsky, L. S., 1996).

Discussion

Neuropedagogy explores the connotative side of the human social sphere as a special, significant part of the educational process, a vital component of the useful activity of the brain. Research in the field of neuropedagogy gives reason to come to the conclusion that educational material received in a comfortable environment for the student is better remembered and receives a stable association with the corresponding situation. Psychological observations prove that emotional factors contribute to the development of students' thinking and creativity, and emotional intelligence (EQ) is as important as IQ. It is shown that such psychologically comfortable emotional learning is necessary for both children and adults.

Research in the field of neuropsychology has proven this ability of the brain. Neuropsychological studies show that the brain can simultaneously "see" objects as a whole and a part, disassemble and assemble them at the same time. Analysis and synthesis are the main components of teaching the thought process, the interaction of which determines its development and therefore their joint application requires appropriate improvement with the help of the necessary techniques and teaching methods. Educational material must be presented in the style of the whole and the particular interacting with each other, in such manifestations as analysis and synthesis, direct and inverse methods of solving problems, specification and generalization, etc.

The learning process involves a person receiving a much larger amount of information than he imagines in reality, which becomes possible thanks to the simultaneous conscious and subconscious activity of the brain. As a result of such simultaneous activity, the factors influencing students include not only the information presented by the teacher, but also the entire complex of internal and external sensations, including both a specific learning situation and all previous life experience in its various manifestations.

Another significant factor influencing the course of research in neuropedagogy is the presence of two memory systems in the brain: visual-spatial and the "learning" system. The significance of this factor lies in the fact that these systems assimilate the acquired knowledge in different ways, with the visual spatial one being more natural for the functioning of the learner's brain. Compared to the first, the second system is more artificial and labor-intensive. Knowledge entering the memory "storage" through the "learning" system is unstable and unproductive, which usually leads to its haphazard and unorganized placement in memory cells. Accordingly, the more such information is "stored" in memory, the more difficult it is for the brain to find it. In contrast to the learning system, visuospatial storage systems are organized according to the principle of "inventory and context", as in a library. This principle leads to the fact that information can not only be "stored", but also quickly found and reproduced.

Creative people do not tolerate violence either against themselves or others. This is why neuropedagogy does not accept the way some teachers destroy the atmosphere of creativity by trying to maintain strict academic discipline in the classroom. Another significant aspect in the research system of neuropedagogy is that the brain of each person is unique within the framework of the theory of the principle of uniqueness. The uniqueness of each person creates a vector of movement of pedagogical thought towards the need for the most individual approach to learning.

Methodology

Based on the above-mentioned principles of neuroeducation, this learning science has identified a number of educational problems for research. The basis of such research is the study of neuropedagogical mechanisms of awareness and behavior of educational groups, their personal, subjective and individual relationships, as well as the principles that form a single neuropedagogical space.

The main objective of this study is to identify the potential of neuropedagogy for the development and implementation in educational practice of psychodiagnostic and psychocorrectional technologies that automate the professional activities of teachers and psychologists in the modern ICT situation.

Based on the most important provisions of neuropedagogy, the following points can be highlighted to increase the effectiveness of training:

1) attention,
2) active interaction,
3) return errors,
4) consolidation (from slow, conscious, effortful thought processes to fast, unconscious, automatic ones) in work (Kazachonak, V. V., 2020, Vygotsky, L. S., 1996).

Based on this vector of further development, it is possible to study objective psychological phenomena and patterns that arise as a result of neuropedagogical communication between people in the context of solving one educational problem.

In neuroeducation, an important factor determining the effectiveness of the learning process is determining the level of its starting position. The basis for the formation of the learning process is the presence of well-prepared brain structures. In addition, brain researchers highlight strong emotional connections between connections as a critical condition for optimal brain development (Kazachonak, V. V., 2020).

Thus, we can come to the conclusion that the organizational and pedagogical conditions for the effectiveness of training systems in the methodological base of neuropedagogy can be the following (Abylova, G. Zh., 2023, Yusupov, F., Yusupov, D. F., Ashirova, A. I., Bekchanov, B., 2020): Purpose and creation of the basic properties of the learner model; Concretization of formulations and construction of ontology of the subject area.

The system of factors that contribute to increasing the effectiveness of the educational process can be represented as: Motivation for

the learning process, based on their intended further use in a professional career; Intellectual abilities (IQ level, special skills, social intelligence); psychological characteristics (personality type, level of creativity, ability to work in a team); life factors (social environment, living conditions, etc.) (Abylova, G. Zh., 2023).

Conclusion

The basic rules of neuropedagogy are based on the use of the individual capabilities of the human brain. Based on them, it is possible to give certain recommendations on how to use the capabilities of each person**.**

Thus, in addition to the components traditionally identified in the training system (didactic, epistemological, psychological, cybernetic), it is necessary to add a neuropedagogical component. In general, the proposed approach to the educational space from the perspective of synthological integration is very promising and allows us to take a fresh look at the problems of teaching and upbringing, which can be effectively used in special psychology and pedagogy.

Currently, neuropedagogy must be classified as a special area of pedagogy, which covers not only borderline pathology, but also the norm, taking into account functional asymmetries of the brain. Therefore, higher education needs to raise the question of the need to develop and implement special courses in neuropedagogy for teachers and future teachers.

References

Abylova, G. Zh. (2023). Digital education as a condition for theoretical and practical training of students of pedagogical universities, *Khalk talimi* – No. 5.– P. 132–135.

Arnold, R. (2006): Die Unzeitgemäßheit der eLearning Didaktik. Arnold, R.; Lermen,– M. (2006) (Hrsg.): eLearning-Didaktik. Grundlagen der Berufs- und Erwachsenenbildung, Band 48.Baltmannsweiler: Schneider Verlag Hohengehren GmbH,– P. 11–29. URL: https://www.fachportal-paedagogik.de/literatur/vollanzeige.html? FId=756453

Kazachonak, V.V. (2020). Application of neural networks in training. Informatics and education.– (2).– P. 41–47. URL: https://doi.org/10.32517/0234-0453-2020-35-2-41-47

Tsvetkov, A.V. (2017). Neuropedagogy for teaching. Uchebnoe posobie.– M.: Sport and culture-2000, 2017.– 128 p. URL: https://www.twirpx.com/file/2936114

Tunku, Ya.A. (2000). Fundamentals of neuropedagogy: history, theory and practice. News of the Russian State Pedagogical University. A.I. Herzen,– P. 203–208.

Vygotsky, L.S. (1996). The problem of learning and mental development at school age. Theories of learning. Reader. Part 1. Domestic theories of teaching. Ed. N.F. Talyzina, I.A. Volodarskaya.– M.: Editorial and Publishing Center “Help”.

Yusupov, F., Yusupov, D.F., Ashirova, A.I., Bekchanov, B. (2020). Improving The Effectiveness Of Lecturesby Using The Methods Structuring The Composition Of The Programming Discipline. European Journal of Molecular & Clinical Medicine,– Volume 07.– Issue 07.– P. 1093–1108. URL: https://ejmcm.com/uploads/paper/c7ab307910d5ff3b6026089f27e2ff83.pdf

submitted 22.08.2023;
accepted for publication 20.09.2023;
published 28.12.2023

Contact: Ydavron@mail.ru

The European Journal of Education and Applied Psychology 2023, No 4
ISSN 2310-5704

PREMIER Publishing
ppublishing.org

Section 6. Preschool education

DOI:10.29013/EJEAP-23-4-130-135

THE ROLE OF COGNITIVE ACTIVITY IN THE DEVELOPMENT OF 6–7 YEAR OLD STUDENTS IN PRESCHOOL EDUCATIONAL ORGANIZATIONS

Abdugopirova Feruza Akramjon kizi [1]

[1] University of Business and Sciences Non-State Higher Educational Institution, Uzbekistan

Cite: *Abdugopirova, F.A. (2023). The Role of Cognitive Activity in the Development of 6–7 Year Old Students in Preschool Educational Organizations. European Journal of Education and Applied Psychology 2023, No 4.* https://doi.org/10.29013/EJEAP-23-4-130-135

Abstract

This article reveals the role of activity in the mental development of preschool children, the advantages of cognitive activity, cognitive activity is a socially significant quality of the individual, and in the process of child development the world of objects and actions expands. linguistic tasks performed with their help, the acquisition of connections between people, the development of motives for cognitive activity, the formation of various types of activities in preschoolers, the importance of didactic games in the development of children's mental potential through play.

Keywords: *development, preschool education, child, personality, activity, cognition, cognitive, learning, game, didactic game, communication, result, teacher, educator, abilities*

Introduction

Education never stops or takes a break. Because the future of our country, the future of our people, and the reputation of our country in the world community depend, first of all, on what kind of people our children will grow up to become.

In our country, comprehensive reforms aimed at the interests of the people are being carried out within the framework of the Strategy of Actions on the five priority directions of the development of the Republic of Uzbekistan, developed at the initiative of the head of our state.

Methods

Today, development and implementation of a unified state policy in the field of preschool education, strengthening the material and technical base of preschool education organizations, providing them with qualified pedagogues and educators, applying modern educational programs and technologies to educational processes development of advanced pedagogical methods and methods that meet modern requirements in this field, creating and publishing a new generation of educational and educational-methodical literature, all-round intellectual, spiritual-aesthetic, and

physical development of children and their improving the quality of school preparation is an urgent task. The field of pre-school education, being the first link of the continuous education system, plays an important role in the further education system, in preparing the child for school.

