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Section 1. General questions of psychology

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THE WAYS AND RESULTS OF ACUTE(EPISODIC) STRESS AND CHRONIC STRESS AMONG HIGHER EDUCATION TEACHERS IN UZBEKISTAN

Abstract. Stress is a global health issue which restricts people to have wellbeing and self-efficacy. In this article, we analyzed types of stress and how it impacts teachers in their career development. Particularly we emphasized the level of stress among higher education teachers in Uzbekistan. Furthermore, gamification is proposed as a solution to reduce the level of occupational stress among teachers.

Keywords: Occupational stress, teacher self-esteem, self-efficacy, acute and chronic stress.

Introduction

Teaching is one of the most challenging professions in the world. Teachers have lots of work at their institutions such as planning the lesson, designing the lesson materials and handouts, delivering the lesson, giving feedback during and after the lesson, assessing homework and many more. In addition to teaching responsibilities, they have to deal with bureaucracy – doing paper work, students' late self-study submissions, marking pressure, writing academic articles for publication in Web of Science or Scopus-based higher impact factor journals and other additional duties that lead to occupational stress in Uzbekistan at Higher education institutions.

What is an occupational stress? According to Work Cover State of Queensland "Occupational stress pertains to the physical, mental, and emotional reactions of employees who perceive that their work demands exceed their abilities and/or their resources (e.g. time, access to help/support) to do the work" (2019. p. 10). The World Health Organization (2019. p. 15) claimed that "As health is not merely the absence of disease or infirmity but a positive state of complete physical, mental and social well-being a healthy working environment is one in which there is not only an absence of harmful conditions but an abundance of health-promoting ones". Quick and Demetria (2016) stated that occupational stress is a known health risk for a range of psychological, behavioral, and medical disorders and diseases. They also described stress as directly linked to the top leading causes of death in the world, such as cardiovascular disease being the prominent cause for both men and women.

The above-mentioned realities prompted to examine the emotional intelligence and occupational stress among higher education teachers in

Uzbekistan using a descriptive-correlational research design. Likewise, a relationship between those two constructs was determined to come up with teacher development plan designed to strengthen the emotional intelligence of teachers and lessen their occupational stress.

Some teachers do not know whether they have symptoms of stress, they do what they have to do in their daily routines at work such as conducting lessons, writing articles, going some required places told by administrative orders. They have lots of pressure and one day they have burnouts because they do not have enough resilience. Besides work they have family issues as well. How to be persistent if they are already over with all these.

Materials and methods

As Rosenthal (2002), stated stress is a negative emotional experience associated with biological changes that trigger our body to make adaptations, it happens when a person has some unusual (not ordinary/typical) situation and body starts to react it while having hormones to *fight and flight*. She explains it as in response to stress, the adrenal glands pump out stress hormones that speed up the body. The heart rate rises up and the blood sugar levels increases so that the body can divert glucose to the muscles in case a person to flee dangerous situations. So, together, these experiences are known as the *flight and fight* response. The stress hormones, technically called the **catecholamines**, are broken down into epinephrine (adrenaline) and norepinephrine. The problem with stress hormones in the 21st century is a global issue not only among ordinary people but also among teachers whose work is considered interpersonal and they have interpersonal relations with their administrative representatives, colleagues, students and parents. As mentioned above teachers do not even feel that they have stress and consequently it will become burnout. According to Kyriacou (2001), here are some examples of bad stress triggers among teachers include stagnant jobs or relationships such as:

– Students' Behavioral Problems;

– Students who have a lack of motivation;
– Maintaining discipline;
– Coping with changes;
– Being evaluated by others;
– Dealing with colleagues;
– Self-esteem and status;
– Administration and management;
– Role conflict and ambiguity;
– Long Working Hours;
– Poor Working Conditions;
– Low salary;
– No career promotions;
– Parent;
– Assessments. Exams;
– Misunderstanding and problems while have assessments;
– Lack of Peer Interaction Among Students;
– Mixed Level Students Classes (NOVICE TEACHERS);
– Reluctance of administration.

These kinds of situations can lead to depression, low self-esteem and a host of physical and psychological illnesses. Initially, stress hormones stimulate the immune system, but after the stressful event can suppress the immune system, leaving the body open to a wide variety of psychological and physical illnesses and their symptoms.

Selye (1956), considered the father of stress management, defined stress as the wear and tear on the body. Once a person in a state of stress, the body adapts to the the stress by depleting its resources untill it becomes exhausted. The wear and tear on the body is mounting; a person can suffer from stress-related condions:

– Allergies and asthma;
– Back pain;
– Cardiovascular problems;
– Depression;
– Dental and periodontal problems;
– Emotional outbursts (rage, anger, crying, irritation-seen in recent reports on "air rage" and "desk rage");

– Fatigue;
– Headaches;
– Gastrointestinal problems (digestive disorders, bowel problems, and so on);
– Herpes recurrences (especially in women);
– High blood pressure;
– High cholesterol;
– Immune suppression (predisposing us to viruses, such as colds and flu, infections, autoimmune disorders, and cancer);
– Insomnia;
– Loss of appetite and weight loss;
– Muscular aches and pains;
– Premature aging;
– Sexual problems;
– Skin problems and rashes.

Above mentioned health related problems by Selye (1956) in his book "*The Stress of Life*" stress greatly contributes physical and psychological illnesses and disease. Teachers are also suffer from these health issues such as headaches, fatigue, insomnia, gastrointestinal problems, high blood pressure, and others in their daily life at work most of the time. The main cause of this problem is having stress our being under stress.

According to The American Institute of Stress (2022):

– About 33 percent of people report feeling extreme stress;
– 77 percent of people experience stress that affects their physical health;
– 73 percent of people have stress that impacts their mental health;
– 48 percent of people have trouble sleeping because of stress.

Moreover, 70 to 90 percent of all visits to primary-care physicians are for stress-related complaints or disorders. In the workplace alone, about a million people per day call in sick because of stress. That rate translates into about 550 million absences per year. Other studies show that roughly 50 percent of all North Americanworkers suffer from **burnout**-a

state of mental exhaustion and fatigue caused by stress- and that 40 percent of employee turnover is directly caused by stress. Moreover, according to The American Institute of Stress, (2022) after COVID19 the rate of stress related problems increased significantly among teachers as well. 55–70% of teachers suffer from stress and they have stress related health problems.

In Uzbekistan teachers also have this issue, according to current statistics (2021–2022), 60–70% of teachers all over Uzbekistan suffer from stress and work burnouts. They claim that they have abover mentioned work related problems and health issues.

The consequences of stress experienced by the teacher can result in different negative aftereffects, which can have implications both for teachers and students. Loaded with much stress, a teacher can reduce his/her engagement in quality conducting a class and will not be attentive to lesson planning. Teachers can express more criticism towards colleagues, students rather than supporting and encouraging them. Wettstein et al. (2021) pinpoint that a stressed-out teacher may emotionally and cognitively distance himself/herself from work and his/her duties. In more severe cases, teachers who experience constant stress may face a "burnout" and obtain health problems which can subsequently bring to his/her retirement. Terms such as office rage and desk rage are emerging, too, as workplace violence escalates. A more subtle but compelling statistic is this: In 1997, the Japanese word **karoshi**, which means sudden death from overwork, began appearing in English dictionaries.

How to manage the stress
Rosenthal (2002), wrote in her book "*50 Ways To Prevent And Manage Stress*" that managing the stress is not a simple accomplishment, particularly since there are different types of stress: *acute(episodic)* stress and *chronic* stress. *Acute* stress results from an acute (intense) situation, such as a sudden, unexpected negative event or a difficult task like organizing a wedding or planning for a conference. When

the event passes or the task ends, the stress goes away. Acute stress has numerous symptoms: anger or irritability, anxiety, depression, tension headaches or migraines, back pain, jaw pain, muscular tension, digestive problems, cardiovascular problems, and dizziness.

Kyriacou (2015) studied and said about teacher stress that teachers also have *acute(episodic)* stress and *chronic* stress in their institutes. For example about *episodic* stress, when teachers organize some important events such as conferences, theatrical performances or demo lessons. They are responsible for everything for decoration of the stage, costumes for students and for inviting guests. All these happen until the end of the ceremony of the event or conference. They feel and have anger or irritability, anxiety, depression, tension headaches or migraines, back pain, jaw pain, muscular tension, digestive problems, cardiovascular problems, and dizziness. When the event finishes, the next day teachers forget about all their hardworking weeks and days and they do not have health issues related to stress. They feel relieved.

There are some teachers who have episodic (acute) stress very often, meaning that one stressful event follows another, creating a continuous flow of acute stress. They always take on too much workload at once and may suffer from episodic acute stress. They do not do it because they are workaholics or those with the so-called Type A personality (i.e., perfectionists), classic sufferers of episodic acute stress but they have to do it because it is one of the modern education system's written and unwritten requirements not only in Uzbekistan but also all around the world. Often, good things come from this kind of stress, even though it feels stressful or bad in the short term. Acute stress challenges teachers to stretch themselves beyond their capabilities. It is what makes them meet deadlines, have career promotions, higher salary with 50% increase if they take IELTS (7+) or CEFR (C1) certificates, write articles, do

PhD research work, and invent creative solutions to their problems. Consider a few examples of good stress:

- *Challenging projects* such as applying for grants or scholarships;
- *Positive work-changing* events (career promotions, 50% increase, higher; salaries, better working environment, motivated students and others);
- *Confronting fears* such as losing a job, career degradation, poor working conditions and others.

These situations can be difficult to put up with, but often the results are good for teachers in the long term. Essentially, whenever a stressful event triggers emotional, intellectual, or spiritual growth, it is a **good stress**. It is often not the event itself but the people's response to the event that determines whether it is a good or bad stress. Even the lose of a loved work and colleagues can sometimes lead to professional growth. For example, we may see something about ourselves we did not see before, such as new resilience and it can develop self-efficacy. In this case, having financial problems or having a lack of money can be a good stress, though everything seems impossible in the short term.

As the coin has two sides, there is also a bad stress which is known as **chronic** stress as Rosenthal (2002), mentioned *chronic* stress results from boredom and stagnation, as well as prolonged negative circumstances. Fundamentally, when no growth occurs from the stressful event, it is bad stress. When negative events do not seem to yield anything positive in the long term, but more of the same, the stress can lead to chronic and fatiguing health problems. Some examples of bad stress among teachers include not having a good working condition, demotivated and misbehaved students, conflicts and poor relationships with colleagues and administrations, parents, stagnant jobs or lack of opportunities for change such as career promotions or having 50% increase. These kinds of situations can lead to de-

pression, low self-esteem, and a host of physical and psychological illnesses.

In addition to acute and chronic stress Keith C. Herman and Wendy M. Reinke in their book *Stress Management for Teachers: A Proactive Guide (The Guilford Practical Intervention in the Schools Series)* (2014) said that stress can be defined in even more precise ways:

- Physical stress (from physical exertion);
- Chemical stress (from exposure to a toxin in the environment, including from substance abuse);
- Mental stress (from taking on too much responsibility and worrying about all that has to be done);
- Emotional stress (from feelings such as anger, fear, frustration, sadness, betrayal, or bereavement);
- Nutritional stress (from deficiency in certain vitamins or nutrients, overindulgence in fat or protein, or food allergies);
- Traumatic stress (from trauma to the body such as infection, injury, burns, surgery, or extreme temperatures);
- Psychospiritual stress (from unrest in your personal relationships or belief system, personal life goals, and so on –in general, the factors that define whether or not you are happy).

The consequently *stress* can make people *sick* and make their life miserable.

According to Fiorilli et al. (2019) there are solutions such as developing emotional intelligence which may help them reorganize their priorities so that they can reduce *chronic* stress as well as incorporate a few new healing strategies to help combat acute stress. Finding ways to workload while incorporating with colleagues and students, implementing teacher initiated humour as a measn of stress relieving for teachers during the class according to Kholmatov's study (2022) may dramatically reduce teacher stress during the class and assessment week.

Conclusion

In conclusion teachers should take appropriate and specialized stress management trainings such as how to develop stress-coping strategies for foreseen and implemented in undergraduate and postgraduate teachers' studies to cope with *chronic* stress. They should establish teachers' union where they can discuss and share about their difficulties at work and find solutions together.

It is necessary to provide educators with training on how to maintain a balance between work demands and duties, and personal and social-life time, on how to set realistic targets in order to fulfill them, on how to communicate and sustain supportive relations in the workplace. The government and university authority should support teachers financially and mentally to reduce their stress by helping them with article publications and career development. They can minimize their workload for teachers who do research and give some financial support until they defend their PhD work.

If there are supportive and helpful relations in the workplace and practicing coping and empowering techniques may help teachers significantly in reducing anxiety and in dealing with occupational stress. If teachers do not have stress issues they will have job satisfaction and develop their self-esteem. The students who they work with will also have good prosperity and grades with excellent achievements.

So, the purpose of this literature review is to study the following:

Research questions:

1. What is the role of stress in teachers' life and career promotions? How does it influence their life and work?
2. Are there any relationships between teachers' *episodic* and *chronic* type of stress?
3. What are advantages of *episodic* stress for teachers?
4. Should teachers take appropriate and specialized stress management trainings such as how

to develop stress-coping strategies for foreseen and implemented in undergraduate and postgraduate teachers' studies to cope with *chronic* stress?

5. Is it necessary to provide educators with training on how to maintain a balance between work demands and duties, and personal and social-life time, on how to set realistic targets in order to fulfill them, on how to communicate and sustain supportive relations in the workplace, and on?

6. Will it help if there are supportive and helpful relations in the workplace and practicing coping and empowering techniques may help teachers significantly in reducing anxiety and in dealing with occupational stress?

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SPORTS CAREER AS A SUBJECT OF PSYCHOLOGICAL RESEARCH (ON THE EXAMPLE OF UZBEK SPORTS)

Abstract. The article presents the results of the analysis of the issues of sports career development, characteristic of Uzbek sports, based on an analytical model.

Keywords: sports career, sports, training, analytical analysis, category, master of sports, candidate for master of sports, group.

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СПОРТИВНАЯ КАРЬЕРА КАК ПРЕДМЕТ ПСИХОЛОГИЧЕСКОГО ИССЛЕДОВАНИЯ (НА ПРИМЕРЕ УЗБЕКСКОГО СПОРТА)

Аннотация. В статье представлены результаты анализа вопросов развития спортивной карьеры, характерных для узбекского спорта, на основе аналитической модели.

Ключевые слова: спортивная карьера, виды спорта, подготовка, аналитический анализ, разряд, мастер спорта, кандидат в мастера спорта, группа.

Введение. Спортивная карьера является очень сложной и разнообразной темой для психологических исследований. Поэтому адекватной методологией ее изучения был бы системный подход.

Современный этап развития спорта в мире смело можно назвать «периодом высоких спортивных результатов». Сегодня открываются все новые и новые рекорды и новые звезды спорта. В настоящее время занятия спортом становятся не только профессией, но и образом жизни. В то же время возрастающая популярность борьбы, являющейся одним из видов единоборств, требует организации престижных международных соревнований, модернизации существующей инфраструктуры и материально-технической базы, а также необходимости усиления внимания подготовке квалифицированных кадров, тренеров и судей для арен.

Передать будущим поколениям богатые традиции и ценности спортивной борьбы, унаследованные от наших великих предков, поддерживать и поощрять интерес молодежи к национальному виду спорта борьбы под именем Узбекского спортивного бренда, укрепляя их чувство патриотизм, создание необходимых условий для всех слоев населения, особенно молодежи, а также народов мира для занятий данным видом спорта, показывает актуальность нашей исследовательской работы.

Обзор литературы. Психологические проблемы спортивной деятельности и личности спортсмена в Республике Узбекистан Р. А. Абдурасулов, Д. Н. Арзикулов, К. Г. Атабекова, Х. Ш. Баротов, А. С. Бегматов, З. Е. Газиева, А. М. Назаров, Е. Н. Назаров, Дж. Ш. Насиров, Ж. А. Пулатов, А. А. Собиров, Н. Ш. Усмоналиева, З. Х. Файзиев. Его изучали и другие ученые, в которых в качестве цели исследовательской работы трактовались обучение и повышение квалификации спортсменов высокой квалификации, подготовка, отбор

и отбор будущих спортсменов для спортивной деятельности. Однако психологические особенности планирования карьеры спортсмена в единоборствах в узбекской психологии не изучались.

Ученые из стран Содружества Независимых Государств И. П. Волков, Г. М. Гагаева, Г. Д. Горбунов, Е. П. Ильин, В. Л. Марищук, В. А. Плахтиенко, А. Т. Пуни, П. А. Рудик, А. В. Родионов, В. К. Сафонов, Т. Н. Стамбулова и др. изучали деятельность в спортивной психологии, в том числе ее общепсихологические характеристики, психологические особенности конкретных видов спорта, влияние спорта на развитие спортсменов, психологические факторы, влияющие на уровень спортивных результатов, акмеологические аспекты спортивной карьеры.

Методология, материалы и методы исследования. В нашей исследовательской работе был использованны систематическом анализе, моделировании, из опросников В. А. Ганзена «Карьера спортсмена – синтетическая модель», «Карьера спортсмена – 1-я, 2-я логические модели» и «Карьера спортсмена – структурная модель».

В целом необходимость разработки системы психологического обеспечения спортивной карьеры связана с рядом важных особенностей современного спорта, в том числе с некоторыми специфическими условиями его развития.