Our state is paying special attention to the improvement of this sector. The legal basis for this is the Decree of the President of the Republic of Uzbekistan dated May 8, 2019 No. PQ-2707 (Decree of the President of the Republic of Uzbekistan "On measures to further improve the pre-school education system in 2017–2021" dated December 29, 2016 PQ-2707), dated September 30, 2017, "On measures to fundamentally improve the management of the preschool education system" "Decree No. PF-5198 (2017-yil 30-sentyabrdagi "Maktabgacha ta'lim tizimi boshqaruvini tubdan takomillashtirish chora-tadbirlari to'g'risida"gi PF-5198-sonli Farmoni), Decision No. PQ-3261 dated September 9, 2017 "On measures to fundamentally improve the preschool education system" (Resolution of the President of the Republic of Uzbekistan dated September 9, 2017 No. PP-3261"on measures to radically improve the pre-school education system", as well as The Minister of Education No. 1 of June 18, 2018 "State requirements for the development of children of primary and preschool age" (2018-yil 18-iyundagi 1-mh-sonli "Ilk va maktabgacha yoshdagi bolalar rivojlanishiga qo'yiladigan davlat talablari") and the State Curriculum of the preschool education organization "Ilk Cadam" (Resolution of the Board of the Ministry of Preschool Education of the Republic of Uzbekistan dated July 7, 2018 No. 4) are in practice state documents such as These decrees and decisions strengthen the material and technical base of the preschool education system, provide them with qualified pedagogues and educators, fundamentally improve the level of preparation of children for school education, and implement modern educational programs and technologies in the educational proces., is of particular importance in solving current issues such as creating conditions for all-round intellectual, moral, aesthetic and pysical development of our children.

Result and discussion

The problem of learning the ways and methods of developing the cognitive activity of preschool children is one of the important problems of pedagogy. As we all know, the doors of great opportunities are opening in the field of preschool education based on today's demand. It is necessary to cover all aspects of the educational process in order to prevent the emergence of an ideological gap in the minds of the children of the preschool educational organization, to carry out the urgent tasks of educating them in the spirit of love and loyalty to the motherland. In this process, it is important to form and develop the interest of students, to ensure their activity.

Along with cognitive activity, the term cognitive ability is widely used in the sources. Cognitive ability is the main activity of children, it is of great importance for the intellectual development of the child, clarifying his knowledge about the world around him. In his studies, V. Davidov emphasizes the need to move in order to find a goal. The more diverse the activity, the greater the possibility of identifying and predicting the goal.

Ibn Sina, who was one of the followers of Farabi's teachings, also paid great attention to education and training, mental and moral maturity, and the issue of regularly acquiring knowledge throughout his life in order to achieve spiritual elevation. Ibn Sina's pedagogic process covers phenomena of different directions, and it combines educational, educational and educational fields. In this, great attention was paid to science, he meant educational and educational process as a way to acquire knowledge and achieve moral maturity. Ibn Sina made a very valuable practical contribution to intellectual perfection theoretically, as well as intellectual, physical, moral, aesthetic education and various developments in teaching certain crafts.

Modern pedagogues believe that the source of teaching and development depends on the knowledge and competence of teachers. It is recommended to use two indicators:

– the child acquires new knowledge with the help of adults;

– to develop the child's ability to independently use and apply acquired knowledge.

General important competencies of a preschool child according to State requirements

and the "First Step" educational program are as follows:

Communicative competence – the ability to use communication tools in different situations.

Game competence is a child's creative use of experience, knowledge and skills in the game process and its organization. It is the basis for educational activities.

Social competence is the ability to behave in life situations in accordance with the rules and norms of communication with adults and peers.

Cognitive competence is a conscious perception of the surrounding world and the use of acquired knowledge, skills, competences and values to solve educational and practical tasks.

The child's competencies are determined in the following areas of child development:

- physical development and formation of a healthy lifestyle;
- socio-emotional development;
- speech, communication, reading and writing skills;
- development of cognitive process;
- creative development.

In the field of physical development and the formation of a healthy lifestyle, activities are carried out to embody the activities of children, to connect them with life, and to develop the skills of children to protect themselves from dangerous diseases and unpleasant situations.

In socio-emotional development, children are expected to develop altruism, care, help, kindness, positive attitude towards others and family members based on stories and fairy tales. Also, the skills of using communication tools in different situations are developed.

Speech, communication, reading and writing skills – speech, communication, reading and writing skills are developed in speech, communication, reading and writing classes.

The development of the cognitive process is carried out during all activities in preschool education. In this, the child's intellectual abilities are developed. Children's needs for knowledge are met during classes, extracurricular activities, and trips.

Based on the above thoughts, let's ask ourselves a question: What is cognitive activity? Cognitive activity is a socially significant quality of personality and is formed among children of preschool age in various types of activities. Activity is a characteristic of a person, which is manifested in a person's attitude to activity: the state of readiness, the desire for independent activity, the quality of its implementation, the choice of optimal methods of achieving the goal. Cognitive activity reflects the interest of older preschool children in the need to use different methods of action to collect and expand new knowledge, skills, inner determination and known knowledge. Cognitive activity – the pursuit of complete information about world objects and events. As factors affecting the formation of the child's cognitive activity, the authors who studied this problem focus on the following: Changes in the parameters of the normative situation, with an increase in the level of complexity of the situation, that is, an increase in the number of external parameters of the situation and the possibility of action with the same methods, older preschool children's age affects the manifestation of cognitive activity, the cognitive activity shown by the child increases.

According to Russian psychologists, one of the indicators of the level of mental development of preschool children is the ability of children to learn. The basis of this concept was L. S. Vygotsky has two levels of mental activity: relevant and prospective. The second is directly related to intellectual development. Education is effective only if it is carried out within the framework of prospective and practical development. Activating the cognitive activity of older preschool children includes a certain stimulation and strengthening of the cognitive process. Knowledge itself can be manifested as a sequential chain of perception, memorization, storage, understanding, repetition and interpretation of acquired knowledge. As you can see, activation can occur in all stages at the same time, but it can also happen in any stage. It is based on this logic that educational development programs for preschool children: the creation of conditions for intensive cognitive activity before normal cognitive activity, and then the internal need for self-education.

In fact, based on the information given above, the cognitive process occurs in every

type of activity of children of preschool age. According to the national program of personnel training, the first stage of education, which lays the foundation of education, ensures the healthy and comprehensive development of the child, instills a sense of desire to study, regular prepares to take the lim.

Children of preschool age are very curious, ask a lot of questions and want to know everything. And the educator-pedagogue should answer countless questions of children, taking into account their young aspects. The organization of preschool education instills in the child a sense of desire to know, prepares him for regular education. Current work in this system consists of creating modern training manuals, technical tools, toys and didactic games and developing methodical recommendations. The importance of pedagogical technologies in ensuring the effectiveness of the teaching process is very appropriate. The peculiarity of the use of effective technologies in the process of activity is that they are carried out during the interaction of educators and children and questions and answers held with each other. A pedagogue-educator should prepare for such activities in accordance with the requirements of the time. This, in turn, requires them to focus on creating a ground for their creative activities and conducting explanatory work when drawing up plans aimed at the development of education. Among them are cultural and educational events and developmental games that increase children's potential in preschool educational organizations. The game is one of the effective and positive activities used by adults in the education of preschool children. This process opens the door to a wide range of opportunities for children's education in preschool educational institutions. The game not only strengthens the knowledge and imagination formed in the child, but also appears as a unique form of the child's active cognitive process.

In this process, the child acquires new knowledge from the educator-pedagogue, it serves as a foundation for the child's preparation for school. In addition, through didactic games, the child seeks to learn directly. Didactic games are directly connected with the learning process. Didactic games are an important means of mentally educating a child. Educational games form children's cognitive processes and thinking skills. An important aspect of didactic games is aimed at developing children's active thinking, independence, and speech. During the game, the child interprets his actions, tells how he completed the given task or how he got out of this problematic situation, answers the question of adults, communicates with his peers, speech culture is formed, self-confidence is formed are brought up, communication skills, memory, attention, information perception skills are formed.

Formation of thinking, speech, and communication skills in children of preschool education age, formation of their interest in learning as a natural need is one of the important conditions for preparing children for school education ("Maktabgacha ta'lim metodikasi" jurnali. 2018-y 2-son, 15-b.).

We can divide the games in the preschool education system into the following components:

* didactic * educational * developmental

These types of games mainly serve to develop the mental and brain activity of the child.

One of the components of the didactic game is the rules of the game. Their content and direction are determined depending on the general tasks of forming the personality of the child and the group of children of preschool age, cognitive content, game tasks and game actions in their development and enrichment. Rules are given in the didactic game. Using the rules, the teacher controls the game, the processes of cognitive activity of older preschool children with hearing impairment, and their behavior. Game activities adapted to each type of activity should correspond to the age characteristics of the child from a psychological and pedagogical point of view. It is an important factor to be chosen carefully, to avoid homogeneity from each activity and, of course, most importantly, to encourage the winner at the end of the game.

Conclusion

Indicators of activity that should be developed in older preschool children can be: initiative, energy, intensity, scope, breadth, scale of results (characteristics of activity), integrity, interest, curiosity (positive attitude to activity), independence, self-control, aware-

ness of activity, will (satisfaction in achieving the goal, perseverance, bringing things to the end), determination, expediency, creativity.

Based on these thoughts, the concept of "I" is formed in the child as a result of educational influence taking into account the psychological characteristics of each young age. The earlier the concept of self-awareness wakes up in a child, the faster a personal point of view and an assessment of his mental and physical capabilities appear.

Mental games are directly related to the educational process, radically change the child's worldview and encourage independent and logical thinking. Mental games teach school-age children to be able to freely express their thoughts and to communicate, to apply knowledge and skills about the environment in life. Children's thinking ability, speech culture, as well as logical thinking develop.

In conclusion, it is worth mentioning the following:

– effective solutions for preparing preschool children for school through the development of cognitive activity;

– it is possible to create a non-traditional educational environment focused on the development of cognitive activity in preparing children for school;

– self-confidence, communication culture, independent thinking and creative activity arise in children through game activities.

References

Ўзбекистон Республикаси Президентининг 2019 йил 8 майдаги "Ўзбекистон Республикаси мактабгача таълим тизимини 2030 йилгача ривожлантириш Концепцияси тўғрисида"ги ПҚ-4312-сон Қарори // Қонун ҳужжатлари маълумотлари миллий базаси, 10.05.2019 й., 07/19/4312/3106-сон; 09.10.2020 й., 07/20/4857/1357-сон.

Ўзбекистон Республикаси Президентининг 2016 йил 29 декабрдаги "2017–2021 йилларда мактабгача таълим тизимини янада такомиллаштириш чора-тадбирлари тўғрисида"ги ПҚ-2707-сонли Қарори // Ўзбекистон Республикаси қонун ҳужжатлари тўплами, 2017 й., 1-сон, 11-модда, 35-сон, 923-модда; Қонун ҳужжатлари маълумотлари миллий базаси, 31.07.2018 й., 06/18/5483/1594-сон; 01.01.2020 й., 07/20/4555/4257-сон.

2017-yil 30-sentyabrdagi "Maktabgacha ta'lim tizimi boshqaruvini tubdan takomillashtirish chora-tadbirlari to'g'risida"gi PF-5198-sonli Farmoni// Qonun hujjatlari ma'lumotlari milliy bazasi, 30.09.2017-y., 06/17/5198/0043-son; 09.10.2020-y., 07/20/4857/1357-son.

Ўзбекистон Республикаси Президентининг 2017 йил 9 сентябрдаги "Мактабгача таълим тизимини тубдан такомиллаштириш чора-тадбирлари тўғрисида"ги ПҚ-3261-сонли Қарори // Ўзбекистон Республикаси қонун ҳужжатлари тўплами, 2017 й., 37-сон, 984-модда; Қонун ҳужжатлари маълумотлари миллий базаси, 09.10.2020 й., 07/20/4857/1357-сон.

2018-yil 18-iyundagi 1-mh-sonli "Ilk va maktabgacha yoshdagi bolalar rivojlanishiga qo'yiladigan davlat talablari".

Ўзбекистон Республикаси Мактабгача таълим вазирлигининг 2018 йил 7 июлдаги 4-сонли ҳайъат йиғилиши қарори.

"Maktabgacha ta'lim metodikasi" jurnali. 2018-y 2-son, 15-b.

Abdug'opirova F. A. Kognitiv faoliyatni rivojlantirish orqali maktabgacha yoshdagi bolalarni maktabga tayyorlash – pedagogik muammo sifatida // Xalq ta'limi ilmiy jurnali. 2022. № 2. -B.120–123. (13.00.00; № 17).

Абдуғопирова Ф. А. Когнитив фаолиятни ривожлантиришнинг дидактик тизими-мактабгача ёшдаги болаларни мактабга тайёрлашнинг устувор омили сифатида // НамДУ илмий ахборотномаси.– Наманган, 2022. № -7.–Б. 347–352. (13.00.00; № 30).

Abdugopirova F. A. The conception of "Cognitive activity", its pedagogical-psycological actuality and contextual analysis // Berlin Studies Transnational Journal of Science and Hu-

manities. 2022. T. 2.– № . 1.5 Pedagogical sciences. – P. 68–73. № 7. URL: https://doi.org/ 10.5281/zenodo.5929046
Abdugopirova F.A. Description and analysis of pedagogical-psychological cognitive activity and related concepts // Current research journal of Pedagogics. 2022.– T. 3.– № . 01.– P. 59–66. (Global Impact factor – 5.714).
Акбаров O.E. Adabiyot, pedagogika va didaktika // Общество и инновации.2021.– T. 2.– № 3. – P. 28–33. (OAKning 2020 yil 31 dekabrdagi 01–11/1999 sonli xati).
Akbarov O.E. Badiiy adabiyotda oila tarbiyasi bilan bog‘liq etnopedagogik qarashlarning ifodalanishi // Xalq ta’limi ilmiy jurnali. 1/2022. 82–87 betlar. (13.00.00; № 17).
Ergashevich A.O. Theoretical and methodological fundamentals of pedagogical study of the works of writers // Berlin Studies Transnational Journal of Science and Humanities. 2022.– T. 2.– № 1.5 Pedagogical sciences. URL: https://doi.org/10.5281/zenodo.5928938 (13.00.00; № 7).
The illumination of the role of family and society in the upbringing of the younger generation in the prose of Chingiz Aitmatov // Current research journal of Pedagogics (crjp) sjif (Impact factor)-5.714.2022.– T. 3.– № 01.– P. 50–58. URL:https://doi.org/10.37547/pedagogics-crjp-03–01–09
Akbarov O.E. Chingiz Aytmatov ijodida pedagogik qarashlar. Pedagogika fanlari bo‘yicha falsafa doktori (PhD) dissertasiyasi.– Namangan: 2023.
Abdug‘opirova F.A. Kognitiv faoliyatni rivojlantirish orqali maktabgacha yoshdagi bolalarni maktabga tayyorlashning didaktik tizimi. Pedagogika fanlari bo‘yicha falsafa doktori (PhD) dissertasiyasi.– Namangan: 2022.

submitted 22.08.2023;
accepted for publication 20.09.2023;
published 28.12.2023

Contact: shahinabonu16@gmail.com

The European Journal of Education and Applied Psychology 2023, No 4
ISSN 2310-5704

PREMIER Publishing
ppublishing.org

Section 7. Primery vocational education

DOI:10.29013/EJEAP-23-4-136-141

BASIC ELEMENTS OF A TRIANGLE: BISECTOR, ALTITUDE, MEDIAN

Tarana Gashimova [1], ***Narmina Chelyabieva*** [1]

[1] Faculty of Mechanics and Mathematics, Baku State University, Baku, Azerbaijan

Cite: *Gashimova, G., Chelyabieva, N. (2023). Basic Elements of a Triangle: Bisector, Altitude, Median. European Journal of Education and Applied Psychology 2023, No 4.* https://doi.org/10.29013/EJEAP-23-4-136-141

Abstract

Issues of teaching mathematics are related to the search for innovative approaches to teaching, both in secondary school and at university. The volume of knowledge is constantly growing, and therefore the possibilities for interactive learning are expanding. This article provides an example of conducting an interactive lesson in geometry in a high school. All stages of the interactive lesson are considered and the results of the lesson are summed up.

Keywords: *mathematics, motivation, worksheets, research question, conclusions*

1. Introduction

The 21st century is marked by significant changes in people's lives. These changes in one way or another affect our daily lives, careers, our thinking and changes in attitude toward certain issues. Adaptation to these changes poses a number of problems for a person. This series includes concepts such as lifelong education, critical thinking, teamwork, tolerance, active use of telecommunications and modern technologies, etc.

Considering the exceptional importance of education, it should be noted that every teacher must constantly work on himself. Taking into account the needs of children, it is no longer possible to teach children using old methods and approaches. Therefore, along with traditional lessons, students' need for interactive learning is growing.

This article presents a detailed geometry lesson that meets all the requirements of an interactive lesson.

2. Main part (lesson progress)

Motivation. Guys, today we will learn the main elements of one of the most important figures of planimetry, the name of which is encrypted in the crossword puzzle. To do this you must solve the crossword puzzle.

1) The science of geometric shapes and properties. (Geometry).

2) Angles that have a common vertex and whose sides continue each other are called? (Vertical).

[1]G	E	O	M	E	T	R	Y			
			[2]V	E	R	T	I	C	A	L
					I					
				[3]R	A	Y				
				[4]A	N	G	L	E		
			[5]D	E	G	R	E	E		
					L					
[6]A	D	J	A	C	E	N	T			

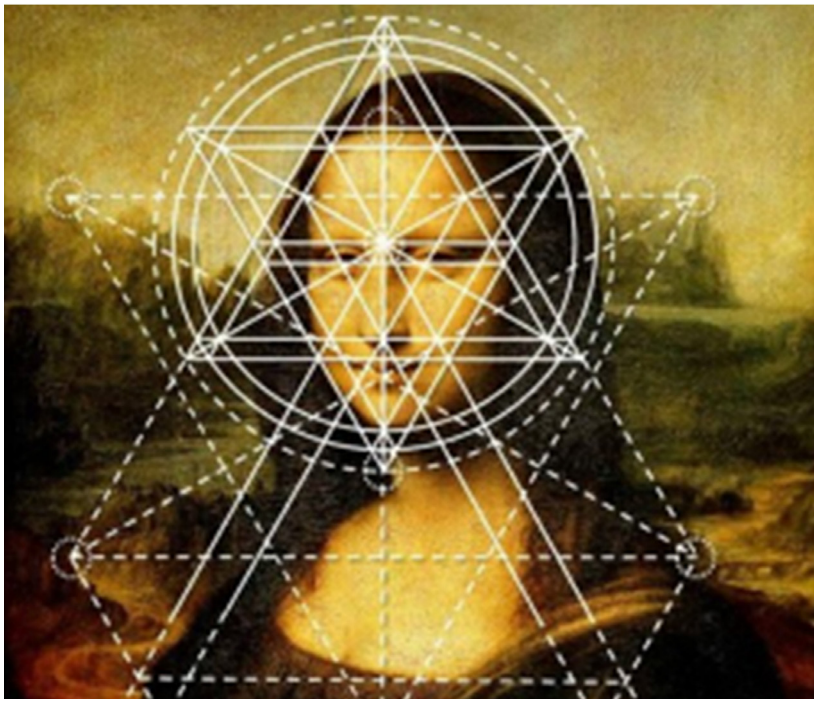
3) A point divides a line into parts, each of which is called? (Ray)

4) The part of the plane bounded by two rays from the common beginning is called... (Angle)

5) Unit of measurement of angles? (Degree)

6) Two angles into which the unfolded angle is divided its angle is called an internal ray? (Adjacent)

Figure 1.