Во-первых, возможность развивать профессиональный спорт и превратить любительскую спортивную карьеру спортсмена в профессиональную. С одной стороны, это новый стимул для юных спортсменов, а с другой – источник новых, в том числе психологических, проблем. Спортивные клубы – относительно самостоятельные спортивные организации и спортивные федерации, определяющие стратегию подготовки спортсмена от новичка до профессионала, но также отвечающие за подготовку спортивной элиты и спортивного резерва. Оба мотивированы финансовыми проблемами не увеличивать количество спортсменов.

Во-вторых, неуклонный рост спортивных результатов практически исключает возможность достижения вершин во всех видах спорта в сравнительно короткие сроки только за счет природного таланта. Процесс подготовки высококлассного спортсмена требует все больше времени, поэтому начало спортивной карьеры отодвигается на более ранний возраст, чем когда-либо, что повышает значимость психологического сопровождения на ранних этапах спортивной карьеры.

На основе основных методов построения системных описаний (синтез – анализ – синтез высокого уровня) можно выделить следующие подходы к изучению спортивной карьеры:

– рассматривать спортивную карьеру в целом через ее важнейшие черты (синтетический подход);
– рассмотрение спортивной карьеры как процесса с учетом ее основных этапов и кризисов (аналитический подход);
– рассмотрение спортивной карьеры в целом, но с учетом психологической структуры спортивной деятельности и развития самого спортсмена (аналитико-синтетический или системный подход).

Для лучшего понимания психологических особенностей спортивной карьеры она была представлена в виде ряда этапов, названных аналитическим подходом к изучению психологических явлений.

Согласно заключению проведенного исследования, каждый спортсмен может выявить определенные этапы своей спортивной карьеры, определяющие его личный жизненный путь. Сегодня существуют более-менее устойчивые представления об общих этапах спортивной карьеры, которые должен пройти любой спортсмен. В таблице 1 представлены четыре наиболее популярные периодизации спортивной карьеры, и мы попытались объединить их в одну общую аналитическую модель.

Таблица 1. – Аналитическая модель периодизации спортивной карьеры

По эпохе/разным видам деятельности (по Б. Г. Ананьеву)	Период многолетней спортивной подготовки (В. П. Филин и др.)	Спортивный разряд	Возрастной разряд в спорте	Спортивные разряды и результаты спортивных званий
Подготовка	Начальная спортивная подготовка Начало спортивной специализации	Спортивно-оздоровительный и массовый спорт	Дети (младшего школьного возраста)	Без разряда в течение всего периода
Начинающий	Интенсивные тренировки по выбранному виду спорта	Высших достижений в спорте	Дети и подростки	Начинающий Без категории на 1-м курсе НП
				В период более 1 года НП, III юношеский спортивный разряд
Кульминация	Спортивное совершенствование: первая зона больших успехов; зона оптимальных возможностей	Высшие спортивные достижения – это любители. Профессиональный спорт	Дети и подростки	На 1-м году обучения 2-й юношеский спортивный разряд
				На 2-м году обучения 2-й юношеский спортивный разряд
				На 3-м году обучения 1-й юношеский спортивный разряд
				На 3-м году обучения 2-й и 3-й спортивный разряд
				I и II спортивные разряды на 1-м году спортивной карьеры
				На 2-м году спортивной карьеры получил спортивное звание кандидата в мастера спорта (КМС) по 1-му разряду спорта.
				За более чем 2 года своей спортивной карьеры КМС
Заключение	Спортивное совершенствование: зона высоких спортивных результатов	Наибольшие достижения в спорте имеют любители. Профессиональный спорт	Юность	Абсолютный мастер спорта (МС), мастер спорта международного класса (ММС) спортивные звания

Исходя из аналитической модели спортивной карьеры, можно отметить, что (см. табл. 1) специфические характеристики спортивной карьеры, но по сравнению с профессиональной карьерой:
– раннее начало «подготовительного» этапа (средний возраст начала занятий на первом году обучения в ГНП 10–11 лет);
– относительно раннее начало спортивной карьеры (средний возраст участия в тренировках 12–13 лет в год обучения в ГНП);
– относительно ранний пик спортивной карьеры (в восточных единоборствах в среднем 15–20 лет);
– спортивная карьера намного продолжительнее по времени, чем профессиональная.

Заключение. На наш взгляд, модель описания кризиса необходима для более эффективного понимания сущности и структуры спортивной карьеры. Спортивная деятельность настолько раз-

нообразна, что создать единую модель описания кризисов профессиональной деятельности спортсмена весьма проблематично по весьма объективным причинам. Это разные начала и оконча-ния спортивной карьеры, а также разнообразие вложений спортсмена с точки зрения физических и умственных затрат, необходимых для успешной реализации себя в спортивной деятельности и др.

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THEORETICAL BASIS OF PREPARING STUDENTS FOR FAMILY LIFE BASED ON THE AXIOLOGICAL APPROACH

Abstract. In the article, each person has a hierarchy of personal values that serves as a connecting link between the spiritual culture of society and the spiritual world of a person, social and individual lifestyle. At the same time, the system of values that characterizes society and a certain cultural environment reflects the result of spiritual activity carried out by the entire society. Two processes take place continuously and parallel to each other in society: the creation of new values and the transfer of cultural heritage from one generation to another. It is known that the development and improvement of effective technologies, systems and pedagogical mechanisms for the formation of the value system in students studying in higher educational institutions is one of the most effective methods of family pedagogy in the period of development. Due to this, scientific and theoretical views on the need to improve the axiological approach component in preparing students for family life have been reflected.

Keywords: axiology, axiological approach, family, value, national value, family life, educational institution, national traditions, education.

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ТЕОРЕТИЧЕСКИЕ ОСНОВЫ ПОДГОТОВКИ СТУДЕНТОВ К СЕМЕЙНОЙ ЖИЗНИ НА ОСНОВЕ АКСИОЛОГИЧЕСКОГО ПОДХОДА

Аннотация. У каждого человека есть иерархия личностных ценностей, которая служит связующим звеном между духовной культурой общества и духовным миром человека, общественным и индивидуальным стилем жизни. В то же время система ценностей, характеризующая общество и определенную культурную среду, отражает результат духовной деятельности, осуществляемой всем обществом. В обществе непрерывно и параллельно друг другу происходят два процесса: создание новых ценностей и передача культурного наследия от одного поколения к другому. Известно, что разработка и совершенствование эффективных технологий, систем и педагогических механизмов формирования системы ценностей у студентов, обучающихся в высших учебных заведениях, является одним из наиболее действенных методов семейной педагогики в период развития. В связи с этим нашли отражение научно-теоретические взгляды на необходимость совершенствования аксиологического компонента подхода в подготовке студентов к семейной жизни.

Ключевые слова: аксиологический подход, семья, ценность, национальная ценность, семейная жизнь, образовательное учреждение, национальные традиции, воспитание.

Введение

До сих пор проблеме подготовки к семейной жизни не уделялось должного внимания, школе и высшим учебным заведениям приходится готовить подростков к семейной жизни, воспитывать в будущем самих детей как родителей, создавать в семье здоровую психологическую обстановку., многие вопросы, такие как построение здорового образа жизни, упускались из виду исследователями.

В современную эпоху, когда процессы глобализации расширяются и углубляются, Президент Республики Узбекистан Шавкат Мирзиёев в своем выступлении на 72-й сессии Генеральной Ассамблеи ООН 19 сентября 2017 года сказал, что более 2 млрд. представители молодого поколения во всем мире занимают важное место в развитии человечества и крайне важен фактор молодежи, мнение о том, что он требует особого внимания. На этой конференции наш президент сказал: «Завтра и благополучие нашей планеты зависят от того, какими людьми вырастут наши дети. В связи с этим важнейшей задачей является формирование и воспитание у людей, в первую очередь, мышления молодежи на основе просвещения», и недаром его заключение привлекло внимание представителей всех стран-членов ООН [1]. Исходя из этой необходимости, целесообразно сначала уточнить значение и сущность понятий «аксиология», «ценность» и «система ценностей».

В частности, по мнению К. Назарова, «Аксиология есть наука о ценностях, изучающая пути формирования ценностных отношений между мирозданием и человеком» [2]. Поэтому в науке о семейной педагогике существует отдельная область науки, исследующая воспитательные возможности ценностей,– педагогическая аксиология, и в последние годы в этом направлении проводятся специальные научные исследования.

В следующем источнике она определяется как «Ценности – комплекс людей, отношений, ситуаций, материальных вещей и духовных богатств, важных для людей, внимания, уважения, влияния в обществе» [3].

«Духовность: толковый словарь основных понятий» определяет «ценность как компонент человеческой и общественной духовности, понятие, используемое для выражения ценности событий, явлений, процессов, ситуаций, качеств, требований и процедур в мире» [4].

В энциклопедии «Образование» она определяется как «Ценность – понятие, используемое для показа общечеловеческой, социально-этической, культурно-духовной значимости тех или иных явлений действительности» [5].

Ученый Б. Х. Ходжаев, начавший писать учебник по педагогической аксиологии в нашей республике, разъяснил следующие специфические стороны понятия ценности с педагогической точки зрения: «Происхождение понятия ценности показывает, что оно сочетает в себе три основных особенности: описывают практический и эмоциональный настрой человека; описание нравственных категорий, определяющих психологическое описание человека; описание социальных явлений, характеризующих отношения между людьми. Разработка понятия «ценность» позволяет условно выделить разные формы ценностей (экономические, психологические, нравственные, эстетические, познавательные, социальные), понять природу человека, механизмы его стремления к познанию, определить движущие силы познавательной деятельности» [6].

Анализ философской и педагогико-психологической литературы показал, что существуют разные подходы к трактовке понятия «ценность». С философской точки зрения ценность воспринимается как широко распространенный субъективный образ или представление, оцениваемое

человеком; в социологическом подходе ценность трактуется в прочной связи с социальными нормами, составляющими жизнедеятельность человека, его поведение; психология выражает это понятие в связи с интересами и потребностями человека. В педагогике понятие ценности отражает личностное отношение человека к мирозданию, в основе которого лежит индивидуальный жизненный опыт и познание мира, направленное на гармоничное развитие во всех аспектах.

Анализ отечественного и зарубежного опыта показал, что вопрос о «системе ценностей» проясняется более четко с философской точки зрения. Философ и ученый К. Назаров отмечал: «В определенный период развития общества его социальная структура приобретает пропорциональность, и этому периоду соответствуют относительно устойчивые и взаимно пропорциональные общие системы ценностей. Поскольку эта устойчивость и соразмерность свойственны соотношению между системами ценностей, то можно отличать системы ценностей, существовавшие в один период, от систем ценностей, существовавших в другие периоды, изучать различия и различия между ними [7]. Ш. Тайланова в своей исследовательской работе «Формирование системы ценностей у студентов педагогического вуза (на примере предмета «История педагогики»)» [8] собрала взгляды, возникающие в результате осознанного отношения к действительность, отражающая в природе, обществе и культуре систему ценностей, сформировавшуюся на протяжении столетий. Понятие «Совокупность взглядов» в этом определении может быть корректно определено в связи с преподаванием «Истории педагогики», но факт заключается в том, что система ценностей выражает совокупность ценностных форм.

Проблема семьи и семейного воспитания привлекает внимание многих ученых ближнего и дальнего зарубежья.

Например, семьевед Ю. П. Азаров на первое место в воспитании детей в семье ставит воспитание гражданственности и гуманности. Он подчеркивает, что все остальные характеристики формируются на основе этих двух характеристик, по его мнению, проблемы детского роста проливают свет на психолого-педагогические аспекты всестороннего развития подростков (16–18 лет) и воспитывают их через труда, искусства и творчества., гражданское воспитание, не быть равнодушным к любви к детям, бережно хранить в них добрые чувства, уметь понимать своего брата, учиться разделять их боль и радость, формировать самосознания, для совершения их физически и психически, дает рекомендации о правилах, методах и методах воздействия на духовное развитие [9]. Его рекомендации служат важным фундаментом в подготовке студентов и молодежи к семейной жизни.

И. П. Подласий приводит три основные системы ценностей: трансцендентальную (имеющую некоторую самостоятельность с точки зрения религиозной сущности), социально ориентированную – социоцентрическую (групповую, общечеловеческую, профессиональную, национальную и др.) и антропоцентрическую (индивидуальную) [10].

М. А. Макаревич разделил систему ценностей на следующие группы: определяющие смысл жизни (хорошее, плохое, счастье, благополучие), общечеловеческие (жизненные, демократические, социальный престиж, развитие личности, межличностные отношения), неформальные (традиционные, религиозные и урбанизация) и коллективные (взаимопомощь и солидарность). Жизненные ценности означают первичные и простые потребности, направленные на защиту и продление жизни человека. Ценности, определяющие смысл жизни, имеют сложную структуру и выражают сложность и богатство всей жизни человека [11].

П. А. Сорокин различал три типа системы ценностей:

– идеалистическая система ценностей. Ценности и идеалы этой системы неизменны и имеют

постоянное, абсолютное описание, и при преодолении препятствий, возникающих в процессе их понимания, у человека возникает эмоциональное удовлетворение;

– система эмоциональных ценностей. Специфические для этой системы ценности не принимают абсолютную форму, они применяются в связи с ситуацией, в которой участвует индивид;

– идеальная система ценностей. Он строится на основе обобщения идейно-эмоциональных ценностей [12].

По А. Г. Харчеву, семья – это тип отношений между супругами, родителями и детьми, сложившийся в ходе исторического развития. В этом случае семейные отношения могут основываться на супружеских отношениях, совместной жизни и взаимной нравственной ответственности. Кроме того, А. Г. Харчев высказывает мнение, что «Семья есть общественная потребность, вытекающая из потребности общества в физическом и духовном воспроизводстве населения» [13]. Это группа людей, основанная на единой семейной деятельности, связанной с браком и отцовством, родственными связями, а значит, с увеличением численности населения и преемственностью семейных поколений» [14]. Соловьев говорил: «Семья есть малая социальная группа общества, важнейшая форма организации личной жизни, в основе которой лежат брачный союз и родственные отношения, т.е. отношения между мужем и женой, родителями и детьми, братьями и сестрами и другими родственниками, которые могут жить вместе и вести общее хозяйство» [15]. Можно также привести точку зрения, высказанную психологом Л. Б. Шнейдером, который определяет семью как «структурно-функциональное объединение людей, эмоционально сходных и важных друг для друга по признаку брака, родства и отцовства» [16].

«Система ценностей» – понятие, выражающее взаимосвязь и близость ценностных форм, связанных с определенными социальными субъектами (человеком, нацией, обществом и т.д.), какой-либо эпохой, историческим этапом или сферой. Система ценностей составляет основу культуры и отражает духовные и социальные потребности, интересы, социальные действия и поведение членов общества.

В современном обществе происходит переосмысление системы ценностей. В связи с этим вопрос о классификации ценностей как основной аксиологической категории откладывается в сторону. В этом вопросе отражен один из проблемных вопросов аксиологии. По этой причине на фундаментальном этапе исследования внимание было уделено анализу основных подходов к решению данной проблемы.

Анализ процесса формирования ценностей подтверждает, что система ценностей отражает общественное сознание, которое выражает определенную культурную среду, рассматриваемую как результаты нравственной деятельности общества.

У каждого человека есть иерархия личных ценностей, которая служит связующим звеном между духовной культурой общества и духовным миром человека, общественным и индивидуальным стилем жизни. В то же время система ценностей, характеризующая общество и определенную культурную среду, отражает результат духовной деятельности, осуществляемой всем обществом. В обществе непрерывно и параллельно друг другу происходят два процесса: создание новых ценностей и передача культурного наследия от одного поколения к другому.

На современном этапе развития педагогического образования одним из важнейших и масштабных направлений социальной сферы является ориентация на личность обучающегося, признание человека высшей ценностью в обществе. Идея гуманизации образования является результатом широкого применения аксиологического подхода в педагогике.

Вышеупомянутый категориальный аппарат общей аксиологии позволяет сосредоточить внимание на педагогической аксиологии, которая слу-

жит выяснению своеобразия педагогической деятельности, ее социальной роли и возможностей развития личности. Как отмечает Б. Х. Ходжаев, педагогическая аксиология как наука о воспитательных ценностях (их взаимосвязи с природой) выполняет следующие функции:

– относящаяся к содержанию (стимулирует интеллектуальную инициативу за счет того, что объединяет содержательную и организационную стороны обучения) – мыслительный процесс, актуализация предмета, определение четких аргументов и доказательств, критическое наблюдение информации, понимание ее смысла, рост личного мнения;

– оценщик – отражает развитие адекватной оценки бытия и духовных явлений у участников педагогического процесса;

– функция ориентации – связана с возможностью определения важных правил личностно-профессиональной характеристики на основе определенных параметров «иерархии ценностей»;

– нормативные – компоненты аксиосферы педагога и воспитателя, «узаконивающие» систему их взаимоотношений, отражающие ценностный стиль;

– относящийся к управленческо-системному субъекту в потоке национальных и общечеловеческих ценностей с гуманитарным содержанием, направляет развитие системы образования, создает необходимые действия в сфере образования; контроль – развитие ценности в культурно-историческом контексте, позволяет сформировать у человека ценностную направленность [17].

Исследуя вопрос о национальных и общечеловеческих ценностях, их роли и значении в духовно-нравственном воспитании молодежи в научных исследованиях Н. Артикова, добиваясь формирования системы «Воспитание-семья-соседство» в организации духовного и воспитательная работа является фактором формирования сильного духовно-нравственного воспитания молодежи, мнения о ней высказаны на основе научно-методических учений, фольклора и народной педагогики, этики [18].