So, today we will go through the main elements of the triangle.

In general, the triangle has a special place not only in mathematics but also in art.

For example, in the painting "Mona Lisa" (Gioconda) by the famous artist Leonardo da Vinci, the outlines of the figures form a triangle.

There is also the Bermuda Triangle, which you may have heard of. The brightest minds are trying to explain the mysterious phenomena occurring here. The Bermuda Triangle is a small area located in the Atlantic Ocean, in which disappearances seem to occur, covered in the secrets of the sea and air layers.

And that's not all, of course; triangles are found in many other areas of science.

Formulation of the problem. Our task is to determine the location of the bisectors, medians, altitudes of the triangle and determine their points of intersection, namely the points of intersection of heights.

Research question: How are the main elements of the triangle located? what properties do they have?

Standards (headings):

- Understands the relationship between the bisectors of a triangle and depicts them geometrically;
- Understands the property of medians of a triangle and depicts them geometrically;
- Understands the property of the altitude of a triangle and depicts it geometrically.

Guys, today I will divide you into 3 groups and give you worksheets.

After reviewing the solution to the problem in the sample, each group will have to solve the problems on their worksheet.

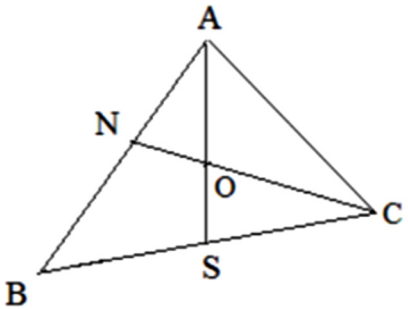
Group Worksheet № 1
Topic: Bisector of a triangle

1. The bisector BM is drawn in triangle ABD. Find ABM if angle B is 124 degrees.

2. Find the angle between any bisector of an equilateral triangle and the opposite side.

3. In triangle ABC, bisectors AS and CN are drawn. If $B = 40°$ find $\angle AOC$.

Fiqure 1. *Triangle ABC with the bisectors AS* and *CN*



A) 100° ; B) 110° C) 120° D) 100°

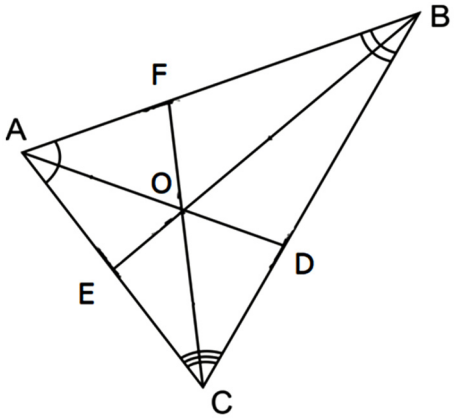
Sample.

Definition. An angle bisector is a ray emanating from the vertex of an angle and dividing this angle into two equal angles.

The three bisectors of a triangle always intersect at one point, always inside the triangle

Task. In triangle ABC $\angle A = 60°$, $< B = 82°$. AD, BE and CF are bisectors intersecting at point O. Find $\angle AOC$.

Figure 2. *Triangle ABC with the given bisectors*



Solution. Let's find angle C. It is equal to $180° - 60° - 82° = 38°$.

Note that in triangle AOC the acute angles are equal to the halves of angles CAB and ACB, that is 30° and 19°

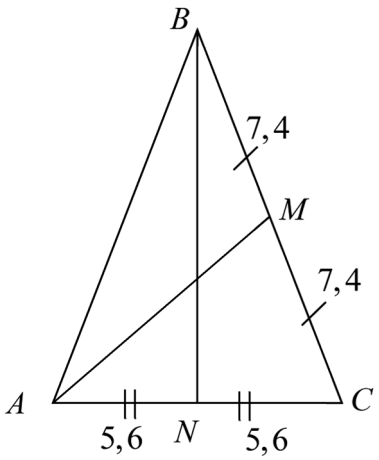
In triangle AOC, the sum of angles is:

$\angle OAC + \angle ACO + \angle AOC = 180°$

$30 + 19 + \angle AOC = 180°, \angle AOC = 131°$.

Answer: $\angle AOC = 131°$.

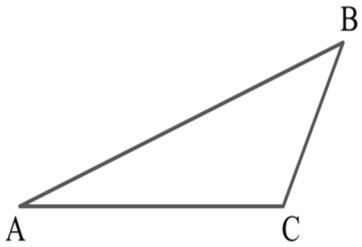
Group Worksheet № 2
Topic: Median of a triangle

	Sample.
1. In triangle ABC, median CN is drawn to side $AB = 16,4$ *sm*. Find AN.	Definition. Median is a line connecting the vertex of a triangle to the middle of the opposite side. Three medians intersect at one point, always inside a triangle.
	Task. In an isosceles triangle ABC with base AC, the medians AM and BN are drawn. Find the perimeter of triangle ABC if $AN = 5,6$ in. and $BM = 7,4$ in.
	Figure 3. *Triangle ABC with the medians AM and BN*
2. AM, BN and CK are the medians of triangle ABC with a perimeter of 48,12 *sm*. $AN + VK + SM = ?$	
3. In an isosceles triangle ABC with base AC, the medians AQM and BN are drawn. Find the perimeter of triangle ABC if $AN = 6,8$ *sm* and $BM = 5,3$ *sm*.	Solution. BN is the median, which means it divides AC in half, i.e. $AN = NC$. Then $AC = AN + NC = 2 \cdot AN = 2 \cdot 5,6 = 11,2$ *sm* AM is the median, which means it divides BC in half, i.e. $BM = MC$. Then $BC = BM + MC = 2 \cdot BM = 2 \cdot 7,4 = 14,8$ *sm*
A) 20,4 *sm* B) 31,8 *sm* C) 34,8 *sm* D) 37,8 *sm*	Considering that ABC is isosceles, i.e. $AB = BC$, the perimeter of triangle ABC is $P(ABC) = AB + BC + AC =$ $= 2BC + AC = 2 \cdot 14,8 + 11,2 = 40,8$ *sm*.
	Answer: 40,8 *sm*

Group Worksheet № 3
Topic: Height of a triangle

1. From vertex B of triangle ABC draw the altitude to side AC and write down the result.

Figure 4. *Triangle ABC with the given sides*



2. In equilateral triangle ABC, height BD is lowered to side AC. Find angle ABD.

3. In triangle ABC $\angle A = 60°$, $\angle C = 80°$, AD and CE altitudes intersect at point F. Find $\angle EFD$.

A) $140°$, B) $120°$, C) $70°$, D) $125°$.

Sample.

Definition. The altitude of a triangle is the perpendicular drawn from the vertex of the triangle to the opposite side.

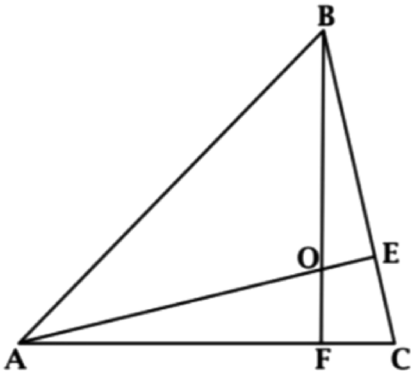
1. If the triangle is obtuse, then the altitude from the obtuse angle will lie inside the triangle, the altitudes drawn from the acute angles will lie outside the triangle, or rather, they are dropped onto the extensions of the sides of the triangle. At point, it is not the heights that intersect, but the continuations of the heights

2. In an acute triangle, all three altitudes and their intersection point lie inside the triangle.

3. In a right triangle, the legs (two smaller sides) serve as altitudes. The third height descends from the top at an acute angle. It is this peak that will be the point of intersection of the heights.

Task. In triangle ABC AE and BF the altitudes intersect at point O, $\angle FBC = 19°$. Find $\angle FOE$. Answer given in degrees.

Fiqure 5. *Triangle ABC with the given altitudes*



Solution. Triangle BOE – right angle, $\angle ABE = 19°$, then $\angle BOE = 90° - 19° = 71°$, $\angle FOE$ is adjacent to $\angle BOE$, then their sum is $180°$ and hence $\angle FOE = 109°$.

Answer: $\angle FOE = 109°$.

Now there will be a presentation of the work of each group on the blackboard.

At the same time, do not forget that first of all you need to introduce yourself and stand facing the class – this applies to all group

members. Each group must choose who will present the work (i.e., explain the sample and solve the problems) on behalf of their group.

Now participants of group № 1, and then group's № 2 and № 3 will come up to the board.

Groups / Criteria	Group № 1	Group № 2	Group № 3
Compliance with rubrics	10	10	10
Regulations	10	10	10
Cooperation	10	10	10
Listening skills	10	10	10
Result	10	10	10

3. Conclusion

This article provides a sample of conducting an interactive lesson in accordance with all the requirements of active learning, taking into account the age characteristics of students at this stage of education. All stages of the lesson are followed and covered with detailed solutions on the worksheets. And this sample can be used when teaching a lesson on the topic "Basic elements of a triangle: bisector, altitude and median of a triangle."

Homework:

Construct bisectors, medians, heights in obtuse, acute, and right triangles to determine where their intersection points are in each case, namely, pay attention to the location of the point of intersection of the heights.

References

Namazov, B. M., Namazov, R. M. (2016). Math exercises. – Baku.
Veysova, Z. A. (2000). The Active/Interactive Learning Book: A Teacher's Guide UNICEF,
Aliyev, S. J. (2018). History of mathematics and its methodology. – Baku.
Haynes, Anthony. (2010). The complete guide to lesson Planning and Preparation. Continuum.

submitted 22.08.2023;
accepted for publication 20.09.2023;
published 28.12.2023

Contact: tarana0202@gmail.com

The European Journal of Education and Applied Psychology 2023, No 4
ISSN 2310-5704

PREMIER Publishing
ppublishing.org

Section 8. Secondary school education

DOI:10.29013/EJEAP-23-4-142-146

VARIABILITY OF INDICATORS OF PHYSICAL FITNESS OF ADOLESCENT SCHOOLCHILDREN LIVING IN URBAN AND RURAL AREAS

Yusupova, M.A. [1]

[1] Teacher of the Department of theory and methods of gymnastics Uzbek State University of Physical Culture and Sports, Uzbekistan

Cite: *Yusupova, M.A. (2023). Variability of indicators of physical fitness of adolescent schoolchildren living in urban and rural areas. European Journal of Education and Applied Psychology 2023, No 4.* https://doi.org/10.29013/EJEAP-23-4-142-146

Abstract

Morphological research methods, as well as pedagogical testing methods, have been applied to conduct a comparative assessment of the variability of indicators of physical development and physical fitness of adolescent schoolchildren living in urban and rural areas. Differences in indicators of physical development and the level of physical fitness between schoolchildren living in rural and urban areas have been revealed. It has been established that living conditions, features of motor activity, the performance of many types of activities in conditions of hypokinesia, the nature of physical exertion affect not only body parameters, but also the level of physical fitness of schoolchildren.

Keywords: *hysical fitness of adolescent school children, hypokinesia, historically established living conditions, global recommendations on physical activity*

Introduction

The World Health Organization (WHO) has identified the prevention of obesity in children and adolescents as one of its key priorities in the 21st century; motor behavior plays a key role in this. In this regard, WHO has presented global recommendations on physical activity, sedentary lifestyle and behavior of children and adolescents. Initial data collected from 25 countries show that only 15% of preschoolers follow all three rules of daily movement. This exposes the remaining 85% who do not comply with all three recommendations to an increased risk of deteriorating health and developmental outcomes and potentially lower human capital development. For these reasons, it is important to collect international surveillance data in a timely manner using new developments of WHO global recommendations. This will allow us to obtain the first such international data on the prevention of obesity in children and adolescents and ensure that they reach their development potential. According to

V.A. Puzyrinin, S.V. Kaznacheeva, 2010 it is this approach in the educational process that determines the orientation of the entire system, which is potentially embedded in the subject "Physical culture". According to the author, the successful development of society can be carried out under the condition of fundamental education, democratization and humanization of all its foundations [8]. It is no secret that the formulation of physical education in educational institutions needs to be revised. This is confirmed by the data of a number of studies indicating an unsatisfactory state of health and physical condition of a significant part of modern schoolchildren.

In order to increase the effectiveness of physical fitness indicators in modern schoolchildren of Uzbekistan, the intergroup variability of morphological characteristics of the physique was studied, and on the basis of functional indicators, an assessment of the health status of schoolchildren aged 13, 14, 15.16 years was carried out. Low indicators were found in the majority of schoolchildren of the vital index associated with the activity of the respiratory system, according to the Robertson index (IR) reflecting the activity of the informative cardiovascular system, whose indicators were characterized by low or below average values. The deterioration in the state of health and low physical fitness of adolescent schoolchildren is associated with the following factors: unfavorable environmental conditions, especially in the Khorezm and Kashkadarya regions), irrational organization of the educational process in school institutions, low level of physical activity, since even two lessons per week of physical education lessons are insufficient for physical activity, limiting the possibility of conducting additional classes in schools to promote health and improve physical fitness and prevent colds. In this regard, we have developed an experimental program that outlines scientific and methodological support for the organization of health improvement, hardening, and improvement of physical fitness of adolescent schoolchildren living in various regions of the republic. The development of physical culture and sports among children and adolescents is a priority in the Republic of Uzbekistan and the urgent problem is not developing, but improving physical culture. This determines the need to develop modern information technologies based on the study of the health status of the younger generation. To improve health indicators, as well as increase the level of physical fitness, we have developed an experimental program of breathing exercises used during morning exercise every morning, as well as to develop the level of physical fitness in additional physical education classes. In solving this problem, an important role is played by the creation of a system for monitoring the health of children and adolescents in order to make timely decisions on preventive and wellness measures.

The degree of study of the problem

The analysis of scientific and methodological literature has revealed that constant dynamic observations — monitoring of the physical condition of the population is necessary for the prevention and promotion of health by means of physical culture, require methodological, organizational and information support. Considering that in pedagogical practice puberty is characterized psychologically by a change in the behavior of schoolchildren aged 14–16, it is of interest to assess somatic health and the formation of improvement of physical qualities — speed, strength, endurance, dexterity, coordination abilities, speed and strength qualities [3; 8; 7]. This proposed study is innovative, as it will allow updating the age and sex standards characteristic of schoolchildren living in various regions of Uzbekistan. To date, no uniform periodization has been established in the development of physical fitness, somatic, and functional functions for puberty schoolchildren. Until now, health is considered as a kind of stable state, when all morpho-functional systems clearly perform all functions in strict accordance with certain patterns, which allows them to be characterized by methods of mathematical statistics [4; 5; 6; 8; 9]. Thus, it is necessary to substantiate the criteria of general physical fitness (end-to-end tests) and control of current and long-term adaptation to training loads in adolescent schoolchildren living in various regional conditions.

The purpose of the study

The dynamics of changes in the indicators of physical fitness of schoolchildren aged

15–16 years under the influence of the effects of a training orientation living in urban and rural areas.

Methods and organization of research

46 schoolchildren aged 15–16 years old, living in urban and rural conditions, participated in this study. The indicators of physical fitness of schoolchildren studying at school No. 23 in Karshi and 25 schoolchildren living in rural areas — the village of Nekuz in Kashkadarya region (25 schoolchildren) were taken as the compared groups. To improve health indicators, as well as increase the level of physical fitness, we have developed an experimental program of breathing exercises used during morning exercise every morning, as well as additional physical education classes aimed at developing general physical qualities to increase the level of physical fitness. The following tests were used as tests evaluating physical qualities: the speed qualities were evaluated according to the test — running at 30 m; strength qualities — according to the tests, flexion and extension of the arms in the prone position and pulling up on the crossbar; Speed and strength qualities — long jump from a place (cm), triple jump; dexterity — rope climbing; The results were processed by methods of mathematical statistics.

Research results and discussion

At the first stage of the study, we identified the intergroup variability of morphological characteristics of urban schoolchildren aged 15–16 in Karshi and schoolchildren living in the village of Nekuz in Kashkadarya region. Differences in indicators of total body size have been established. If urban schoolchildren have a body length of 171.9±6.7 cm, body weight — 58.9±9.2 kg, chest circumference — 86.9±9.2 cm, then schoolchildren in the village of Nekuz have a body length of 170.5±8.16 cm, weight –56.9±9.05, and chest circumference –82.1±6.05cm, that is, according to physical development, there is a slight lag in body length by 1.4 cm, body weight is 2 kg, chest circumference is lower by 4.8 cm, that is, less than that of urban schoolchildren. It should be pointed out that about 5% of urban schoolchildren are engaged in sports sections, but for the rest of the students, physical activity is limited to physical education classes in accordance with the school curriculum.

Table 1. *Dynamics of changes in physical fitness of schoolchildren living in urban and rural areas (n=46)*

Tests and unit measurements	The initial stage		The validity of the differences			The final Stage		The validity of the differences		
	Karshi city school No. 23 n=21	village of Nukus school 44 n=25	Difference %	t	p	Karshi city	Village Nukus	Difference %	t	p
Triple jump (m)	7.09±0.26	6,98± 0,21	1,6	1.4	>0.05	6,98± 0,27	7.46± 0,36	6,9	4.53	<0.05
Long jump from a place	160.0±2.2	165,0± 2.2	3,1	3.82	<0.05	168,0± 2.4	172,0± 2.2	2,4	5.21	<0.05
Flexion and extension of the arms in the prone position	38,2±0,80	39.0± 0.9	2,1	2.82	<0.05	40,9± 0,90	42.4± 0,8	3.7	5.28	<0.05
Rope climbing	12,1±0,30	9.7± 0,20	19,8	2.24	<0.05	11,1± 0,31	10.0± 0,30	9,9	4.82	<0.05
Pull-up on the crossbar	17,50±0,70	17,80±0,7	1,7	1.7	>0.05	19.2± 0,70	19,3± 0,5	0.5	0.49	>0.05
Running 30m from a place	5.12±0,04	5,10±0,04	0,4	0.4	>0.05	4,93± 0,03	4,75± 0,04	3,7	5.27	<0.05

Intergroup pairwise differences were recorded for the compared urban and rural schoolchildren and in terms of physical fitness. During the experiment, rural schoolchildren from the village of Nekuz demonstrated higher results in terms of the level of development of physical qualities. Thus, statistically significant differences were found in the triple jump test. The increase in this test among urban schoolchildren was –1.6%, and among schoolchildren with.Non–university — 6.9%.(Table 1). "Long jump from a place" demonstrating the level of development of speed and strength qualities, rural schoolchildren showed a higher result compared to urban schoolchildren. The increase in the result on this test was –165.0± 2.2 cm for urban children, and the jump value was — 172.0± 2.2 cm for rural schoolchildren. In the test, the increase in the development of strength qualities among schoolchildren in Karshi was –2.1%, and among rural schoolchildren it reached — 3.7%, that is, the indicator is higher for strength capabilities among schoolchildren living in rural areas, although slightly. The quality of dexterity is demonstrated in the "rope climbing" test. For the compared groups, the values of this indicator turned out to be almost the same for schoolchildren living in Karshi, their result was — 10.0 ± 0.30 s, and for schoolchildren of the village of Nekuz, "rope climbing" the result was — 9.7 ± 0.20 s, that is, the difference is insignificant. In the "Pull-up on the crossbar" test, the difference in the value of strength qualities at the initial stage was 1.7% more than in urban schoolchildren. However, at the final stage of the experiment, the difference between urban and rural schoolchildren was 0.5% in favor of rural schoolchildren. The speed test was evaluated based on the results of running at 30 m. For this test, the result of the increase was higher in rural schoolchildren and amounted to –3.7%. Thus, some disproportion between the level of physical development and physical fitness of the compared groups of schoolchildren was revealed. Thus, according to the level of physical development, urban schoolchildren are characterized by increased body weight, higher height, and greater chest circumference compared to rural schoolchildren. However, according to the level of physical fitness in rural schoolchildren, the maximum number of statistically significant differences in the level of development of a number of physical qualities has been established, although according to some test indicators, minor differences were found between the compared groups — in the "pull-up on the crossbar" test.