На Западе работают консультационные центры по подготовке молодых людей к семейной жизни. Эти консультационные центры работают по следующим направлениям:

1. Подготовка к семейной жизни до брака.
2. Детское образование.
3. Семейные отношения.

Здесь важны все три направления, и мы остановимся на первом направлении, поскольку оно близко к нашему объекту исследования. Ведь подготовка учащихся к семейной жизни – очень важная задача, и необходимо подготовить их к полному представлению ответственности семейной жизни. Но привыкание к семейной жизни идет непрерывно, и каждого молодого человека на пороге брака надо приучать удовлетворять не только свои, но и запросы друг друга.

По этой причине важно понять, в чем состоит счастье любить и быть любимым, прежде всего, в семейной жизни, а в текущий период развития, в силу социально-семейных условий, диспансеризации молодых людей, на пороге создания семьи, для этого в плане здоровья желательно развивать деятельность консультационных пунктов и центров психологов, педагогов, социальных консультантов по вопросам семейных отношений, семейного образа жизни.

Кроме вышеперечисленного, при подготовке молодежи к семейной жизни внимание уделяется только девочкам, а мальчикам пренебрегают. Если молодой человек не готов к семейной жизни, семья, которую он построит, не будет крепкой.

Поэтому очень важно, чтобы юноши были нравственно высокими, широкими и вежливыми, следили за своим здоровьем. Проверка здоровья юношей, как и девушек перед вступлением в брак, помогает предотвратить факторы, из-за которых созданная ими семья в будущем разрушится. Например, если у обоих молодых людей диагностированы инфекционные или хронические заболевания, психические заболевания или умственная отсталость, их брак запрещен. В результате таких браков

рождаются дети-инвалиды и умственно отсталые, страдает счастье семьи.

В. М. Каримова, исследуя своеобразное проявление этих представлений у представителей разного возраста и пола в зависимости от образа жизни, образования, опыта, профессии отдельных лиц и групп, установила, что социально-психологическая позиция женщины и мужчина в семье, муж влияние жены на воспитание детей в семье, проливает свет на условия и психологические факторы формирования у молодежи правильных, приемлемых семейных и социальных представлений. При этом брак и семья, возраст вступления в брак, национальные ценности узбекских семей, личностные качества, обеспечивающие крепость семьи, качества обоих полов и условия их проявления, положение мужчин и женщин в семья, количество детей, развитые у них социально-психологические механизмы, связанные с формированием представлений о способах комплексного воспитания, вовлечения их в семейную работу [19].

Но формирование этих представлений обусловлено изменениями в обществе, социальной среде и принятых в этой среде обычаях, обычаях и традициях, своеобразием взаимоотношений в каждой семье, количеством детей в семье, уровнем образованности детей. родителей, их. Научно и практически обосновано, что от этого зависит престиж и положение в семье [20].

Г. Б. Шоумаров при подготовке молодежи к семейной жизни акцентирует внимание на любви, семье, ее характеристиках, семейных проблемах, особенно разводах, гибели детей, причинах бездетности, неумении вести хозяйственные и хозяйственные дела, проблемах воспитания в семье, общение членов семьи, задачи, неумение правильно использовать свободное время, биологическая, психологическая, социальная жизнь мужа и жены в семье, морально-психологическая среда и факторы, влияющие на нее, отношения между членами семьи и их закономерности, влияние полового воспитания взгляды [21].

Резауддин ибн Фахруддин в своем труде «Семья» говорит: «Семья создается тогда, когда муж и жена законно существуют вместе. Мужчина выбирает себе жену и находит наперсницу, которая будет ему опорой в каждый хороший и плохой день, и которая будет доставлять радость его душе при жизни на свете, в радости и горе. Хорошо воспитанная жена радует своих родителей, мужа и детей, всю семью, друзей, соседей и сотрудников своим образованием и поведением. Но необразованная жена поступает наоборот и оставляет своих родителей и ребенка на посмешище. Он живет несчастливо, оставляет своих детей необразованными и портит им жизнь». «Верность мужа и жены друг другу – бесценное наследие, оставленное нам нашими предками». Это произведение представляет собой воспитательный трактат о морали, жизни и человечности. В нем содержатся очень поучительные советы и советы о семейных отношениях, обязанностях и ответственности родителей, детей, браке и любви и других человеческих качествах [22]. Они важны в формировании хороших качеств у людей.

В произведении «Семья Фитрата» писатель Абдурауф Фитрат описывает проблемы и пути их решения, связанные с формированием совершенной человеческой личности. Отражены семья, являющаяся основой общества, ее место в жизни человека, обязанности главы семьи и ее членов, проблемы семейного воспитания [23].

Выводы и рекомендации. Большое значение имеет и совместимость семей юношей и девушек, строящих семью, т. веры, и собственности.иначе после такого брака, конечно, будет много разногласий в семье, которые могут закончиться разводом или привести к измене одной из сторон. Поэтому, если молодые люди подготовлены к семейной жизни духовно, нравственно, психологически и педагогически, обладают достаточной культурой жизни, семья будет крепкой и полной. Для этого необходимо подготовить молодых людей к семейной жизни, прежде всего сформировать представления об этой жизни Из исследо-

ваний известно, что представления о семейной жизни сформированы не полностью из-за недостатка информации в этой области.

Требованием и актуальной проблемой эпохи развития является подготовка студентов и молодежи к семейной жизни, подготовка их как высококвалифицированных специалистов, и это должно стать важной задачей для представителей всех областей, в том числе психологов, педагогов, тренеров и специалистов по это поле.

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THE LEVEL OF STUDY OF THE FEELING OF MATERIAL LACK IN A PERSON BY FOREIGN PSYCHOLOGISTS

Abstract. The article focuses on the reflections and research of foreign psychologists on the study of the feeling of material need in a person as a socio-psychological problem that does not affect the psychological state of a person, thereby creating a feeling of material need in a person. of a person and thus lowering self-esteem, stressful situations, negative attitudes, changes in thinking, the views of different scientists and different countries and information about their findings are presented.

Keywords: feeling of lack of material, self-esteem, negative attitude, stress, thinking.

Introduction

The problem of studying and researching the problems of material shortage in our country stands out as one of the global issues facing specialists, especially social psychologists, who are waiting for a solution to their problem. That is why we need to get a lot of information from the sources of foreign psychologists and use them in our country to get positive results. In this way, the saddest thing is that socio-cultural differences caused by economic reasons lead to negative emotions – guilt, anxiety, tension, fear of unemployment, discomfort caused by losing control over one's financial situation. appears in the field. These trends are less obvious among the Russian people, as planned distribution and market systems shape their relationship to money and wealth in different ways. It is not for nothing that the demand for the services of psychotherapists and social psychologists is increasing in Western countries, especially in the USA. US entrepreneurs are in a constant state of mental stress – in addition to the usual mental stress associated with the problem of material shortages, they are greatly affected by the struggle for redistribution of property and markets, the uncertainty of tax legislation and other factors. Therefore, under the complex influence of national and economic reasons, a special type of entrepreneur is being formed, and

this is confirmed by special studies. Each society is characterized by its own type of psychological entrepreneur, which is formed under the influence of cultural factors and social environment.

At the stage of solving material shortages, according to M. Weber, there is a risk that money will turn into a value by itself, since the seizure of property is mainly carried out by adventurers who are not capable of producing goods. the single value and super-value easily earned money is spent "on the merchant's path" in restaurants, shops, resorts. In this case, a person falls into a state of material deprivation. Money should serve his life, not his wallet, his stupid whims, and his pride, but this way of the system shows the opposite.

The problem of material deprivation in society attracted the attention of scientists long before Adam Smith. The main criterion of material shortage is wealth, money. The rest – power, prestige, reputation, privileges, control of resources – are closely related to it. Due to lack of material, the relations of people in the society have always been in a state of precarious balance, which is disturbed as a result of worsening the life of the poor and increasing the pressure on them.

Materials and methods

This policy helps to remove resentment from the plight, actually helps people and creates the appear-

ance of aspiration for material security. A person's financial situation affects his reputation in front of other people. People who are financially secure are considered to be happy, healthy and healthy. People with a sense of material lack are unhappy and maladjusted, lazy, and they make up the majority of the world's population. Financial insufficiency is defined as the ability to spend less than $4 per day. The range of attitudes towards people with a sense of material lack begins with complete contempt, with no assistance to bring their status to an acceptable standard of living (social programs, funds)., charity). In addition, the use of social programs is often rich countries and rich people. In poor countries where there are a lot of nouveau riches, there is a strong hatred and cruelty towards people who feel materially inadequate.

From the general mass of people with a sense of material lack, it is necessary to distinguish people of a certain mental type: they need neither things, nor beauty, nor furniture, they are lazy, do not want to work, do anything. . If they are given freedom, they will happily lie down on the couch. If they work, it is only for income, often for a day. They are ready to destroy the civilized world in order to preserve their status and psychology, essentially a homeless person.

Walter Eucken promoted the concept of socially based economic policy and showed the importance of achieving a fair distribution of the factors of production for the majority of society's members, based on the maximum productivity. Since the 1930 s, this problem has become the main problem center of economic regulation. The main point here is not the interest in absolute material supply, but the principle of "live and let live". Each person and social group has a limited limit of needs (or is equivalent to a gradually growing, developing society).

In the process of the development of society, the rich get richer, and the people who feel materially deprived become more materially deprived, and the balance between them is almost never reached. Social programs should be as flexible as possible and adapted to the national characteristics of countries.

In Western economic psychology, the problem of material scarcity is considered as an independent problem.

People with material deprivation are defined as the inability to maintain a minimum standard of living. There are different theoretical approaches to material scarcity. When analyzing the feeling of material lack, three groups of its causes are distinguished:

– individualistic (responsibility for the existence of material lack depends on the behavior and personal characteristics of people who feel material lack);
– structural (responsibility lies with society and economic forces);
– fatalistic (the reason for the lack of material is luck and fate).

According to scientists, studying the personality of people with material shortages is one of the main contributions of psychology to alleviate the burden of the problem of existence of material shortages. Personal theories of material deprivation provide conflicting material, but the authors of individual publications and reviews still identify some "constants" of the psychological portrait of people whose objectively or subjectively experienced material deprivation indicates existence (man o considers himself to be a person with a sense of material inadequacy). Consider these consistent characteristics of people with a sense of material deprivation.

Time is constant: people with a sense of material lack have a short-term view of the present direction and the future, i.e. Temporal orientation is not presented as a person's ability to delay the satisfaction of one's desires (postponing current less valuable goals in order to achieve later but more important goals).

Spatial constant, material lack of existence is often combined with an external locus of control, i.e. believes that events in a person's life are controlled by chance, luck, more powerful beings, or forces beyond his understanding, rather than by his own actions.

Consistency of energy: the desire for success is weakly expressed, the motivation for success does

not prevail over the motivation for avoiding failure (people are more afraid of defeats and disappointments than success).

Consistency of information: low self-esteem (also self-esteem, self-confidence). The main attitude of a person with "market" psychology – willingness to be responsible for the exact result of his work – is formed in people with high self-esteem and a high level of pretension.

Result and discussion

Foreign psychologists see one of the psychological reasons for the material shortage in our country and the former socialist countries, for example, in the overestimation of consumer claims of our population after the opening of the Iron Curtain. Some authors explain this phenomenon by the fact that many people have not developed financial self-control, i.e. the temporal perspective of economic behavior is simply distorted.

Our indigenous people experiencing economic deprivation are often victims not of lumpen, but of sharp stratification and the costs of transitional economic policies. But the objective reasons for existence of material shortages do not reduce the role of subjective reasons, therefore, an important socio-political task is to promote favorable reforms from the bottom up that affect people's personal variables.

One of the ways to identify the attitudes towards money that cause material deprivation is the cross-cultural study of attitudes towards money conducted by O. Deineka and O. Dvorkina (Table 1).

Table 1. – Differences in the attitude of representatives of different social groups to money

Representatives of social groups	Money movement	Awareness of wallet availability	Contribution and income balance
Bankers	Cost limit	Often they know how much	Balanced
University intellectuals	There are no special restrictions	Often they don't know	Often they don't know
Small business entrepreneurs	Money is, first of all, the purpose of activity, the main value	They know about the money in the wallet and the cash	Balanced in secondary education

The study showed that it is money that becomes one of the means of adaptation, compensates for the unbalanced relationship between the state and business, and is a component of the entrepreneur's image. Even if there are no objective indicators of the problem of material shortage, there is a deterioration of the morale of the intelligentsia. Its representatives understand that they are dependent on the money received from the state, that there is a growing tendency to limit savings for a "rainy day", and that they are cautious and jealous of new financial structures and tools.

In addition, Chinese scientists and millionaires are doing a lot of work on this topic. In order to promote comprehensive economic and social development in China in 2001, the state allocated 148.000 poor villages across the country. Each of them has a specific plan to overcome poverty. By the end of 2010, such plans were implemented in 126.000 poor villages, which is the majority. This plan began to work in the poor villages separated by the state, including the old revolutionary areas.

Chinese billionaire Zhe Ma commented on the mentality of people with material shortages.

"It is very difficult to meet the demands of poor people. If you give them something for free, they think it's a trap. If you tell them that this is a small investment, they say that it is impossible to earn a lot of money. If you give them a financial offer of a certain amount, they will pretend that they don't have any money. If new topics are offered, they are

worried about their lack of experience. If you tell them it's a traditional business, they say it's a thief. If you tell them about opening a shop, they say there is no freedom. When you talk about running your own business, they say that there is no evidence of new business development.

Conclusion

In conclusion, it can be said that even foreign psychologists have not been able to fully solve these problems. Because people are different and their thoughts are different. The possibility of changing every person from a psychological point of view is very low.

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Section 2. General pedagogy

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PEDAGOGICAL FACTORS IN THE DEVELOPMENT OF THE MODERN EDUCATION SYSTEM IN UZBEKISTAN

Abstract. The article talks about the specific features of the organization of modern education in Uzbekistan, reforms in the field of education, educational values and pedagogical experience of Uzbekistan.

Keywords: independence, integration, criterion, cognitive, reflective, subject, person-oriented education.

Introduction

Today, Uzbekistan has centuries-old rich pedagogical experience and certain traditions have been formed in the process of education. This experience requires a thorough analysis and development of systematic pedagogical methods, since the market economy now requires school graduates not only to determine their place in society, the successful integration of Uzbekistan into the world educational space, and the search for new educational methods.

In the years of independence, based on the real needs of the economy and public life, great efforts were made to modernize the system of higher education in our country, introduce modern forms and technologies of education, and improve the areas of training specialists [11].

Decree of the President of the Republic of Uzbekistan dated October 8, 2019 No. UP-5847 "On approval of the Concept for the development of the higher education system of the Republic of Uzbekistan until 2030" in order to determine priority areas for systemic reform of higher education in the Republic of Uzbekistan, raising the process of preparing independently thinking highly qualified students to a qualitatively new level personnel with modern knowledge and high spiritual and moral qualities, modernization of higher education [3].

Methods

Education in Uzbekistan is referred to as one of the advanced areas based on "personality-oriented education". This experience makes it possible to acquire empirical and theoretical data, study them and carefully analyze them, ultimately making decisions on the development of education in our country, and regulating scientific activity in this area [12]. Of course, it is impossible to fully apply the educational values and pedagogical experience of other countries in the education system of Uzbekistan. Each nation has its own mentality, which directly affects the system of general education, in connection with the global trends of integration in the field of education, such studies help different nations to better understand each other [10]. Most socio-economic trends in countries are of a general, global nature, and

socio-economic changes in the world directly affect the minds of young people.

Results

In order to understand how modern pedagogical concepts appeared, it is necessary to turn to the pedagogical experience of Uzbekistan. At the beginning of the last century, the opinions of educators and scientists suggested that in training it is necessary to take into account the individual characteristics of a person. Therefore, A. Avloni emphasizes that "if pedagogy wants to educate a person, it must first of all study him thoroughly."

It can be noted that at a certain historical stage in the pedagogical sphere in all countries of the world there were uniform laws. With the expansion of production, it became necessary to increase the social mobility of people, and education required adaptation to such conditions. A number of reforms were carried out in school education, through which the processes of centralization of management were strengthened. It can be noted that at a certain historical stage, there were uniform laws in the field of pedagogy in all countries of the world. With the expansion of production, there was a need to increase the social mobility of people, and education required adaptation to such conditions. A number of reforms were implemented in school education, through which processes of centralization of management were strengthened. Along with state educational institutions, private educational institutions began to appear. Since professional education appeared between general and higher education, the opportunity for education in educational institutions was created for the general population.

A new task in schools was to implement the idea of activating teaching methods promoted by pedagogy. Thus, a new system of organizing educational work was introduced in schools, new methods and forms of teaching were proposed. At the same time, a number of problems related to the sphere of moral education appeared [9]. At the same time, the widespread dissemination of mass culture created the problem of preserving and developing national identity in the education system of Uzbekistan.

The structure of education in Uzbekistan consists of several levels (preschool, primary, secondary, vocational and higher, postgraduate education, out-of-school education). As in the countries of the world, education is carried out in several stages, and general secondary education lasts an average of 11 years [1].

In particular, today the pedagogical system of the developed countries of the world has a number of unique features. One of them is that all educational institutions (administrative units) located in a certain territory have the right to create their own curricula. At the same time, periods of vacation and periods of study are determined independently. They may also adopt their own educational rules [5]. In our opinion, it is necessary to pay attention to this aspect in the society of Uzbekistan. With a certain centralized management structure, educational institutions can be more independent. In such conditions, it will be possible to achieve high results.

In Uzbekistan, pre-school and higher education is not compulsory, as in many other countries, pre-school and school education is compulsory. Children receive education both in state educational institutions and in private, religious and other institutions. At the same time, foreign citizens are admitted to any of the systems of additional.

The reformers also put forward a number of other initiatives that can be successfully applied in schools. It is proposed to pay special attention to the issues of openness of the school, orientation of the educational process to the children's world, involvement in labor activity. Education, including social education, is given more attention than education. Independence is prominent and accountability is one of the main principles. Activities in preschool education are enlivened through games, wall newspapers, classes; special classroom spaces are introduced in schools for experiments, creative, intellectual and cognitive activities.

In recent years, attention has been paid to inclusive education in Uzbekistan, and a special place is given to the adaptation of children with disabilities in society. The task of teachers is to eliminate factors that prevent the full and effective participation of a certain group of children in educational activities. If we turn to foreign experience, including European countries, we can note the heterogeneous principle of organizing the education of children in traditional schools [13].

The main task in educational institutions is the formation of practical experience in children and the formation of their ability to make independent decisions in overcoming life's difficulties, to convince them of their inner value, value and social significance.

Discussion

Thus, as a result of a number of reforms carried out in Uzbekistan, the main concepts of pedagogy were focused on the democratization of education, taking into account the interests of the development of the individual and society. Pedagogy focused on the education of an educated and comprehensively developed person. Also, a unique feature of education is that there is a unified system of teacher training, but training may differ in different educational institutions [8].

In the field of education, special attention is paid to the problem of multicultural education, because many nationalities and peoples live in this country. Compared to other CIS countries, Uzbekistan is the leader in terms of their number.

The content of educational programs of educational institutions, educational programs at all levels reflect the society in Uzbekistan and are designed to form multicultural competencies based on respect for the individuality of children of any nationality.

Particular attention is paid to the admission of children with developmental delays or physical disabilities in special educational institutions for children with disabilities. Various workouts are tailored to suit their individuality. Thus, each child develops at his own pace. In these schools throughout the country, special attention is paid to the spiritual education of students, close communication with parents, and care for the health of the younger generation. In such schools, special attention is also paid to the development of cognitive functions. This teaching method also works well for children with physical or behavioral disabilities.

Conclusion

As a result of the reforms, despite a number of existing problems, Uzbekistan managed to create one of the best education systems in the world. At present, the efforts of the country's education system are aimed at preparing versatile personalities who can apply the acquired knowledge in practice. Group work outside of school is common. The school itself is thus closer to real life. In many educational institutions, education is important because it takes into account the individual characteristics of the child's personality in an atmosphere of tolerance and mutual respect.

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THE CONTENT AND ESSENCE OF SPEECH COMPETENCE IN MOTHER TONGUE EDUCATION

Abstract. The pupils form their basic competencies such as communicative competences, the acquisition of the state language and foreign languages, independent and creative thinking skills, written and oral fluency as well as they develop the ability to apply the knowledge acquired in the native language in the process of communication in general secondary educational system. This article highlights four main types of speech activities, which are acquired by teaching students in their native language: listening comprehension, speaking, reading and writing skills.

Keywords: continuous education, the four main types of speech activity, listening comprehension, speaking, reading and writing actions, syntactically and stylistically correct assessment, grammatically correct word formation, speech-communicative, grammatical and general educational tasks, student's speech (listening, speaking, reading, writing) competence.

Introduction

To develop the spirituality of the young generation, to familiarize them closely with the rich history, national values, traditions and literary and artistic heritage of the Uzbek people, to develop the national and universal values formed on the basis of national traditions, holidays, and customs. Especially, it is envisaged to study concise and beautiful examples of Uzbek literature, important scenes of the historical and cultural life of the nation, and the creative heritage of representatives of the Uzbek people who contributed to the world national culture. It is necessary to be able to evaluate, compose a sentence and use the literary language in order to determine the tone of speech in this process, the correct pronunciation and correct writing word forms, grammatically correct word formation, appropriate choice of words in written and oral speech. We need to pay attention how to form communicative speech on the basis of linguistic, lingua-psychological, socio-psychological and paralinguistic and general didactic and specific methodological features of language education at the primary and general secondary stages of continuous education in language learning.

Materials and Methods

Students' communicative competence and language skills should be formed in each class by applying four main types of speech activities focused on listening comprehension, speaking, reading and writing, where they will develop their ability to exchange and express opinions independently in various speech situations. In particular, it is necessary to develop the skills of applying the acquired knowledge of the mother tongue in the process of communication. It is necessary to use regularly modern information and telecommunication tools that expand the possibilities of effective development of competence in working with information in the teaching of sciences. It is recommended that the student use mobile devices (phones, tablets and other gadgets) to search for and analyze science-related information from various sources, and to develop skills for working with information media while observing information security. In the formation of self-development competence, it is necessary to have universal human qualities, to love the country, to have legal and

economic knowledge, to strive for innovations and to make independent decisions based on acquired theoretical knowledge, progressive and innovative development in society. It is necessary to be aware of changes and learn to use them in everyday life. The formation of socio-emotional and civic competences consists in acquiring knowledge about civic duty, social and political development, emergencies, and environmental problems, understanding artistic and artistic works, and developing organizational skills in their preservation. However, a number of current problems and shortcomings are still waiting to be solved in the teaching of the mother tongue as a science. We have analyzed the following problems:

– Teaching of the mother tongue is focused mainly on theoretical information, and rather than improving the student's speech (listening, speaking, reading, writing) competence;

– Some inappropriate grammatical topics were chosen for the grades to teach mother tongue in the cross-section of classes;

– There was no connecting the science of the mother tongue with life, making use of the rich opportunities of our mother tongue, and teaching pupils in a meaningful, simple, and interesting way;

– Some exercises and tasks in the textbooks will not create interest, passion, inclination; encourage logical, creative, and creative thinking in students' mastery of the topics;

– The interactive methods of teaching the subject of the mother tongue in general secondary schools, wide introduction of advanced pedagogical technologies is not at the level of demand;

– Scientific methodical support of mother tongue science (textbook, teacher's book, exercise book, multimedia applications, didactic materials, etc.) is insufficiently developed;

– The improvement of methodical support of teachers and pedagogues, distance-learning courses for teachers and methodologists of mother tongue and literature science have not been introduced;

In fact, the quality of training of teachers, pedagogues, and personnel in the field of mother tongue science in existing higher education institutions does not meet today's requirements calls for a radical revision of the teaching of mother tongue science and updating it in accordance with the needs of the times.

Results and Discussions

Native language not only teaches lexical and grammatical norms, but also serves to develop the potential of students to listen and understand, read correctly, and apply orthographic and orthographic norms. For the logical, critical, creative thinking of the student, special attention is paid to reading comprehension in mother tongue classes. A student who mastered his mother tongue satisfactorily learns other subjects. A student with perfect reading literacy can think logically, critically, creatively by reading the texts studied in other subjects, and the ability to apply the knowledge gained in life. In addition, one of the main tasks for the teacher is to adapt the practical tasks designed to work with texts that meet the requirements of the international assessment programs (PISA, PIRLS) aimed at forming the student's logical thinking, practical skills, comprehension skills, analytical, critical thinking skills as well. Communicative competence is the ability of student's performance in his/her native language, understanding the opinion of others, being able to express one's opinion in oral and written form correctly and fluently in accordance with the speech conditions;

General competences developed in language and literature subjects in school graduates (requirements for graduates of general secondary education):

Speaking skills
be able to speak fluently in various speech situations, following the standards of the Uzbek literary language
be able to prepare a speech on the topic and to present it, to present the thoughts and ideas within the topic in the form of a presentation
participate in discussions, summarizing opinions and being able to react
expressive recitation of an artistic text from memory, being able to use tone, intonation and stop (pause) appropriately

Writing skills
be able to express one's thoughts and feelings correctly, consistently, following the rules of spelling, punctuation, and style, as well as write information according to the requirements of the specified volume
be able to write texts for different purposes and for different students, in particular, to be able to convey written information about a certain thing/event
to organize and summarize materials, to be able to write opinions and arguments based on details
be able to use expressive means in order to increase the effectiveness of written speech
be able to use vocabulary and grammatical tools correctly to ensure the consistency of the text and increase its level
compliance with spelling, style and punctuation standards

Reading comprehension skills
being able to read fluently and expressively, distinguishing the style of the text;
being able to comprehend how the language is used in the text, in particular, the meaning of each word, phrase and sentence form, why this particular word, phrase or sentence is used, the structure of the text and its components to be able to understand the function of means of transportation;
to determine the contribution of idioms, proverbs and aphorisms to the text
Able to find the appropriate title(s) for the content of the text
be able to determine the author's point of view on the text object
draw a conclusion, be able to connect the conclusion to the event given in the text
be able to know the purpose of the writing of the text, for which category of reader it is intended, in what context it was written, and to be able to apply this knowledge to better understand the text.

Listening skills
be able to listen and understand monologue speech and conversation
be able to identify the details mentioned on the subject of live speech and audio text
being able to understand and answer the questions
understand the difference between interrogative sentences, indicative sentences, exclamatory sentences and sarcasm
be able to express the information given in the audio text in different forms, in particular, in the form of a table, drawing, graphs.
be able to recite audio text orally and write it down in texts
to make conclusions based on what was heard and to be able to support the conclusion with evidence
be able to distinguish the tasks, opinions and views of the parties in dialogic speech and conversation;

In native language education, the orientation of theoretical knowledge of linguistics to work on speech competences of a practical nature and subordination is determined as a leading principle. In the education of the Uzbek language, foreign experiences approached creatively and critically, rich experiences in the history of our national pedagogy and advanced experiences were created in our country. A strong integration of modern digital technologies and educational technologies, distance education programs are organized based on modern information and communication technologies.

Conclusion

Based on the results of methodological research, a new generation of textbooks will be created based on educational programs that provide for the combination of mandatory and variable components, where the development of independent creative abilities of students is a priority. Methodological support that helps in theoretical and practical mastering of educational materials: auxiliary educational tools (dictionaries, dictionaries, text collections, multimedia, mobile applications, etc.) are created. Existing problems in practice are solved based on the results of methodological research and scientific research.

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Section 3. Higher professional education. Pedagogy of higher professional school

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THE STRUCTURE AND ESSENCE OF THE PROFESSIONAL TRAINING OF THE FUTURE ART TEACHER

Abstract. This article is covered in the development and implementation of the structural training preparation of teachers of fine art, which is based on the development and implementation of the professional training of the professional training.

Keywords: creativity, graphics, character, composition, ratio, tus, chromatic, social, psychological advanced.

Introduction

Fine Arts teachers are perfectly mastered in the clear appearance of the world, is the first pedagogical phase in preparing them. To illustrate the creature, every pedagogical teacher should have drawing skills and to work hard without it.

Our society is expected to create new textbooks, to improve the processes of international assessions, and the development of interdisciplinary integration, and to achieve new results through the Steam program. It is important that Fine Arts will learn from the previous days of their professional career. This requires more creativity, good knowledge, the highest skills.

The study learned the work of Uzbek, Russian and foreign scientists, artists, artists, artists, theoretical views and methodological knowledge in publishing.

The main task of fine arts includes the formation of knowledge and skills caused by the study of masterpieces in young people. He envisages the student's ability to know and use them properly [1, 7].

At the same time, foreign art teachers must have enough knowledge, skills and creativity teachers from pumping (graphics). It is well known that pumpets are also characteristic of the mastery of fine arts as a special art form. Practical artists and teachers who know the secrets of the pencil well will be able to do their thoughts as soon as possible, as well as more clearly. It is no coincidence that one of our scientists is "the description means observation, creation, invention [2].

Pinters are required to perfect the secricing of the prospective figurine teacher first, the basis of fine arts, the following:

- Fearing information about the arts of the graphs;
- Materials used in pencils, rules and guidance of their preparation;
- Facilities of painting work from Natura;

Knowledge and theoretical concepts of the laws of personal contraction in the pump;

- The penal situation is compositional;

– Experience and skills of the work in the pencil;

– Pumplife contains a number of goals and objectives, such as ways and methods of shaping work with a pen [2, 14].

The words of the Great Miceleldjelo Banorato are the pensioner is the highest point for each future pictorial and source of sculptures and the root of all subjects.

In order to train the talented pictorial art teacher, we need to learn:

– Comparison the ratio of knowledge to see the objects of its own aspects;

– a geometric form, geometric form, structural structure of items described, clearly reflection on the form of appearance;

– Singchikovlik, drawback during illustrating items:

– It is known that educated knowledge, skills and competencies can gradually apply the knowledge, skills and skills.

In this regard, the Italian scientist and great artist Leonardo should be: "If young people want to science and test themselves in fine arts, they must have perfectly know drawing".

Materials and methods

The following views on the great artist and scientist, Leonardo of the Awakening Time, in the form of the pen icon, were placed on the same time, as well as the following opinion. The pedmetium is like a mirror that reflected in knowledge.

Russian famous artist K. P. Creditov, who created the first half of the 19th century, said he should be known to draw the painting, as it is necessary to find a picture to be an artist, because of pencil art.

Russian artist and pedagogy, historical, genre and portrait artist Young artist and educators "The science becomes art at its own high spot", "cannot see the forms Anyone can not draw the line properly". "As long as the subject is and how it appears to our eyes", and it should also be represented as well as its "view" and "essence".

Russian graphics, sculptor A. A. Aneenna is closely linked to young students with the basics of your pencil and paint.

In the late 19th century, E. Arrepin from artists who contributed to the development of Jobkhon art and culture. The words "Betnim is the best drawing from natura" is the most true school".

In Pedagogi K. Nughangi K. Nughogi K. Nugogogi K. Saksinov said it is the basis of the professional skills, in the first phase of the pencil, we use mainly lines in the first phase of the pencil. We find a composition using a line. The subject and form of the subject through lines is determined. The spatial environment will also be built through lines, and different facilities will be placed in this environment. With the help of strips, we analyze the structure of the subject, ie the design of things, TON is the feature of the form under the term – The. In this realm, the tuus in the pump is performing several functions. It is when modeling the shadow and light of the shape, the surface of the silhouette. It is important to show the subject of hungry changes. Indeed, the future teacher of fine art will be able to skillfully apply the line and tone (ton) during its creative activity.

Leonardo da Vinci, Rafael Santi, Renato Guttuzo, Pablo Picasso and others added his contribution to the development of fine arts. They have enlightened the inner world, philosophical opinion in illustrating the works of their creatures.

The forensic foundations of the future and teacher of fine art should be obtained in the knowledge and creative activity of the theoretical foundations of fine arts.

The term "composition" is derived from the Latin, meaning that the structure, merger, connection.

Result and discussion

A prospective Teacher of Future Aynician should reflect his psychiatric experiences through the creative composition, reflecting them in the work, and to encourage his world. At the same time, it is important to illustrate every images in a series of harmony.

The work describing the coloring serves the real state of view. Colors in fine arts are divided into two types (see Figure 1).

There are chromatic and sibling of colors in color skills. The word chomatic is derived from Greek, indicating the concept that the word apricot is colorless [3, 27].
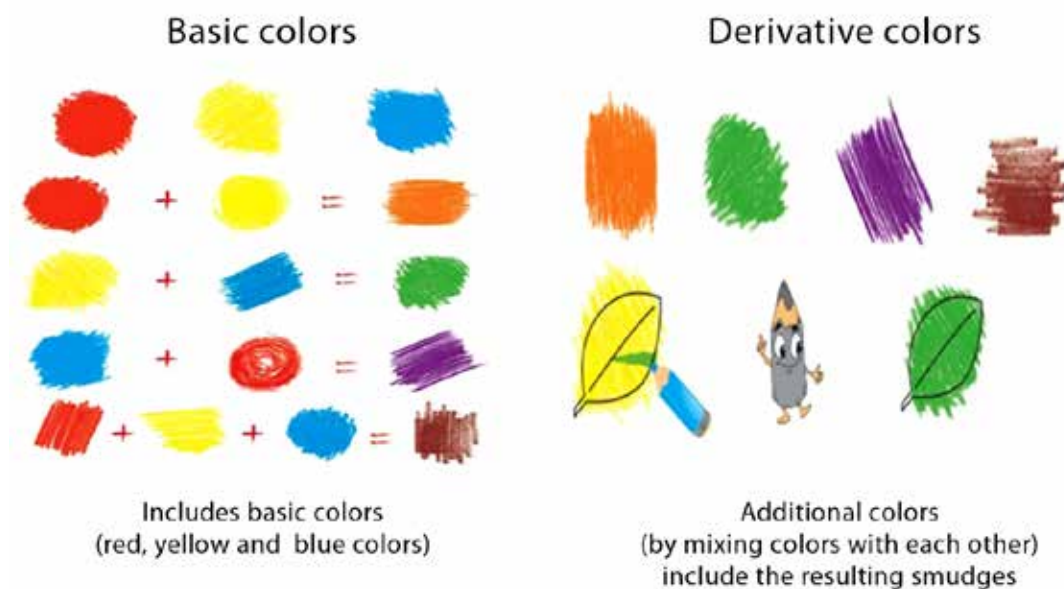

Figure 1. Types of colors into species

Scientists such as Bryeleski, Pero Delia Francesco, Leonardo Da Vian, has provoked artists, who lived during the awakening, was the first to move on the point of view while making an image during the Perseceptive apparatus and developing laws on this came out. This will help you understand the Perspective for the future of a pictorial artist.