Conclusion

It can be assumed that the established differences in the values of tests recorded for urban schoolchildren are related to the amount of time spent on work performed under conditions of hypokinesia, that is, with a low level of physical activity (working with computers, possibly the influence of increased calorie intake of food), and the level of physical activity is limited only by physical education classes. In rural areas, the lack of urban transport, it is this category of schoolchildren that is characterized by the maximum amount of time allocated to perform various types of physical activity, as well as special types of work typical of rural areas. Thus, historically established living conditions, peculiarities of motor activity, performing many types of activities in conditions of hypokinesia, the nature of physical exertion affect not only body parameters, but also the level of physical fitness of schoolchildren.

References

Decree of the President of the Republic of Uzbekistan dated January 24, 2020 "On measures for further improvement and popularization of physical culture and sports".

Ageevets V. U., Nikitin A. A., Makarov G. G. Folk games and national sports in the perspective of physical recreation of the population.St. Petersburg: Petrovsky Academy of Sciences and Arts. 2012.-20 s.

Alekseenko T. I. Age-related indicators of the functional state of the cardiorespiratory system of modern adolescents //. Theory and practice of physical culture education // No. 2, 2007. February. — P. 64–66.

Antsiferova O. A. The functional state of the respiratory system in children of secondary school age in the conditions of the European North of Russia: Candidate of Medical Sciences. Sciences /O. A. Antsiferova. Arkhangelsk, 1999. — 18 p.
Arshavsky I. A. Physiological mechanisms and patterns of individual development. M., Nauka, 1982, — 270 p.
Balsevich V. K. Ontokinesiology of man — M://Theory and practice of physical culture. 2000. — 275 p.
Baranov A. A. Physical development of children and adolescents of the Russian Federation: collection of materials. VI / Edited by A.A. Baranov, V.R. Kuchma. — M.: Pediatrician, 2013. — 192 p.
Puzynina V. A., Kaznacheeva S. V. Valeological approach in the management of the system of physical education of students of higher educational institutions. //Theory and practice of physical culture, 2010. — № 2. — P. 42–44.
Estrekova S. G. — Age-related features of the function of external respiration in school-age children of Kabardino-Balkaria. — M., 2001. — 187 p.

submitted 12.12.2023;
accepted for publication 22.12.2023;
published 28.12.2023

Contact: yusupovama@mail.ru

The European Journal of Education and Applied Psychology 2023, No 4
ISSN 2310-5704

PREMIER Publishing
ppublishing.org

Section 9. Social psychology

DOI:10.29013/EJEAP-23-4-147-152

ACHIEVEMENT MOTIVATION AND ACADEMIC ACHIEVEMENT AMONG SECONDARY SCHOOL STUDENTS

Ekedama Kate [1]***, Ejiroghene Catherine Eboh*** [2]

[1] Department of Guidance and Counselling (Educational Psychology Unit) Faculty of Education Delta State University, Abraka

[2] Ph.D., Department of Guidance and Counselling, Faculty of Education. Delta State University, Abraka

Cite: *Ekedama Kate, Ejiroghene Catherine Eboh (2023). Achievement motivation and academic achievement among secondary school students. European Journal of Education and Applied Psychology 2023, No 4.* https://doi.org/10.29013/EJEAP-23-4-147-152

Abstract

This study investigated the relationship between achievement motivation and academic achievement among secondary school students in Delta State, Nigeria. Employing a descriptive survey research design. A sample of 192 students was selected using a sample size calculator with confidence level parameters Data collection relied on a questionnaire. The collected data underwent statistical analysis, including structural equation modeling for hypothesis testing and descriptive analysis for calculating means and standard deviations. The study's findings revealed a significant relationship between achievement motivation and the academic achievement of secondary school students. Furthermore, gender was found to have no significant mediating effect on the relationship between achievement motivation and academic achievement among these students. Conversely, socio-economic status displayed a significant mediating influence on the connection between achievement motivation and academic achievement. In light of these findings, the study offers recommendations for educational institutions and policymakers to consider programs and initiatives that promote and enhance achievement motivation among students.

Keywords: *Achievement Motivation (AM), Academic Achievement (AA), gender (GR), socioeconomic status (SES)*

Introduction

Education is a fundamental pillar of socioeconomic development, and the academic performance of secondary school students plays a pivotal role in shaping the future of any nation. In Nigeria, a country characterized by its rich cultural diversity and rapidly growing population, the quality of education

is of paramount concern. Delta State, located in the southern region of Nigeria, is no exception to this educational discourse. The state is home to numerous secondary schools, where students strive to achieve academic excellence. Recent data (UNESCO, 2020) has highlighted both progress and challenges within the Nigerian education system, underscoring the importance of exploring factors influencing academic achievement. Academic achievement in Nigeria, as in many countries, is influenced by a complex interplay of factors. One such factor that influences academic achievement is achievement motivation.

Achievement motivation, a psychological construct referring to the desire or drive to succeed, has garnered significant attention in the field of education (Eccles & Wigfield,2020). It plays a pivotal role in students' engagement with their studies and their pursuit of academic success. Recent studies (Wentzel, 2021) have recognized the nuanced nature of achievement motivation, highlighting its multifaceted components, such as intrinsic and extrinsic motivation, and the impact of sociocultural factors on motivation levels. Understanding how achievement motivation operates in the context of secondary education crucial for educators and policymakers.

Gender has been recognized as a significant factor influencing achievement motivation and academic achievement among secondary school students. A recent study by Hyde, Bigler, Joel, Tate, and van Anders (2019) highlights the ongoing gender gap in certain academic domains, such as mathematics and science. Efforts to address gender-related disparities in achievement motivation and academic achievement should take into account the dynamic nature of gender roles and identities. A more recent study by Else-Quest, Hyde, and Linn (2010) highlights that the gender gap in mathematics performance has been narrowing over the years, indicating that social and educational changes can positively impact gender-related differences. Additionally, research by Good et al. (2019) underscores the importance of fostering a growth mindset, which can empower students of all genders to develop their motivation, embrace challenges, and excel academically.

Socioeconomic status has been identified as a critical factor influencing achievement motivation and academic performance among secondary school students. Recent research by Reardon, Kalogrides, and Shores (2019) highlights the persistent achievement gap in the United States, with students from lower SES backgrounds often facing disadvantages in academic outcomes. Efforts to address the influence of socioeconomic status on achievement motivation and academic achievement should focus on reducing disparities in access to resources and opportunities. A more recent study by Bailey and Dynarski (2011) suggests that targeted interventions, such as financial aid programs and educational support services, can help mitigate the impact of SES on academic achievement. Moreover, fostering a growth mindset and resilience can empower students from diverse socioeconomic backgrounds to develop strong motivation, overcome challenges, and succeed academically (Yeager &Dweck, 2012).

Collectively, the empirical research support the importance of achievement motivation in influencing secondary school students' academic success. They provide insightful information about the different elements, such as self-concept, gender, SES on achievement motivation, and academic achievement among secondary school students. They emphasize the need for comprehensive strategies in education that consider the intersectionality of these factors to foster a supportive and inclusive learning environment. This study tends to address the knowledge gaps, nuanced and holistic understanding of how achievement motivation, gender, SES, and motivation intersect and impact academic achievement among secondary school students, ultimately contributing to the development of more targeted interventions and policies to promote educational equity and student success.

Hypotheses

– There is no significant relationship between Achievement Motivation and academic achievement among secondary schools students.

– There is no significant mediation of gender on the relationship between Achievement motivation and academic achievement among secondary schools students.

– There is no significant mediation of socioeconomic status on relationship between Achievement motivation and academic achievement among secondary school students.

Method

The research study employed a descriptive survey design as its overarching methodology. Utilizing a sample size calculator with specified confidence interval and confidence level parameters, the study determined that a minimum of 192 samples was required for statistical analysis. The primary data collection instrument was a self-structured questionnaire The data collected were subjected to statistical analysis, commencing with the computation of means and standard deviations to assess the central tendencies and variations within the dataset. Subsequently, a Structural Equation Model (SEM) analysis was employed to delve deeper into the data, allowing for an exploration of the significance of the relationships among the variables and the potential moderating effects of certain variables.