The teacher of the upcoming fine art teacher strengthened the knowledge of plastic anatomy using Perspective Rules and laws. Awakening period is the XV–XVII centuries development period of science and art. During this period, the theory and practitioners of sciences such as ratios, anatomy, color science, are in the spotlight. They relied on the achievements of the subjects such as optics, mathematics and anatomy in their theoretical and practical work. The artists of this period worked with the bodies of the dead to study anatomy in-depth [4, 20].

The famous scientist, artist and sculptor Lorensto Giberti is not to be, but the knowledge of their knowledge of anatomy The "campaign teachers will serve as the basis for creative work during creative work.

It is the first great researcher in the Italian artist and the sculptor Antonio Da SaistAno plastic anatomy.

It is known that Andrey Verocketion of Flori Daonardo is the first teacher of Leonardo Da Vainti. He uses His dead to use the image of the dead in the future of human awareness to his disciple, he will be the basis for his future artist and sculptor.

Scientists such as Perceaese Delia Francesco, Transa Daan Vian, Alberardo Delya, who lived during the period of awakening, proved to be the first point when making an image during the Persectorate apparatus, Laws have been developed. This will help you understand the Perspective for the future of a pictorial artist.

The prospective pictorial teacher represents the geometric structure of the bodies and the appearance of the composition as in a specific nature situation and by light and shadow. An example should reach the retardation of the lighter genre, to change the roof of the light, the locosity of material, curves, or plains.

It is also planned to know the various selection of educational and technologies to ensure reason-

able selection of modern pedagogical techniques, modern pedagogical technologies as professional compositions, modern pedagogical technologies to ensure the national mentality of methods and technologies.

The implementation of artistic education from future teachers, the training of children in various types of educational institutions, the theory and modern knowledge of various art systems, skills, and skills and skills in artistic activities The skills of capacity to transfer the basic knowledge to the students, the ability to solve the issues related to them, various geometric proximates, natural products and miconomic surfaces, and drawing orientation methods, natural products and geometric surfaces, and their drawing. At the same time, these drawings are teaching to teach, analyze them on the basis of the state standard, analyzing critical, creative and independent mediation.

Conclusion

The concept of fine arts in improving the structure and nature of the educational and educational teacher of the future Fine Arts Teacher is an important factor.

The concept of fine arts: "The purpose of the educational subject of fine arts in higher education institutions is a perfect person," said the perfect man will be aimed at shaping his art culture" [5, 27]. Integrated these goals and objectives, it is possible to interpret it as follows. Hence, regardless of its psychological development, in secret, in secret, the pursuit of anything will be interested, or in other words, there will be a talented and talented buds, identify them and develop. This process is complicated. These complexity shows that fine artistic science is separated from other subjects. Because the basis of the subject of fine art is to know the world, correctly describing it.

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AN IMPROVEMENT IN STUDENTS' CRITICAL REASONING WHEN STUDYING A FOREIGN LANGUAGE USING MATH TECHNIQUES

Abstract. This article is aimed to outline the application of Content and language Integrated Learning (CLIL) with freshman students at university which directly has a connection with Math and IT. A good knowledge of a particular science, in my case it is Math, could have a great impact on a student while learning a language. In fact, that background intelligence is often missed in the consideration of applying it when planning a lesson. However, it could be an effective push of knowledge to revise a particular topic in completely different languages. To be able to integrate language learning and prior student experience, both language instructor as well as content teachers should comprehend the basic knowledge of a combining subject and theories behind CLIL.

Keywords: Integration, Critical thinking, Math, CLIL, teaching strategies, language learning, mathematical reasoning.

Inroduction

A successful individual is distinguished by the way he or she thinks rationally, which is essential for everybody regardless of what they do for a living. Thinking logically allows you to cope with large obstacles far faster than simply following algorithms or solving problems in a traditional manner by breaking the problem into parts, thinking about each one separately, and eventually summarizing all the answers. Doesn't that sound routine, monotonous, and time-consuming?

Instead of performing large calculations and comparing procedures before finally determining the best solution, you might combine some processes to bypass comparable repeating ones or even cancel them altogether. This style of issue solving is known as critical thinking. The only method to develop your thinking is to increase your logical attitude.

The concept of subject integration has been closely examined in the academic literature, as evidenced in the publication "Elements of Integration in the Classroom". The aforementioned source presents a well-defined interpretation of integration as the process of effectively coordinating, blending, or amalgamating distinct components to establish a functional, unified, and harmonious whole. McNeil (1985) posits that curricular integration not only enables students to recognize the links that exist amongst concepts and procedures within a particular discipline, but also facilitates their comprehension of the interconnections between ideas and processes that are present across diverse disciplines, as well as in the broader external environment beyond the confines of the academic setting.

In addition, integration advantages are commonly discussed in the systematic approach for implementation of STEAM education in schools. It values the following characteristics of combining two subjects.

Combining subjects reduces workload as students can learn similar themes together. Curriculum overload is a common complaint from teachers, pupils, and parents. Working together and integration makes things more coherent and compact. Fur-

thermore, students can focus on one topic deeply. Integration is project-based learning. Learning becomes interesting and practical, with motivated students working as a team and utilizing ICT. The teaching methods are engaging, active, and similar to real-life context. Teachers have more time to work individually with learners during project-based learning. Students can focus on their interests, use past knowledge, and develop personally. Integration across subjects allows students to create unique and meaningful learning experiences. Better memory recall, practical application, and versatile knowledge transfer. Valuable skills include creativity, critical thinking, and collaboration. Integrated studies are effective in developing multifaceted expertise in students and teaching them about the importance of interrelationships in the real world.

The present discourse highlights the assumptions and analyses associated with a personalized approach towards a specific subject, as exemplified by the discipline of Mathematics through the ensuing concepts.

As it is pointed out in the article devoted to critical thinking by N. Sumarna, Wahyudin and T. Herman the construction of learning is a more teacher-centered response to the condition where students only receive the information without considering their ability to think. It has undercut the ability of students in an effort to do the analysis and synthesis. The main principle of learning is to provide a great opportunity so that students can develop the ability to think and manage this capability so that there is meaningful learning. One type of thinking skills and become the focus of this research is the ability to think critically.

Math abilities have long been considered as the most practical and rapid technique to increase student reasoning skills by researchers working on topic integration in language learning.

The authors Su, H.F., Ricci, F.A., & Mnatsakanian, M. (2016) express their outstanding ideas in the Mathematical teaching strategies: Pathways to criti-

cal thinking and metacognition. Journal of Research in Education and Science (IJRES) with the following: The sharper their critical thinking skills, the better mathematical students are able to solve problems and to formulate arguments by drawing on a wide base of knowledge. When teaching mathematics options for solving problems or during computations, teachers can assist students by expanding those math reasoning skills associated with advanced mathematics, which require a higher level of thinking, critical thinking or thinking about thinking (often referred to as metacognition). Thus, instructors should provide more options and activities that would allow students to challenge present concepts and allow them to continue expanding their mathematical abilities. Cooperative learning and metacognitive training enhance mathematical reasoning. Although metacognition has been defined simply as thinking about thinking, a better understanding of the definition of metacognition is as follows: higher order thinking that enables understanding, analysis and control of one's cognitive process, especially when engaged in learning.

The evidence of the methods being applied while learning a language at school and university levels indicate that Integration of math skills in language classes is a great option to raise student mindset. It can be used in vocabulary exercises or while exploring language rules through mathematical concepts. For instance, teaching the concept of fractions can be a great opportunity to teach students about half and one-third in relation to language concepts such as subject – verb agreement and tense agreement.

The further exploration involved the usage of mathematical activities and problem-solving exercises to help students practice their language skills. For example, reading comprehension exercises were designed in such a way that involve calculating percentages, graphing data or solving problems. Math games that require students to use language skills to play, such as Scrabble or Bananagrams, where students need to form tiles with letters were a new solution for student language intelligence enhancement.

The main difference between people and artificial intellect is that the last one needs code which has a sequential digital logic circuit been installed to find a solution just in one way, if you want to find the other ways of calculating, your online calculator should have had other codes to be installed in. To make it easier to understand you should write each way of solution as a code by formulas and circuits into the compiler to find the easiest or suitable one. Comparing all the results you could find the perfect key to your problem, but it takes a lot of time and the way you found to find a correct answer to one question, could be incorrect to another one.

However, if your skills of sorting and creating new solutions are good enough, you will not need any kind of schemes, you will generate your own ones! This is the beauty of human brain work. It may generate a whole universe of unique solutions in an insanely short period of time. The only thing you should do to level up your brain thinking process is using your logical mindset as often as possible. Inside all your new solutions out on a paper, challenge yourself and keep those skills grown.

Most universities offer critical thinking classes or extra lessons to help students prioritize the most important subjects and relieve the studying process. Instead, I had a more powerful suggestion to improve their language skills as well as increase my students' critical thinking skills, especially with those who study at math related faculties. I got an advantage from their math skills and the opportunity that they were at initial steps to acquire language. I could develop their ability to learn a language using numbers, formulas, and simple lectures on math which we used to discuss for hours. It definitely resulted in better performance both in English and math classes.

In the following paragraph I will share one of my math reasoning exercises which had a great effect on students' understanding of sentence structure in English. I should say that students came to a final conclusion after long discussions and arguments. However, their reasoning skills in English leveled

up greatly not only in English sentencing but also their brain analysis showed practical results. When coming up into detail this exercise will help you to focus on one subject, think more deeply and open. To think openly you should remove all the rules of regular thinking.

I suggest moving to a more practical part of my research. Initially, it is suggested puzzling out how the mathematical combination of randomly chosen numbers works.

For example, you have got only three cards with different numbers, let them be 1, 2 and 3. And you should combine as many different three-digit numbers as possible using only these cards. The first decision is just combining numbers, and counting all the result ones. Let's do it:

123	132
213	231
312	321

The answer is you can generate only six different three-digit numbers using them.

However, it can be done by using critical thinking: as we need to build a three-digit number, and we have three numbers, as the first number we could use each one, so we have three options (op), op1 = 3. The next step is generating the second number, and now we have only two options, because we have used one before, so op2 = 2, and the last step is generating the last number, and you have got only one option left. Because you have used two ones before, so op3=1; The amount of generating numbers will be by multiplying the number of your options:

$$oP = op1 * op2 * op3 = 3 * 2 * 1 = 6$$

As you can see, both ways lead us to similar results. It seems that the first way is much easier and faster than the second one. But trust the process. Imagine that now, you have 6 cards, and you have to generate as many three-digit numbers as possible. Let the cards be numbered 1, 2, 3, 4, 5 and 6. Following the first way, you should write down all the combinations:

123	124	125	126	132	134	135	136	142	143	145	146	152	153	154	156	162	163	164	165
213	214	215	216	231	234	235	236	241	243	245	246	251	253	254	256	261	263	264	265
312	314	315	316	321	324	325	326	341	342	345	346	351	352	354	356	361	362	364	365
412	413	415	416	421	423	425	426	431	432	435	436	451	452	453	456	461	462	463	465
512	513	514	516	521	523	524	526	531	532	534	536	541	542	543	546	561	562	563	564
612	613	614	615	621	623	624	625	631	632	634	635	641	642	643	645	651	652	653	654

In case you are not tired by generating the numbers, you can continue counting digits, as the result you will find out that you had generated 120 ones. That one took more time, right?

Alternatively, what about doing it by using logical mindset: So as generating a first number you have got six numbers as an option, so op1 = 6; the second one could be generated using only five ones, because you have already used one, so op2 = 5; and the third one could be generated using only 4 numbers, so p3 = = 4. So, we have found out the amount of our three options, let's find out how many options do we have in common: op = op1*op2*op3 = 6*5*4 = 120

The result is the same, but application of the second method saves much more time. And most of the problems in your life are not as little as the first example, they are way bigger and intricate. So, you need to use logic to save your own time and make your life easier.

At long last, you can contribute a little to the integration of this approach while learning a language, in the example of English.

For example, you are teaching your students to combine new sentences using nouns, verbs and adjectives. And you have cards with nouns, verbs and adjectives. There are three cards with three different nouns, two cards with two different verbs and three cards with three different adjectives. Let them be:

bird	beautiful	sings
person	clever	draws
fairy	kind	

The question is, how many students will be involved to exercise, if each of them combines one sentence using these cards. The sentences should not repeat. Let's count it using the first method:

Beautiful bird sings	Beautiful person sings	Beautiful fairy sings
Beautiful bird draws	Beautiful person draws	Beautiful fairy draws
Clever bird sings	Clever person sings	Clever fairy sings
Clever bird draws	Clever person draws	Clever fairy draws
Kind bird sings	Kind person sings	Kind fairy sings
Kind bird draws	Kind person draws	Kind fairy draws

Counting the number of generated sentences, you will know that only eighteen students could be involved in the activity and write down their own sentence on a board. Using the second method we will get the answer without so much paperwork:

It can be seen in the following example, we have three types of choices: noun, verb and adjective.

As a noun we can choose each of three cards, so op1 = 3, as a verb we can choose each of two cards, so op2 = 2; as a adjective we can choose each of three cards, so op3 = 3; The total number of generated sentences is p = op1*op2*op3 = 3*2*3 = 18. As you can see the result is the same. But using the second approach is much easier.

You would probably ask me how to use this method while teaching English. Here is one of ways:

You have just taught students how to structure a simple sentence. You would like each of your students to write their own generated given words sentence. You have 30 students, and have already given them 3 verbs and 4 adjectives. Ask your students how many at least nouns you should give

them so that everyone could generate their own sentence.

Let the number of nouns be x, then the number of possible generated sentences should be more or at least equal to 30:

$$3 * 4 * x \geq 30$$

Then using math, you can find out that

$$x \geq 30 / (4 * 3)$$

$$x \geq 30 / 12$$

$$x \geq 2.5$$

Thus, it means you should give them at least 3 nouns

In conclusion, there are no ways of avoiding the cons of a particular approach while implementing it into a learning process. The practicum of likewise classes showed partial student engagement and demonstrated failure in math calculations. Another disadvantage is that opponents of this approach are always ready to collect counter facts that language should always be about a language in initial steps to acquire it. Finally, it can slow down the velocity of language learning, it could make the language proceed in long-term memory, though.

On the other hand, students who are ready to puzzle their brains, are not scared of calculations in a learning language, moreover, they contribute a lot to group work. The most essential feature of math skill application into language learning is that it makes students think carefully and generate sentences which would not allow repetition. Consequently, it leads to a vocabulary boost and better comprehension of all language domains.

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Section 4. History of education and pedagogy

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REQUIREMENTS FOR STUDYING SCIENCE IN "ADAB-UL-MUTA'LLIMIN" TREATISE OF NASIRIDDIN TUSI

Abstract. In this article, the ways of acquiring knowledge and the duties of the teacher and the student are presented in Nasiriddin Tusi's treatise "Adab-ul-muta'llimin". The content, essence, methods, and means of education of students are analyzed in the treatise. Also, this article highlights the organization of independent education of students and youth and the improvement of spiritual and educational outlook and thinking. For this purpose, the pedagogical analysis of Nasiriddin Tusi's treatise "Adab-ul-muta'llimin" is given as an example of the works of Eastern thinkers on the education of a well-rounded personality. This serves to reveal the essence of teacher-student activity in the educational process, to enrich the effectiveness and quality of education. The article includes the scientist's opinion about acquiring knowledge at an early age, the teacher's attitude toward lessons and students even the time of starting learning along with some instructions about how to motivate and support students which is very important for the modern education system.

Keywords: ways of acquiring knowledge; the essence of knowledge; duration of education; size and order of lessons; content of education; methods of education and training.

Introduction. For centuries, the principles, patterns, and content of education and training have been at the center of attention of scholars. An assessment is given of the activities of teachers and students who are participants in the educational process indicating the ways of obtaining knowledge. Particularly, the student is subject to certain requirements for obtaining an education. An example of this is several works and pedagogical views of thinkers of the Eastern Renaissance and other scientists who lived in the Middle Ages. For example, Nasiriddin Tusi, the 13th-century en- cyclopaedist created his great works in the field of education and teaching.

Literature review. Nowadays, the role of Nasiruddin Tusi's spiritual and educational heritage in modern development, and its importance in the development of human thinking are discussed and researched by scientists M. Agatehrani [1], R. Deniz [6], H. Dadashi [3], H. B. Sayed [4], P. M. Hossein [7], V. M. Amin [2].

In Tusi's treatise "Adab-ul-muta'llimin" ("Education of the Learner") consisting of 12 chapters, he focused on the content, essence, methods, and means

of education of students. In the first chapter of the treatise "On the Essence and Virtue of Science", the wise saying is quoted, "The best science is the study of the situation, and the best action is the manifestation of the (achieved) result" [5, p. 16], and it is also said, "The essence of knowledge is a quality that is obvious to those who are involved in science" [5, p. 18].

Research methodology. The scientist emphasizes "learner [disciple] should be in difficulties, work with all his strength, not waste his life in useless things in the mortal and meaningless world, not indulge himself due to greed, and be far from grudge and should be free from arrogance" [5, p. 18]. First of all, "the learner (disciple) chooses the best of the sciences, the ones he feels the need for in religious affairs, and then he feels the need the sciences for gaining wealth" [5, p. 18] comments on. In addition, "a student learning science must be diligent and persistent" [5, p. 19], he says. "He should spend his youth and the blooming days of his youth" [5, p. 19], and especially, "strength and health are necessary for a learner of knowledge so that while studying knowledge, his thoughts and comprehension are clear" [5, p. 19], he says. Moreover, the scientist said to those who look down on the study of science, "there is no good reason why a person who is physically and mentally healthy should not study science" [5, p. 20], he says.