Result

Table 1. — *Respondents responses to the question items*

Dimensions	The scale of the expressions	Mean (μ)	Std (σ)	Remark
Strive	1. When I failed topic lessons, I tried persistently.	3.01	0.91	Agree
	2. In everything I do, I strive for excellence.	2.73	1.04	Agree
	3. I don't enjoy completing simple things that everyone can complete.	3.07	0.87	Agree
	4. I want all of my classes to pass.	3.46	0.53	Agree
	5. I appreciate responding to challenging exam questions.	3.18	0.84	Agree
	6. If I have test, I try to give it my all.	3.24	0.66	Agree
	7. Receiving poor grades in class makes me sad.	3.80	0.40	Agree
	8. I want to receive the best grade possible in each topic lesson.	3.96	0.19	Agree
	9. It makes me unhappy if I don't receive high grades.	3.58	0.50	Agree
	10. I work really hard on my subject studies.	3.41	0.62	Agree
	11. I exclusively study for tests during subject classes.	3.33	0.75	Agree
	12. I appreciate learning new things.	3.45	0.51	Agree
Participation	13. As soon as I start studying classes, I get bored.	2.33	0.89	Disagree
	14. I prefer that simple concept be presented in subject classes rather than complex ones.	3.36	0.48	Agree
	15. I enjoy doing well in school.	3.42	0.59	Agree
	16. When I can't do my homework for a subject, I get upset.	2.95	1.02	Agree
Willingness	17. I don't strive to learn anything beyond what is taught.	2.54	1.12	Agree
	18. After the class in my subject, I begin studying.	3.36	0.55	Agree
	19. When I do well in school, I feel better.	3.30	0.69	Agree
	20. Even when there are no exams scheduled, I reread the material.	2.22	0.59	Disagree
Maintaining	21. Even if my teachers tell me not to, I study more than my assigned task.	2.71	1.04	Agree
	22. I make an effort to comprehend the lesson.	3.24	0.47	Agree
	23. I make an effort to get along with my subject teacher.	3.41	0.59	Agree
Aggregate mean		**3.18**	**0.43**	**Agree**

Concerning striving with regard to Attitudes Towards Persistence and Excellence

Respondents demonstrated a notable trend towards persistence, with an average rating of μ = 3.01 (σ = 0.91), indicating that, on average, individuals tend to agree (μ > 2.5) that they exert persistent efforts when encountering difficulties in topic lessons. The low standard deviation (σ) underscores the consistency of this pattern, indicating relatively little variation among responses. In various aspects of their lives, respondents expressed a strong commitment to achieving excellence, as reflected in a mean score of μ = 2.73 (σ = 1.04). This demonstrates a general inclination among respondents to aspire towards excellence in their endeavours. However, it's worth noting that the higher standard deviation (σ) indicates a greater diversity of responses, implying a more varied range of attitudes towards this aspiration. Additionally, respondents showed a preference against simple tasks that everyone can complete, with an average rating of μ = 3.07 (σ = 0.87), suggesting a shared tendency to avoid such tasks, albeit with moderate variability in individual responses.

Academic Goals and Study Efforts

Regarding academic pursuits, respondents revealed a strong desire for success across all their classes, with an average score of μ = 3.46 (σ = 0.53), indicating a consensus among respondents (μ > 2.5) that they are motivated to see all their classes succeed, with relatively low variability in responses. Furthermore, participants generally appreciate tackling challenging exam questions (μ = 3.18, σ = 0.84), although there is moderate variability in this appreciation. When faced with tests, respondents consistently put forth their best effort, as reflected in a mean score of μ = 3.24 (σ = 0.66), indicating a shared commitment to striving for excellence during exams. Finally, while the desire for high grades in topic lessons is strong (μ = 3.96, σ = 0.19), respondents' emotional well-being is moderately affected when they don't achieve high grades (μ = 3.58, σ = 0.50). Additionally, they generally dedicate substantial effort to their subject studies, as indicated by an average rating of μ = 3.41 (σ = 0.62), demonstrating their commitment to academic endeavors.

Attitudes Toward Learning and Studying

Respondents generally display a positive attitude toward learning new things, with an average rating of μ = 3.45 (σ = 0.51), signifying agreement with the statement. This suggests a strong inclination (μ > 2.5) to appreciate acquiring new knowledge and experiences, reflecting a proactive approach to learning. Additionally, there is a disagreement (μ < 2.5) with the statement that they get bored as soon as they start studying classes, with a mean rating of μ = 2.33 (σ = 0.89), indicating that, on average, respondents do not experience immediate boredom when beginning their study sessions, suggesting an initial engagement with the study material.

Preferences and Emotional Reactions

Respondents express a preference for simple concepts in subject classes over complex ones, as indicated by a mean rating of μ = 3.36 (σ = 0.48), implying a desire for clear and straightforward explanations in their academic coursework. Moreover, there is a positive attitude toward doing well in school, with a mean rating of μ = 3.42 (σ = 0.59), suggesting that academic success is associated with enjoyment among respondents. In line with this, when they can't complete their homework for a subject, respondents tend to get upset, with a mean rating of μ = 2.95 (σ = 1.02), reflecting the emotional impact of academic challenges.

Study Habits and Interactions

Respondents generally agree (μ > 2.5) that they make an effort to comprehend the lesson (Mean: μ = 3.24, σ = 0.47), emphasizing their commitment to understanding the material. Similarly, they make an effort to get along with their subject teacher, with a mean rating of μ = 3.41 (σ = 0.59), indicating a proactive approach to building positive relationships with their instructors. On the other hand, while respondents tend to engage in additional studying beyond their assigned tasks, as evidenced by a mean rating of μ = 2.71 (σ = 1.04), they are less inclined to reread material when no exams are scheduled, with a mean rating of μ = 2.22 (σ = 0.59),

suggesting a selective approach to reviewing course content.

In this structural equation model (SEM) analysis that explores the relationships between Achievement Motivation (AM), Academic Achievement (AA), Gender (GR), and Socioeconomic Status (SES), with a particular focus on the mediating roles of GR and SES. interpreting these findings empirically: ***Direct Effect of Achievement Motivation (AM) on Academic Achievement (AA):*** The coefficient for the path from AM to AA is highly significant ($p < 0.001$) with a positive value of 13.03852. This result implies that higher levels of Achievement Motivation (AM) are associated with significantly higher levels of Academic Achievement (AA). In empirical terms, individuals who exhibit greater motivation tend to perform better academically. ***Gender (GR) as a Mediator:*** The path coefficient for the relationship between Gender (GR) and Academic Achievement (AA) is positive but not statistically significant ($p > 0.05$). This suggests that gender does not have a direct impact on academic achievement in this model. In other words, being male or female does not, by itself, predict academic performance. ***SES (Socioeconomic Status) as a Mediator:*** Similar to gender, the path coefficient for the relationship between Socioeconomic Status (SES) and Academic Achievement (AA) is positive but not statistically significant ($p > 0.05$). This indicates that SES does not directly influence academic achievement in this context. In practical terms, the socioeconomic status of individuals, within the range represented in this dataset, does not directly affect their academic success.

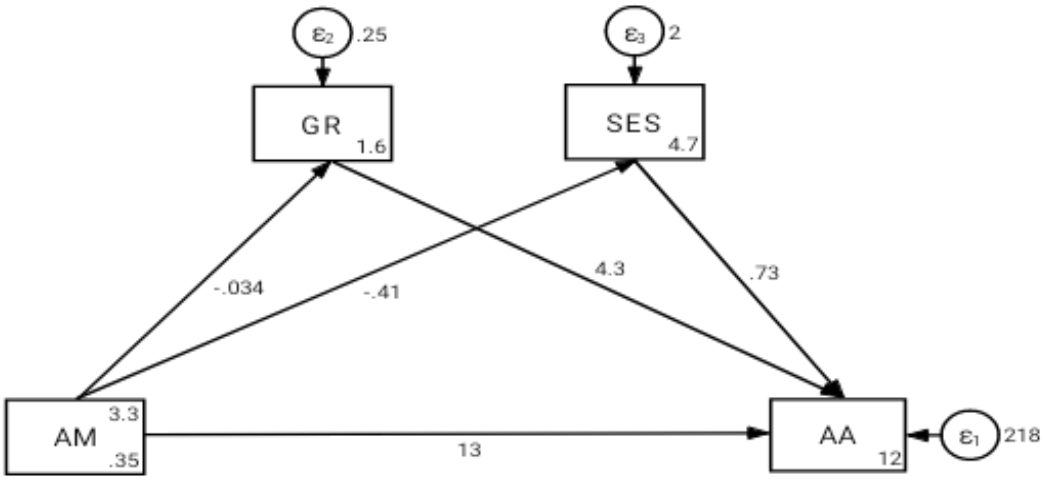


Figure 1. *Summary of Analyses of Hypotheses 1, 2 and 3)*

Discussion

Hypotheses one: The study employed a structural equation model (SEM) to investigate the intricate relationships among Achievement Motivation (AM), Academic Achievement (AA), Gender (GR), and Socioeconomic Status (SES). The study discovered that the path coefficient from AM to AA is highly significant ($p < 0.001$) and exhibits a positive value of 13.03852. This result underscores the pivotal role of motivation in academic achievement, aligning with contemporary research emphasizing motivation as a critical determinant of educational success (Cleary & Zimmerman, 2004). This onfirms that individuals with higher levels of motivation tend to perform significantly better academically, emphasizing the importance of nurturing motivation among students.

Hypotheses two: The analysis reveals that the path coefficient between GR and AA is positive but not statistically significant ($p > 0.05$). This suggests that gender, in isolation, does not exert a direct influence on academic achievement in this specific context. This finding is in line with recent research indicating that gender alone is insufficient to predict academic performance and emphasizes the need to consider additional contextual factors (Else-Quest et al., 2010).

Hypothesis three: The path coefficient between SES and AA is positive but not sta-

tistically significant ($p > 0.05$). This implies that, within the range represented in the dataset, SES does not have a direct impact on academic achievement (Sirin, 2005).

Conclusion

In conclusion, this SEM analysis provides a nuanced understanding of the relationships among Achievement Motivation (AM), Gender (GR), Socioeconomic Status (SES), and Academic Achievement (AA). While GR and SES do not have direct effects on AA in this specific context, they act as mediating variables, indirectly influenced by AM. The study underscores the central role of motivation in academic success and highlights the need for a comprehensive consideration of contextual factors in academic research

Recommendations

1. Educational institutions and policymakers should consider programmes and initiatives that encourage and enhance achievement motivation among students.
2. While gender and socioeconomic status may not have direct effects on academic achievement in this context, it's essential to consider these factors when designing educational policies and interventions. Tailored support may be needed for students from diverse backgrounds.
3. Educational institutions should adopt holistic approaches to address academic success, recognizing that motivation is just one component. Factors such as teaching quality, parental involvement, and social support also play critical roles in shaping student outcomes.

References

Bailey, M. J., & Dynarski, S. M. (2011). Gains and gaps: Changing inequality in U.S. *college entry and completion*. NBER Working Paper No. 17633.

Cleary, T. J., & Zimmerman, B. J. (2004). Self-regulation empowerment program: A school-based program to enhance self-regulated and self-motivated cycles of student learning. *Psychological Reports, — 95*(1). — P. 101–113.

Eccles, J. S., & Wigfield, A. (2020). From expectancy-value theory to situated expectancy-value theory: A developmental, social cognitive, and sociocultural perspective on motivation. *Contemporary Educational Psychology*, *— 61*. — 101859 p.

Else-Quest, N. M., Hyde, J. S., & Linn, M. C. (2010). Cross-national patterns of gender differences in mathematics: A meta-analysis. Psychological Bulletin, — 136(1). — P. 103–127.

Good, C., Aronson, J., & Inzlicht, M. (2019). Improving adolescents' standardized test performance: An intervention to reduce the effects of stereotype threat. *Journal of Applied Developmental Psychology, — 60*. — P. 65–78.

Hyde, J. S., Bigler, R. S., Joel, D., Tate, C. C., & van Anders, S. M. (2019). The future of sex and gender in psychology: Five challenges to the gender binary. *American Psychologist, — 74(2)*. — P. 171–193.

Reardon, S. F., Kalogrides, D., & Shores, K. A. (2019). The geography of racial/ethnic test score gaps. *Educational Policy*, 089590481982622.

Sirin, S. R. (2015). Socioeconomic status and academic achievement: A meta-analytic review of research. *Review of Educational Research, — 75(3)*. — P. 417–453.

UNESCO (2020). Basic texts of the 2003 convention for the safeguarding of the intangible cultural heritage.

Wentzel, K. R. (2021). Motivational decision-making in achievement settings: A competence-in-context approach. In *Advances in Motivation Science*, — 8. — P. 245–284.

Yeager, D. S., & Dweck, C. S. (2012). Mindsets that promote resilience: When students believe that personal characteristics can be developed. *Educational Psychologist, — 47(4)*. — P. 302–314.

submitted 06.12.2023;
accepted for publication 20.12.2023;
published 28.12.2023

Contact: kateekadama@delsu.edu.ng; ejiroee37@delsu.edu.ng

Contents

Section 1. Education system

EVALUATION OF EXPLOSIVE POWER AND FLEXIBILITY IN ELEMENTARY SCHOOL CHILDREN OF TIRANA 3
Keida Ushtelenca, Danjela Cakuli

Section 2. Family Education

EXPRESSION OF ETHNOPEDAGOGICAL VIEWS RELATED TO FAMILY EDUCATION IN THE WORK OF CHINGIZ AYTMATOV 8
Akbarov Odiljon Ergashevich

FACTORS AFFECTING THE FORMATION OF A TEENAGE PERSONALITY IN THE FAMILY 15
Asmoilov Muhammadjasur

Section 3. General pedagogy

TECHNOLOGY FOR DEVELOPING SPEAKING COMPETENCE OF ACADEMIC LYCEUM STUDENTS IN ELT TEACHING 20
Qobiljon Valiev

AUTHENTIC TEXT AND TECHNIQUES OF WORK AT DIFFERENT STAGES OF TRAINING. 25
Venera Djumabaeva

DEVELOPING STUDENTS' SCIENTIFIC RESEARCH SKILLS BY SOLVING PHYSICAL PROBLEMS NUMERICALLY 32
Jalolova Pokiza Muzaffarovna

THE FUTURE PEDAGOGUE – ARTPEDAGOGICAL METHODS IN THE FORMATION OF PATRIOTISM IN THE YOUTHS AND THEORETICAL – METHODOLOGICAL BASIS OF THEIR DEVELOPMENT . . 36
Madaliyev Rakhmiddin Ismoilovich

FOREIGN EXPERIENCES IN PREPARING FUTURE TEACHERS FOR SOCIAL-PEDAGOGICAL ACTIVITY 41
Nargiza Mamatkhanova

PEDAGOGICAL EXPERIMENTS ON IMPROVING TECHNOLOGIES OF A PRODUCTIVE AND SEARCHING APPROACH. 45
Nizamova Umida Sandjarovna

THE ROLE OF EDUCATIONAL TOOLS IN ANTHROPOCENTRIC RELATIONSHIP EDUCATION 52
Sobirova Mahbuba Yusupdjanovna

REPETITION METHODOLOGY IN EFFECTIVELY STORING TERMINOLOGICAL LEXICON IN MEMORY IN A FOREIGN LANGUAGE 59
Shakhlo Urunova

Section 4. General psychology

DEVELOPMENT OF CREATIVE THINKING BASED ON PHYSICS TEST TASKS 63
Juraev Farkhod Isroilovich

PSYCHOLOGICAL-PEDAGOGICAL REQUIREMENTS OF FOREIGN LANGUAGE TEACHING TO STUDENTS IN TECHNICAL AREAS 66
Mukarama Katayeva

THE IMPORTANCE OF DESIGNING ACTIVITIES IN THE FORMATION OF CREATIVITY CHARACTERISTICS OF PHYSICS STUDENTS 72
Odinaxon Tulkinbaevna Ismanova

THEORETICAL ANALYSIS OF THE CONCEPT OF INFORMATION CULTURE IN THE 21 ST CENTURY 77
Rakhmatullaev Dilmurod Rokhatullaevich

THE CORRELATION OF NUMERACY AND RAW ESTIMATIONS 81
Weiqian Lilith Yan [1]

Section 5. High professional education

DEVELOPING SKILLS AND PRACTICES OF FAMILY LIFE IN STUDENTS OF ORPHAN HOUSES 87
Askarova, U. M.

WAYS TO ARRANGE THE INDIVIDUAL ACADEMIC WORK OF HIGHER EDUCATION STUDENTS 91
Esemuratov, B.A.

DEVELOPING STUDENTS' COMMUNICATIVE COMPETENCE IN TEACHING FRENCH BASED ON INTEGRATIVE APPROACH 95
Ezoza Atamirzayeva

LINGUISTIC AND METHODOLOGICAL BASES OF IMPROVING THE PROFESSIONAL COMMUNICATIVE COMPETENCE OF PHYSICS STUDENTS IN ENGLISH CLASSES 99
Mahbuba Holmatova

ENGAGING RELUCTANT LOW PROFICIENCY LEVEL STUDENTS IN MULTILEVEL GROUP WORK ACTIVITIES. 105
Mukaddam Ibrokhimova

CRITERIA FOR DETERMINING THE DEGREE OF CREATIVITY OF FUTURE SPECIALISTS OF THE DIRECTION OF TECHNICAL EDUCATION 112
Inamidinova Dilarom Kiramidinovna

THE INFLUENCE OF 30-HOUR PHYSICAL EDUCATION CLASSES ON THE INDICATORS OF THE FUNCTIONAL STATUS OF STUDENTS — FUTURE TEACHERS AND THE REASONS FOR THEIR DECLINE BY THE END OF THE ACADEMIC YEAR AND FROM COURSE TO COURSE OF STUDY 116
Mamadaliyev Qudratbek Maribovich

PEDAGOGICAL EDUCATIONAL TECHNOLOGIES OF FUTURE PHYSICAL CULTURE SPECIALISTS IN HIGHER EDUCATIONAL INSTITUTIONS 120
Mamadova Feruzahan Mirzaakhmad daughter

SYSTEM OF PRINCIPLES OF NEUROPEDAGOGY 126
Yusupov Davronbek Firnafasovich

Section 6. Preschool education

THE ROLE OF COGNITIVE ACTIVITY IN THE DEVELOPMENT OF 6–7 YEAR OLD STUDENTS IN PRESCHOOL EDUCATIONAL ORGANIZATIONS 130
Abdugopirova Feruza Akramjon kizi

Section 7. Primery vocational education

BASIC ELEMENTS OF A TRIANGLE: BISECTOR, ALTITUDE, MEDIAN 136
Tarana Gashimova, Narmina Chelyabieva

Section 8. Secondary school education

VARIABILITY OF INDICATORS OF PHYSICAL FITNESS OF ADOLESCENT SCHOOLCHILDREN LIVING IN URBAN AND RURAL AREAS 142
Yusupova, M.A.

Section 9. Social psychology

ACHIEVEMENT MOTIVATION AND ACADEMIC ACHIEVEMENT AMONG SECONDARY SCHOOL STUDENTS 147
Ekedama Kate, Ejiroghene Catherine Eboh