In the seventh chapter "About the period of education" in the brochure, it is said that "the period of learning is from the cradle to the grave. The best times for studying in this period are the early years of adolescence, the time of dawn, and between the two evening prayers. All the indicated times should be taken into account. When you get tired of one science, you should be busy with another science" [5, p. 20], he explains.

In addition, the scientist expresses his views on the teacher's responsibility in organizing the educational process. For example, "The field of knowledge is chosen not by the student, but by the teacher because the teacher gets the necessary experience in this regard during the process of "Teaching" ("interpretation", "explanation", "tafsir", "discussion").

The teacher knows very well what is necessary for everyone and what is suitable for everyone's nature" [5, p. 20], he says, and in the fifth chapter "On the beginning, size, and order of the lesson" of the treatise "Teachers choose small texts that are better understood and remembered [for students]. After a lot of reading and repetition, it is necessary to move to a new lesson" [5, p. 21], he says. And in the eighth chapter "On Compassion and Advice" he says that "A teacher should make an effort so that his student becomes a scientist in his time. To be superior to the scholars of the world, he should show mercy to his students" [5, p. 21].

In the fifth chapter of Tusi's treatise "On the beginning, size, and order of the lesson" it is stated that "the lesson should be started on Friday evening" [5, 21 p], and when it comes to its size at the beginning of the lesson, "the size of the lesson (for the student) should be such that (the student) can repeat it twice with pleasure and gradually. This is also the case when the lesson is long and there is a need to repeat it ten times, because (the student) gets used to it and continues to repeat it with great effort". (About this) "A lesson is a word practice is- a thousand" [5, p. 21], he says.

Tusi emphasizes that a student learning science should prepare himself, know the limit of repetition, and work tirelessly until he reaches this limit. At this point, "(Student) should repeat yesterday's lesson five times, the next day's lesson four times, the previous day's lesson three times, the previous day twice, and finally, the previous day's lesson once" [5, p. 23], and "this is the lower and upper limit of memorization and repetition" [5, p. 23],– specifies. The scientist elaborated on the method of repetition in the student's achievement of enlightenment and said, "(Student) should not be afraid of repetition, lesson and repetition should be done with full strength and activity. He should not tire himself by repeating (the lesson), (because) the (best) of things is the middle state. (Student) should continue studying from beginning to end in learning science" [5, p. 23], he says. About the method of memorization, Tusi said that "a

person advised his son to memorize something from science every day, it will gradually rejuvenate and increase knowledge quickly" [5, p. 23], -he believes.

It is necessary to start the lesson with something closer to (the student's) comprehension. A student should not write what he does not understand. This condition exhausts him, weakens his mind, and takes his time. (The student) must try to understand, think and learn from his teacher through a lot of repetition. If (the student) reduces the lesson, repeats a lot, and understands, then he will perceive and understand. At this point, the scientist quoted a wise saying: "It is better to remember two words than to hear two pages of text" [5, p. 21], he says.

The scientist says that mutual question-and-answer and discussions are necessary for a student learning science, and "Argument and discussion are mutual consultations that reveal the truth" [5, p. 21], as he defines. In his opinion, mutual questions and answers are more useful than unknown repetition, because at this time additional knowledge is imparted along with repetition. In this regard, the following: "One hour of question and answer is better than one month of repetition" [5, p. 22] quotes a wise word. "But a person of healthy nature and justice should refrain from arguing with a person of bad nature, [because] his nature is hidden, his morals are aggressive and he takes the attitude under his influence" [5, p. 22], advises and "if you understand, you will perceive" [5, p. 22], strengthens his opinion with the wise words. The scientist said, "Before speaking a word, it is necessary to understand it so that the spoken word is correct. Indeed, words are like bullets. Before saying a word, it is necessary to understand, so that when you say it, you hit the right target in the method of fiqh (fiqh method)" [5, p. 22], he says.

The scholar, while distinguishing the educational subjects that make up the educational content of students, says that "(Student) should not be engaged in anything else, he should not give up fiqh, hadith, tafsir, and the Qur'an". Tusi also defines educational tools that play an important role in the educational process. He said: "The only way to gain benefit is that [the student's] ink pen should always be with him to write down the useful things he hears" [5, p. 23],– he says and "The student should improve the quality of the writing while writing, not to write densely and small, if necessary, refer to the margin …" [5, p. 23], he says. And "(Student) should carry a notebook with him just in case to study. (This is related to this) who said: "Whoever does not have a notebook in his hand, wisdom does not have a firm place in his heart. (The student) should have a white notebook and an inkwell with him so that he can write down what he hears" [5, p. 24] – he says.

Analysis and results. From the above-mentioned points, it is clear that in the implementation of the activity criteria of continuous education and training, the oral education method is the leader, and as a result of the methods of education in the form of conversation, example, model, a pedagogical effect is shown to the students. Below is the classification of educational and training methods in the pedagogical activity of the scientist (see Tables 1 and 2).

Table 1. – Classification of teaching methods

№	Method	Content	Explanation
1	2	3	4
1.	method "Spelling"	Listen, write, and repeat what you hear	Gradually repeat what you read, memorize and record
2.	amri ma'ruf, hukmu taklif	Teaching "rajaz" first, then "qasida";	To memorize words, wise words, instructive verses, to learn
3.	Method "Tadris" ("comment",	To clearly state the final goal and to say the word gracefully.	– understanding the content of education through discussion and argument;

1	2	3	4
	"explanation", "discussion") method	Don't say too short or too long words, don't say nonsense words.	– tafsir (interpretation), tashbih (simile), tadbir mano (perception of the meaning);
4.	method "Fiqh"	starting the word with custom and comparing traditions, explaining it with cause and effect.	– finding the cause based on the symptom; – revealing the essence by giving the reason;

Table 2. – Classification of educational methods

№	Method	Content	Explanation
1.	fazlu hunar (a noble craft)	role model, example, practical work, experience, profession	arousing hatred for bad habits and bad deeds, giving examples of the opposite, revealing the essence, giving advice, apologizing, setting an example, taking lessons
2.	fazlu danish (Wisdom)	advice, wisdom, instruction	Explaining the essence, teaching-getting used to it, training; to teach the students the essence, that is, self-awareness; surprising the listener by using powerful words; giving the student examples from life stories and relying on symbolism;
3.	Encouragement	Appreciation, praise, glorification, promotion	It was carried out by the king and his servants, teachers, and parents;
4.	Punishment	Reprimand, silence, and severe punishment only in some cases	It was carried out by the king and his servants, teachers, and parents;
5.	Requirement	Asking, listening, comparing, summarizing, combining, and separating.	To give an idea to the intellect, as a result of observation, to determine which art and science it is most inclined to in its nature, and then to engage in this work. Demand is always twofold.

Conclusion/Recommendations

At this point, it can be emphasized that today's development of continuous education is nourished by the content of continuous education and training described in teaching and educational works created in the Middle Ages and serves to enrich the essence of several pedagogical activities.

In conclusion, it can be noted that in the treatise "Adab-ul-muta'llimin" ("Education of the Learner of Science"), information on the content, nature, methods, and means of education of students can be used to qualitatively enrich the content of the history of pedagogy.

In addition, the educational process shown in the work and the requirements specified in it serve to strengthen the principles, factors, and laws of modern national education.

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Section 5. Secondary vocational education. Pedagogy of secondary vocational education

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VARIABLE APPROACH TO SOLVING PROBLEMS IN THE PROCESS OF TEACHING MATHEMATICS

Abstract. Many mathematical problems allow for a range of interesting and efficient ways to solve them. Not infrequently, these methods differ significantly from each other both ideologically and externally. Getting acquainted with them, students get the opportunity to see the essence of the problem from different angles. At the same time, creative thinking, breadth of approaches and an informal understanding of the subject are formed.

In the article, a number of aspects of this issue are given, corresponding tasks from different sections of the mathematics course for grades 5–11 are given.

Keywords: solving problems in different ways, speed, section, volume, vector, mixed product of vectors.

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ВАРИАТИВНЫЙ ПОДХОД К РЕШЕНИЮ ЗАДАЧ В ПРОЦЕССЕ ОБУЧЕНИЯ МАТЕМАТИКЕ

Аннотация. Многие математические задачи допускают целый спектр интересных и эффективных способов решения. Не редко эти способы значительно отличаются друг на друга так идейно, так и внешне. Знакомясь с ними, учащиеся получают возможность увидеть сущность задачи с разных сторон. При этом формируются творческое мышление, широта подходов и неформальное понимание предмета.

В статье ряд аспектов данного вопроса, приводятся соответствующие задачи из разных разделов курса математики 5–11 классов.

Ключевые слова: решение задач разными способами, скорость, сечение, объем, вектор, смешанное произведение векторов.

Решение задач разными способами имеет важное методическое значение и представляет большие возможности для совершенствования процесса обучения математике.

Во-первых, поиск различных способов решения задачи – один из эффективных путей реализации дидактических принципов сознательности и активности усвоения учебного материала. При решении одной и той же задачи различными способами нередко известное учащимся упражнение переносится в качественно новые условия, повторяется в новых связях и сочетаниях [1].

Во-вторых, для решения задач различными способами учащимся приходится использовать многие теоретические факты, методы и приемы, актуализировать их с точки зрения применимости к данной задаче ситуации, что способствует формированию и развитию гибкости мышления [2].

В-третьих, в процессе поиска различных способов решения одной задачи преобладает творческое мышление, что способствует развитию не только интеллекта, но и ряда нравственных качеств, во многом определяет мировоззрение школьника [5].

Кроме того, решение задач различными способами направлено и на эстетическое воспитание учащихся. Именно здесь школьники учатся самостоятельно находить более простые и красивые решения задач, начинают видеть взаимосвязь всех частей математики, и значит, и красоту этой науки.

Сначала приведем такие задачи для V класса.

Задача 1. В три магазина привезли 3840 *кг* масла. После того, как первый магазин продал 568 *кг* масла, второй 624 *кг* и третий 401 *кг*, масла осталось во всех магазинах поровну. Сколько килограммов масла получил каждый магазин?

Решение.

I способ.

1) $568 + 624 = 1192$ $(кг)$;

2) $1192 + 401 = 1593$ $(кг)$;

3) $3840 - 1593 = 2247$ $(кг)$;

4) $2247 : 3 = 749$ $(кг)$;

5) $749 + 568 = 1317$ $(кг)$;

6) $749 + 624 = 1373$ $(кг)$;

7) $749 + 401 = 1150$ $(кг)$.

Ответ: 1317 *кг*, 1373 *кг* и 1150 *кг*.

II способ.

1) $3840 - 568 = 3272$ $(кг)$;

2) $3272 - 624 = 2648$ $(кг)$;

3) $2648 - 401 = 2247$ $(кг)$;

4) $2247 : 3 = 749$ $(кг)$;

5) $749 + 568 = 1317$ $(кг)$;

6) $749 + 624 = 1373$ $(кг)$;

7) $749 + 401 = 1150$ $(кг)$.

Каждое решение вышеприведенной задачи имеет свое методическое преимущество [3].

А теперь рассмотрим следующую задачу для VI класса.

Задача 2. В магазин привезли 600 *кг* муки. В первой половине дня продали $\frac{1}{4}$ всей муки, а во второй половине дня $\frac{2}{5}$ остатка. Сколько муки осталось непроданной?

I способ.

1) $600 \cdot \frac{1}{4} = 150$ $(кг)$;

2) $600 - 150 = 450$ $(кг)$;

3) $450 \cdot \frac{2}{5} = 180$ $(кг)$;

4) $450 - 180 = 270$ $(кг)$.

Ответ: 270 *кг*.

II способ.

1) $1 - \frac{1}{4} = \frac{3}{4}$,

2) $\frac{3}{4} \cdot \frac{2}{5} = \frac{3}{10}$,

3) $\frac{3}{4} - \frac{3}{10} = \frac{9}{20}$,

4) $600 \cdot \frac{9}{20} = 270$ $(кг)$.

Каждое решение вышеприведенной задачи имеет свое методическое преимущество.

Рассмотрим задачу для VII класса.

Задача 3. Два туриста вышли одновременно из двух городов, расстояние между которыми 38 *км*

и встретились через 4 *ч*. С какой скоростью шел каждый турист, если известно, что первый прошел до встречи на 2 *км* больше второго?

Решение.

I способ. Пусть второй турист прошел x *км*. Тогда первый турист пройдет $(x+2)$ *км* до встречи. По условию задачи имеем:

$$2(x+1)=38\,;$$
$$x=18\ \left(\text{км}\right).$$

Значит, первый турист прошел до встречи 20 *км*. Тогда скорость первого туриста будет $20:4=5$ *км/ч*, а второго туриста – $18:4=4,5$ *км/ч*.

II способ. Пусть скорость первого туриста x *км/ч*, а второго туриста – y *км/ч*. Тогда по условию задачи имеем:

$$\begin{cases}4(x+y)=38\\4(x-y)=2\end{cases}\Leftrightarrow\begin{cases}x+y=9,5\\x-y=0,5\end{cases}\Leftrightarrow\begin{aligned}&x=5\ \text{км}/\text{ч},\\&y=4,5\ \text{км}/\text{ч}\end{aligned}$$

Теперь рассмотрим две геометрические задачи для учащихся VIII–XI классов.

Задача 4. Высота прямоугольного треугольника ABC делит гипотенузу AB на отрезки $AD=16$ и $DB=9$. Найдите стороны треугольника ABC.

Решение.

I способ. По свойству высоты, опущенной из вершины прямого угла, имеем:

$$CD^2=BD\cdot DA\Leftrightarrow CD^2=144\Leftrightarrow 12\,.$$

Тогда из прямоугольных треугольников BDC и ACD имеем:

$$BC^2=BD^2+CD^2\Leftrightarrow BC=\sqrt{81+144}=15\,;$$
$$AC^2=AD^2+CD^2\Leftrightarrow AC=\sqrt{256+144}=20\,,$$
$$AB=9+16=25\,.$$

Ответ: 15, 20 и 25.
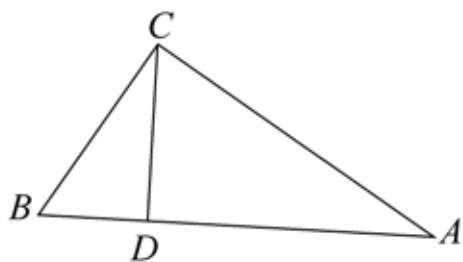
Рисунок 1.

II способ. По свойстве высоты опущенной из вершины прямого угла имеем $\left(\text{рис. 1}\right)$:

$$BC^2=BD\cdot AB\Leftrightarrow BC=\sqrt{9\cdot 25}=3\cdot 5=15\,;$$
$$AC^2=AD\cdot AB\Leftrightarrow AC=\sqrt{16\cdot 25}=4\cdot 5=20\,.$$

Задача 5. Диагонали AC и BD трапеции $ABCD$ пересекаются в точке O. Площадь треугольника BOC равна 9, а площадь треугольника AOD равна 16. Найдите площадь трапеции $ABCD$.

Решение.

I способ. Очевидно, что треугольники BOC и AOD подобны. Из подобия этих треугольников имеем:

$$\frac{S_{BOC}}{S_{AOD}}=\frac{9}{16}=k^2\,,$$

где k – коэффициент подобия.
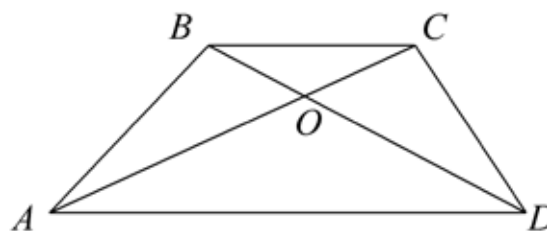
Тогда $\dfrac{BO}{OD}=\dfrac{3}{4}$.

Рисунок 2.

Из рисунка 2 видно, что треугольники BOC и COD имеют общую высоту их основания BO и OD лежат на одной прямой. Следовательно,

$$\frac{S_{BOC}}{S_{COD}}=\frac{BO}{OD}=\frac{3}{4}\,.$$

Отсюда получаем, что $S_{COD}=12$.

Аналогично можно найти, что $S_{AOD}=12$. Тогда площадь трапеции $ABCD$ будет

$$S_{ABCD}=9+16+2\cdot 12=49\,.$$

Ответ: 49.

II способ. Известно, что если площадь треугольников BOC и AOD известны, то площадь трапеции $ABCD$ равна

$$S_{ABCD}=\left(\sqrt{S_{BOC}}+\sqrt{S_{AOD}}\right)^2=\left(\sqrt{9}+\sqrt{16}\right)^2=49\,.$$

Каждое решение вышеприведенной задачи имеет свое методическое преимущество $\left[4\right]$.

Задача 6. В правильной четырехугольной призме $SMNQR$ через сторону основания MN и середины боковых ребер SQ и SR проведено сечение, рассекающее пирамиду на две части (рис. 3). Найдите отношение объемов этих частей.

Решение.

I способ. Данная в условии плоскость сечения в пересечении с пирамидой $SMNQR$ образует трапецию $MNAB$. Диагональное сечение SNR делит пирамиду $SMNQR$ на четырехугольную пирамиду $NQABR$ и треугольные пирамиды $SNBA$, $SMNB$ и $SMBN$.
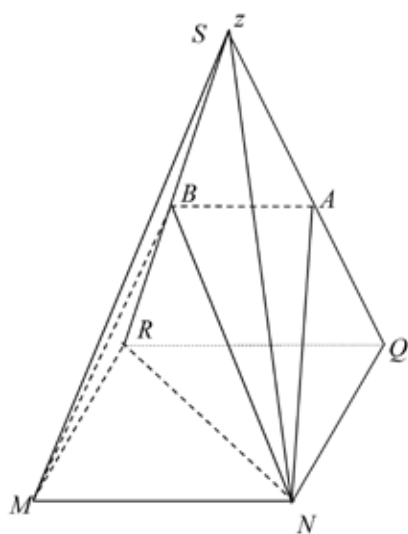

Рисунок 3.

Объемы пирамид $MRBN$ и $MNBS$ равны, так как у них общая вершина M и равновеликие основания. Учитывая, что AB средняя линия треугольника SRQ имеем:

$$S_{BSA} = \frac{1}{3}S_{QRBA}.$$

Поэтому $V_{NQABR} = 3V_{NBSA}$.

У пирамид $NBSA$ и $SMBN$ общее основание – треугольник SBN, расстояние от точки A до плоскости SBN вдвое меньше расстояния точки M до этой же плоскости, так как точка A середина отрезка SQ, а точки M и Q равноудалены от плоскости треугольника SBN.

Следовательно,

$V_{MSBN} = 2 \cdot V_{BSAN}$.

Итак,

$$\frac{V_{NSBA}}{V_{NRBAQ}} = \frac{1}{3}; \quad \frac{V_{SMBN}}{V_{SMNAB}} = \frac{2}{3}.$$

Из последних отношений следует

$$\frac{V_{SMNAB}}{V_{MNQRBA}} = \frac{3}{5}.$$

Ответ: $\dfrac{V_{SMNAB}}{V_{MNQRBA}} = \dfrac{3}{5}$.

II способ. Введем прямоугольную систему координат:

$$M\left(\frac{a}{2}; -\frac{a}{2}; 0\right), N\left(\frac{a}{2}; \frac{a}{2}; 0\right), A\left(-\frac{a}{4}; \frac{a}{4}; \frac{h}{2}\right),$$

$$S(0; 0; h), B\left(-\frac{a}{4}; -\frac{a}{4}; \frac{h}{2}\right).$$

Известно, что объем треугольной пирамиды равен модулю смешанного произведения трех векторов, образующих пирамиду. Пирамида $MNABS$ состоит из двух треугольных пирамид $SMNA$ и $SMAB$. Найдем предварительно координаты нужных векторов. Тогда имеем:

$$\overline{SM}\left(\frac{a}{2}; -\frac{a}{2}; -h\right), \overline{SN}\left(\frac{a}{2}; \frac{a}{2}; -h\right), \overline{SA}\left(-\frac{a}{4}; \frac{a}{4}; -h\right),$$

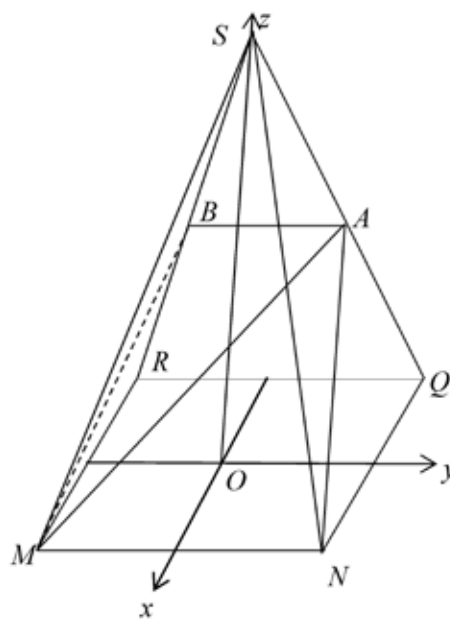$$\overline{SB}\left(-\frac{a}{4}; -\frac{a}{4}; -\frac{h}{2}\right).$$

Рисунок 4.

Теперь перейдем к вычислению объемов:

$$V_{SMNA} = \frac{1}{6} \bmod \begin{vmatrix} \dfrac{a}{2} & -\dfrac{a}{2} & -h \\ \dfrac{a}{2} & \dfrac{a}{2} & -h \\ -\dfrac{a}{4} & \dfrac{a}{4} & -\dfrac{h}{2} \end{vmatrix} = \frac{1}{12} a^2 h,$$

$$V_{SMAB} = \frac{1}{6} \bmod \begin{vmatrix} \dfrac{a}{2} & -\dfrac{a}{2} & -h \\ -\dfrac{a}{4} & \dfrac{a}{4} & -\dfrac{h}{2} \\ -\dfrac{a}{4} & -\dfrac{a}{4} & -\dfrac{h}{2} \end{vmatrix} = \frac{1}{24} a^2 h,$$

$$V_{SMNA} + V_{SMAB} = \frac{1}{12} a^2 h + \frac{1}{24} a^2 h = \frac{1}{8} a^2 h.$$

Очевидно, что

$$S_{MNQRS} = \frac{1}{3} a^2 h.$$

Теперь найдем объем части пирамиды, находящейся под сечением:

$$V_{MNQRBA} = \frac{1}{3} a^2 h - \frac{1}{8} a^2 h = \frac{5}{24} a^2 h.$$

Найдем искомое отношение части данной пирамиды:

$$\frac{V_{SMNAB}}{V_{MNQRBA}} = \frac{\dfrac{1}{8} a^2 h}{\dfrac{5}{24} a^2 h} = \frac{3}{5}.$$

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ADDITIONAL EDUCATION IN THE SYSTEM OF THE UNIFIED EDUCATIONAL ENVIRONMENT OF THE INNOVATIVE SCHOOL

Abstract. Nowadays additional education is an integral part of any educational system, but its functional importance and specific features are only beginning to be realized. But it should be recognized that the traditional school cannot fully provide for the issue of additional education. It is a matter of additional educational resources that ensure the comprehensive development of the basic abilities of a grooving person. This is the main task fasing modern education. Therefore, additional education develops students creative abilities and independent thinking.

Keywords: Additional education, traditional school, developmental education, pedagogical innovation, educational resources, individualization, differentiation, tutoring, intelligence, knowledge, skill.

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ДОПОЛНИТЕЛЬНОЕ ОБРАЗОВАНИЕ В ЕДИНОЙ ОБРАЗОВАТЕЛЬНОЙ СРЕДЕ СИСТЕМЫ ИННОВАЦИОННОЙ ШКОЛЫ

Аннотация. Сегодня дополнительное образование является неотъемлемой частью любой образовательной системы, но его функциональное значение и специфические особенности только начинают осознаваться. Но следует признать, что традиционная школа сама по себе не может в полной мере обеспечить дополнительное образование. Речь идет о дополнительных образовательных ресурсах, обеспечивающих всестороннее развитие основных способностей растущего человека. Такой вопрос является основной задачей, стоящей перед современным образованием в обществе. Поэтому дополнительное образование дополнительно развивает творческие способности и самостоятельное мышление учащихся.

Ключевые слова: Дополнительное образование, традиционная школа, развивающее образование, педагогические инновации, образовательные ресурсы, индивидуализация, дифференциация, репетиторсьтво, интеллект, знания, умения.

Введение

Инновационная деятельность составляет основу устойчивого развития развивающейся страны. Из истории мы видим, что человек своим разумом прошел сложный путь от изобретения первых рабочих инструментов до открытия

современного инновационного компьютера, солнечных батарей и других высоких технологий. Кроме того, это оказало влияние на систему образования, а также на развитие всех сфер жизни общества.

«Сегодня мы идем по пути инновационного развития, направленного на кардинальное обновление всех сфер жизни государства и общества. Это не зря, конечно. Потому что в сегодняшнем быстро меняющемся мире кто побеждает? Побеждает государство, которое делает ставку на новую идею, новую идею и новаторство. Инновации – это будущее [1].

На основании Закона Президента Республики Узбекистан «Об инновационной деятельности» от 24.07.2020 № ОРК-630, инновационные идеи, технологии и проекты, принципы инновационной деятельности, обучение инновационной деятельности, переподготовка и повышение квалификации кадров в области, и в этой связи важным фактором является внедрение результатов исследований республиканской выставки, установление органичных связей между наукой и производством. Инновация – это новая разработка, введенная в гражданский оборот или используемая для личных нужд, использование которой на практике обеспечивает достижение больших социально-экономических выгод. Инновационная деятельность, организация новых разработок [2].

Основная задача дополнительного образования, на наш взгляд, состоит в том, чтобы разработать понятие всеобщей духовности, воспитания, нравственности, с которым неразрывно связано, конкретизировать его, со всеми видами творчества, воспитания (образования, развития, зрелости) состоит из « привязка» к особенностям системы, политики, экологии и т. При этом в формировании творческой личности посредством дополнительного образования показана такая последовательность приоритетов, как этика – интеллект – знания – умения – деятельность.

Анализ литературы и методы

В то же время дополнительное образование обеспечивает условия для творческого саморазвития и самосознания детей с учетом личных интересов, желаний и потребностей ребенка, чего не может дать общеобразовательная школа. Т. А. Стефановская подчеркивала очень важные приоритеты дополнительного образования: «Динамизм педагогического процесса как естественной составляющей жизни человека; создание широкого круга образовательных интересов развивающейся личности; подлинная индивидуализация педагогического процесса; преемственность разных видов обучения с учетом эволюции психики, чувств и поведения школьников; рассматривает его как исправление недостатков и противоречий школьного образования" [3, 112].

Эта основная задача сейчас стоит перед основными и дополнительными образовательными учреждениями. В идеале весь жизненный путь ребенка, каждый его квадратный метр, по выражению А. С. Макаренко, должен быть занят образованием [4]. Может ли это быть так? – может быть в принципе. Вопрос в том, знаем ли мы необходимые условия, существуют ли они, а если их нет – можем ли мы их создать?

Результаты и обсуждение

Дополнительные направления обслуживания предусматривают создание постоянно действующих или временных творческих объединений, студий, курсов, детских творческих объединений, мини-школ и т.д., формирующих дополнительную творческую и интеллектуальную деятельность в школе. В качестве дополнительных программ все чаще внедряется образование, обеспечивающее непрерывное образование и творческое обучение, дифференцированное по желанию, способностям, интересам и возрастному уровню.

Начнем с отрицательной стороны: дополнительное образование не следует смешивать с вне-

учебной или внеучебной деятельностью, в основном решающей специализированные задачи профессиональной подготовки или организации свободного времени школьников.

Таблица 1. Сравнение переченя основных направлений общего и дополнительного образования

Общее образование	Дополнительное образование
• направлена на формирование научно-рационального мировоззрения и нормативно-правовых способов деятельности;	• направлена на уточнение ценностно-смысловых компонентов мира и развитие детской увлеченности;
• о методах освоения и использования научных знаний;	• раскрытие личных интересов и склонностей, при котором научные темы являются лишь одним из средств освещения;
• освоение возрастно-нормативной среды;	• создание среды для саморазвития;
• социализация детей, формирование социально адаптированной личности;	• индивидуализация, воспитание свободной личности;
• типологическое, годовое образование; ориентация развития на социальные и групповые нормы;	• разновозрастное образование; ориентация на личностные стандарты, задающие направления индивидуального развития;
• основывается на универсальном опыте познания;	• ребенок опирается на практический личный опыт жизнедеятельности;
• адаптивно-коррекционное обучение.	• развивающее и восстановительное обучение.

Этот список можно продолжить. Хотя этот список как бы противоречит одному типу образования, их невозможно представить друг без друга; выделяют оба вида образования – одностороннее и неполное.

Строго говоря, по своей сути они дополняют друг друга, как две стороны одной медали. Точка их дополнительности есть некий ребенок; именно он ставит перед педагогикой проблему полноты образования, полноты развития ее многообразных способностей.

В инновационных школах система дополнительного (внешкольного) образования в настоящее время развивается в новых условиях и становится системой, которая может стать приоритетной новой отраслью или целевым полем творческой деятельности, свободно выбранным учащимся. Он имеет свое место в реальности, но им все еще трудно управлять.

Для системы дополнительного образования необходимо формирование духовности обучающихся и ее основы, затем потребность в формировании интеллекта, способности к творческой деятельности, руководствующейся нравственностью, а затем потребность в формировании необходимых знаний для деятельности в различных сферах. как часть интеллекта. При этом дополнительное образование, на наш взгляд, позволяет каждому обучающемуся реализовать свой генетический творческий потенциал, получить необходимые качественные знания,

Программа развития инновационного школьного опыта включает в себя разработку и моделирование уникальной развивающейся среды обучения. Одной из идей автора является идея совмещения общего и дополнительного образования, во-первых, педагогики всего комплекса образовательных услуг, во-вторых, интеллектуальной деятельности, самоопределения личности учащегося, личности, основанной на стремлении создать оптимальные условия для самообразования и профессиональной деятельности [5]. Все это

подтверждает наличие у учащихся способности видеть мир в его красках, ценить все, что рождается из действительности. Практическая реальная жизнь в искусстве, живописи, музыке, литературе, постоянное творчество в оформлении не только школьного внешнего вида, но и внутреннего мира каждого ребенка, нравственного, художественного.

Как отмечалось выше, общеобразовательная школа и дополнительное образование имеют много общих черт: направленность воздействия на одного ребенка; общие интересы (развитие имеющихся у учащегося склонностей, интересов и потребностей); стремление к индивидуализации и дифференциации процессов работы с детьми; творческое сотрудничество взрослых и детей и др [6].

Анализ практической ситуации, сравнение школьного и дополнительного образования позволили выявить следующие тенденции:

1. Благодаря сложившейся системе «класс-урок» общеобразовательная школа объединяет учащегося в одну среду, один круг общения, одну цель с приданием определенного уровня знаний. При всех положительных сторонах этой системы есть главный отрицательный: учащийся вынужден искать вовне (вне школы) те образовательные услуги (часто платные), которые удовлетворяют его потребности. Ребенок естественным образом теряет интерес к школе из-за принуждения.

2. Блок «Обучение» в системе внешкольного обслуживания широко реализуется только в виде репетиторства, подготовительных курсов, целевых «школ» и т.п., что снижает уровень базового образования.

3. Дополнительные образовательные учреждения часто просто используют имеющиеся у ребенка возможности и разрушают установленные школой ценностные ориентиры, а школа не помогает ребенку определить те виды деятельности, которые будут максимально охватывать его личностное развитие [8].

4. Как правило, выбор дополнительных образовательных услуг определяется родителями, модой (фигурное катание, спортивные танцы, бальные танцы и т.п.) или случайными факторами (близость к дому, хорошее транспортное сообщение и т.п.).

Нашей задачей было не выявление негативных сторон текущего образовательного процесса или устранение недостатков, а создание модели школы, не требующей компенсации со стороны, где возникают высшие творческие способности человека, что происходит на физическом, личностный, межличностный, социальный и все другие уровни.

Краткое содержание

Размышляя над концепцией и программой новой «Школы развития, роста, здоровья», мы пришли к выводу, что именно школа должна создавать условия для развития и поддержки талантов и способностей ребенка, ведь школа для 11 лет имеет особый эффект, помогает развиваться через образовательный процесс, устанавливает тесные отношения с родителями. Опыт показывает, что дети, обучающиеся вне школы (в секциях, кружках, спецшколах, студиях), испытывают постоянное нервное напряжение, много времени проводят в дороге, хуже готовятся к занятиям, классу и в жизни школы не участвуют. детей, и они редко предъявляют требования к школе.

На основе нашей концепции создается и действует очный гуманитарно-эстетический комплекс, который взаимно компенсирует общеобразовательное и дополнительное образование, взаимодействует в единой образовательной среде, дополняет друг друга школьный комплекс. Дополнительные образовательные возможности как системный компонент развивающего образовательного поля инновационной школы обеспечивают условия для формирования личности, способной к самостоятельному и ответственному выбору поведения в окружающем мире, завершению общего среднего образования [12]. Чтобы отразить их потребности; развитие ценности и значения ближайшего окружения, сопереживания, нравственной позиции по отношению к природе

и человеку; получены результаты, подтверждающие осознание возможности успеха в различных сферах деятельности.

Современные школьные учителя должны быть педагогами-психологами-координаторами с высоким профессиональным уровнем, высокими моральными качествами, развитым интеллектом, общими знаниями и интересом к этой деятельности, способными реализовать дополнительные образовательные программы и планы.

Таким образом, педагогический процесс в такой образовательной среде, где общее и дополнительное образование выступают единым комплексом, представляет собой специально организованное, целенаправленное взаимодействие педагогов и учащихся.

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Section 6. Applied psychology

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THE CONCEPT OF ECONOMIC SOCIALIZATION: IN THE CONTEXT OF UZBEKISTAN YOUTH

Abstract. The article reveals the process of economic socialization through the model of "activity approach to personality" in the context of such basic psychological concepts as personality, behavior and activity.

Keywords: economic socialization, goal, means, motivation, success, economic consciousness.

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КОНЦЕПЦИЯ ЭКОНОМИЧЕСКОЙ СОЦИАЛИЗАЦИИ: В КОНТЕКСТЕ МОЛОДЁЖ УЗБЕКИСТАНА

Аннотация. В статье выявлено процесс экономической социализации через модель «деятельностного подхода к личности» в контексте таких основных психологических понятий, как личность, поведение и деятельность.

Ключевые слова: экономическая социализация, цель, средство, мотивация, успех, экономическое сознание.

Введение

Проблема экономической социализации является одной из самых актуальных проблем современной интегрированной промышленности, которая осталась вне поля зрения не только экономистов, но и отечественных психологов. Переход от детства к юности – одна из наименее популярных тем в области экономической психологии.

Обзор литературы. Вопрос общей социализации подростков и студентов, по мнению ведущих зарубежных социальных психологов таких как, И. С. Кон, Т. Шибутани, Б. Д. Парыгина, Г. М. Андреева, А. А. Бодалева, А. А. Реанса является одной из наиболее изученных проблем в мировой науке. Поэтому в данной статье мы применяем концептуальный (индивидуально-ориентированный) подход к нашему исследованию, чтобы определить группу социально-психологических факторов влияющих на групповые отношения и на процесс экономической социализации, а также определить

основное мировоззренческое направление исследования концепции экономической социализации и плановых экспериментальных исследований.

В модели деятельностного подхода к проблеме процесса экономической социализации личности, представленной на схеме 1, мы можем видеть, как эти базовые понятия играют роль в раскрытии сущности в области экономической психологии (например, А. П. Вяткина). В этом случае в структуру деятельности входят компоненты «цель», «средство» и «результат», которые использовались для объяснения сущности бытия (материи) в постоянном движении (например, Е. Г. Юдина). В частности, цель деятельности человека, направленная на экономические отношения, состоит в решении задач, определяющих части и этапы действий, что в основном проявляется в экономической действительности. При этом метод/приемы, создающие мотивацию личности к успеху, используются как средство достижения цели экономической деятельности. Результат деятельности, достигнутый в процессе экономических отношений, используется для проверки и оценки эффективности поставленной лицом первоначальной цели или, при необходимости, для ее корректировки/замены на новую цель.

На основании анализа литературы в принятой концепции экономической социализации главную роль в направленности экономических отношений играет «экономический человек» или главную задачу выполняет экономическое сознание личности.

Также индивидуальное поведение явилось предметом современных исследований в контексте психологии собственности и соответственно принято в качестве одного из основных понятий, объясняющих отношения собственности в науке экономической психологии.

При оценке с экономической точки зрения понятие деятельности означает, что это хозяйственная деятельность, представляющая собой алгоритм поведения личности, связанный с управлением,

организацией и управлением экономикой. Применительно к понятию поведения аналогичный взгляд может быть применен при объяснении возникновения экономического поведения, связанного с психологией потребления, что стало предметом исследования в области психологии маркетинга. Если обратить внимание на мнение Н. В. Поляковой, проводившей обширные исследования в этой области, то появление такого экономического поведения обычно отражается в деятельности индивида, связанной с управлением и потреблением хозяйства. Важно отметить, что такой концептуальный подход позволяет понять необходимые внешние условия социализации (развития) и самовыражения личности (экономического сознания) в условиях рыночных отношений. При этом мы ориентируемся на анализ всего понятия в виде цепной структуры «цель → средство → результат» на уровне деятельности, личности и поведения.

Методология, материалы и методы исследования

Совпадение целей и задач хозяйственной и управленческой деятельности личности на уровне экономической направленности представляет собой социально-психологический процесс, имеющий двойственную природу. С одной стороны, этот процесс ставит задачу принятия и понимания многогранной цели, связанной с организацией и развитием экономики на уровне экономической направленности, с другой стороны, развитие экономической направленности требует от личности адекватного понимания цели управления.

Законы, основанные на той же последовательности, могут быть применены и к исследованию при раскрытии сущности понятий личности и поведения. Например, в восприятии потребности (мотива) в товаре или услуге и в действиях, связанных с целью мотивационного состояния, индивид проявляет потребительское поведение. Признано, что основными психологическими средствами и методами достижения экономических и психологических результатов являются
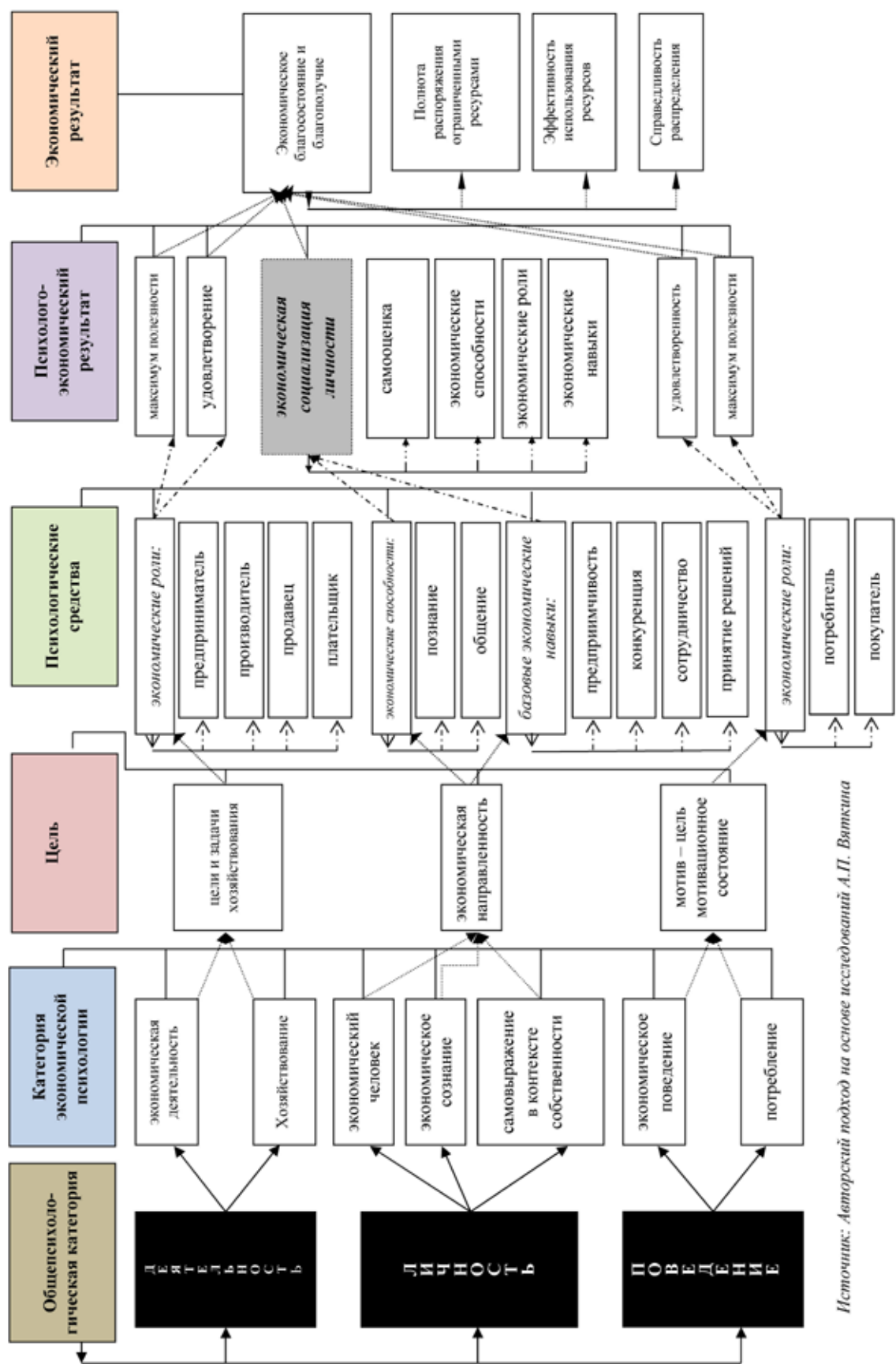
Схема 1. Модель «Деятельностного подхода к личности» концепции процесса экономической социализации личности

принятые в экономических воззрениях понятия: «экономическая роль», «экономическая способность» и «экономические навыки».

Следует отметить, что любая экономическая роль, которую играет человек, отражается в воздействующих на него внешних условиях и экономических реалиях, в которых он участвует.

В концепции они разделены по степени соразмерности деятельности и поведения. В частности, воспринимаемые экономические навыки включают черты личности, связанные с рациональным мышлением, ответственностью, самооценкой по отношению к собственным ресурсам и экономическим ролям, а коммуникативность включает способность общаться и выражать себя в групповом принятии решений.

Также в развитии реалий проявляются экономические способности и умения в обеспечении эффективности поведения лица, вступающего в экономические отношения в целом.

Согласно концепции, материальная обеспеченность и экономическое благополучие как главный экономический результат помогают нам понять уровень полной доступности ограниченных ресурсов субъекта экономических отношений, эффективность использования этих ресурсов или суть вопросов, связанных со справедливым распределением этих ресурсов.

Таким образом, экономико-психологический результат содержит основную информацию о четырех компонентах, координирующих процесс экономической социализации личности в целом. Эти четыре компонента представляют собой: 1) самооценку, 2) экономические способности, 3) экономические роли и 4) экономические навыки, которые, в свою очередь, являются ключевыми «ключами» к оценке ключевых экономических результатов, которых человек достигает в процесс экономической социализации своей деятельности.

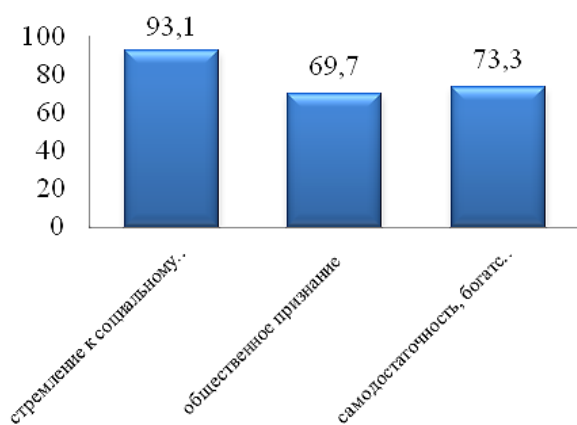На этапе формирования экономической ответственности, являющейся продуктом процесса экономической социализации личности, в раннем подростковом возрасте происходит формирование определенного уровня системы ценностей, направленной на высоко/неразвитую систему поведения личности. Хотя ценностно-ориентированная система человека формируется под влиянием ментальных ценностей, она характеризуется тем, что масштаб ее влияния не определяется жестко приоритетной социально-экономической политикой или непосредственно окружающей ее социальной средой. Это связано с тем, что в процессе экономической социализации индивид никогда не медлит с формированием своего направления. При этом он усваивает ценности, предлагаемые обществом, посредством своего выбора, основанного на его мире потребностей и социально-экономических представлениях. Не только социальные факторы, но и некоторые черты характера и личности, ее индивидуальные типологии влияют на ценностную ориентацию представителей раннего подросткового возраста, и эта ситуация может служить критерием в оценке успешности или неудачи процесса экономической социализации.

Для изучения ценностных ориентаций ранних подростков в контексте процесса экономической социализации целесообразно, прежде всего, рассмотреть условия экономических реалий. То есть на данном этапе юности важно определить, как должен вести себя человек как субъект экономических отношений при выполнении экономических ролей и на основе каких рыночных правил должна организовываться ролево-субъектная деятельность. На наш взгляд, условия отношений, связанных с ролевой субъектной деятельностью в контексте экономических реалий, в первую очередь отражаются в процессе экономической социализации. Согласно экономическому словарю, процесс социализации личности в экономике находит отражение в ряде реалий и явлений, таких как перерасчет общественного запроса в экономических отношениях, гуманизация труда и быта, смягчение социальной дифференциации, развитие экономических сфер. По мнению зарубежных социальных

психологов, проводивших исследования в этой области (например, Н. А. Журавлевой), процесс экономической социализации включает в себя:

1) общую социально-экономическую ситуацию, в которой пребывает личность;

2) семейные установки и ценности;

3) на три основных условия членства влияет тот факт, что оно проявляет себя как потребитель в экономической деятельности.

В целях доказательства научной гипотезы о том, что в основе экономической социализации могут лежать ценности личности, связанные с экономическими отношениями, на данном этапе исследования респонденты из первой группы подростков тестировались по методике М. Р. Рокича «Ценностная ориентация». С помощью методики, где значения, объясняют, что они сбалансированы относительно выражения свойства, подросток впервые в экономических реалиях (событиях, отношениях) осознает свое индивидуальное существование как субъекта или выбирает оптимальную форму действия, которая поможет ему выполнять экономические роли в контексте этих реалий (событий, отношений). В соответствии с рекомендациями первые респонденты-подростки из разных демографических регионов должны были отсортировать ценности, относящиеся к этим двум категориям, по степени их важности.

На основании выбора, сделанного респондентами при попытке оценить свою направленность на вступление в экономические отношения, наблюдалась следующая непропорциональная картина. В частности, респонденты, проживающие в городе, выразили две разные установки, связанные с материальным успехом и межличностными отношениями, которые они считали наиболее важными для себя среди терминальных ценностей. Например, такие ценности, как «стремление к социальному статусу и карьере», «общественное признание», «самодостаточность, богатство» признаются высшими по важности ценностями.

Рисунок 1. Приоритетные терминальные ценности у городских молодеже (Источник: исследование автора)

Результаты показывают, что городские жители раннего подросткового возраста не уверены в своей будущей ориентации, что указывает на то, что они могут быть не в состоянии добиться успеха в самооценке. В результатах выявлена
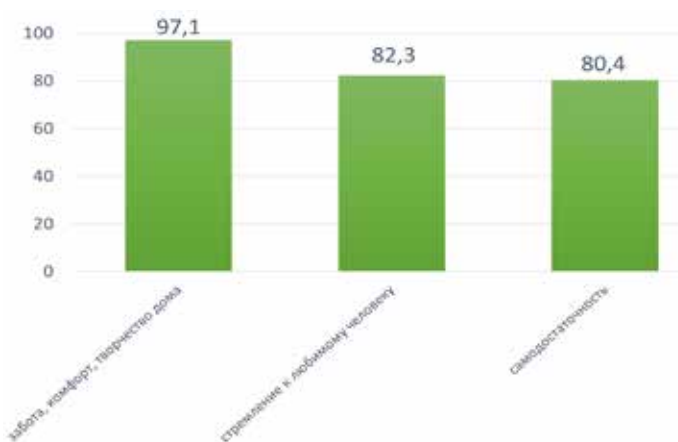
Рисунок 2. Приоритетные терминальные ценности у сельской молодежи (Источник: исследование автора)

специфическая демографическая особенность и наглядно продемонстрировано влияние мезо-факторов на детерминацию ценностных ориентаций. Это выражено в следующем (по исследованием 2021 года). Подчеркнутая, как ценность

высокой важности, ценность «общественного признания» составила 69,7% у городских юношей и 27,2% у сельских юношей; ценность «социальный статус и карьера» – 93,1% городских студентов, 23,0% сельских студентов; величина «самодостаточности» составляет 73,3% у городских субъектов и 92,1% у сельских.

Согласно исследованию, ориентация представителей 1 группы определена совокупностью факторов, ориентированных на такие социальные ценности, как «социальный статус и карьера» и «общественное признание», тогда как ориентация представителей 2 группы – это «стремление к любимому человеку», «взаимное доверие и крепкие семейные отношения» и целостность семейных жизненных факторов, таких как «забота, комфорт, творчество дома». Подчеркнутая, как ценность высокой важности, ценность «забота, комфорт, творчество дома» составила 41,6% у городских юношей и 97,1% у сельских юношей; ценность «стремление к любимому человеку» – 39,4% городских студентов, 82,3% сельских студентов; величина «самодостаточности» составляет 53,4% у городских субъектов и 80,4% у сельских (см. рис. 2).

Этот факт свидетельствует о важности влияния ценностей в той или иной степени на их экономическую социализацию и о гуманности и семейном характере молодежной политики в нашей стране, орошаемой идеями гуманизма.

Молодёжи, проживающие в разных демографических регионах, обнаружили сходные различия в формировании терминальных ценностей в выборе, оказавшемся первостепенным среди инструментальных ценностей. Например, для наших испытуемых, проживающих в городе, такие ценности, как «умение твердо стоять на своих мнениях и взглядах и не отступать», «самосознание», участие в деятельности, соответствующей экономическим интересам» и «сила воли», по значимости были выбраны первыми. Результаты исследования также показывают, что ведущими

ценностями первокурсников сельских колледжей по уровню общей доминантности являются: «воспитанность», «терпение», «умение слушать других», «уважение», «всепрощение» и «трудолюбие, деловитость», совокупность ориентаций приводит к выводу, что признанные ценности выражаются через половые признаки.

При анализе результатов, то есть при сопоставлении инструментальных ценностей с терминальными ценностями, среди терминальных ценностей в раннем подростковом возрасте выражен фактор «материального успеха», «отсутствие материальных трудностей», «самодостаточность, достаток». При выборе таких ценностей, как «проведение времени за приятными и интересными занятиями», «наличие в семье материальных ценностей», а в процессе выбора инструментальных ценностей при выполнении экономических ролей при вступлении в рыночные отношения – «высокая востребованность (требовательность и экономность во вступлении в хозяйственные отношения), «самосознание, участие в деятельности в соответствии с экономическими интересами», «сотрудничество с другими (формирование торгово-партнерских отношений)». В целом мы видим, что он ориентируется на другие ценности.

Заключение

Такой дисбаланс свидетельствует о недостаточной социализации субъекта в рыночном обществе, о том, что деятельностная структура включает в себя компоненты «цель», «средство» и «результат», что представляет индивида нежелающим вступать в рыночные отношения. На наш взгляд, относительная значимость обоих наборов ценностей заключается в том, что они различны не только для разных полов, но и для социально-демографических групп, и это различие может быть использовано в качестве критерия сегментации рынка. Данную ситуацию целесообразно оценивать, как механизм мотивационно-ценностной структуры социально-психологических факторов, влияющих на процесс экономической социализации

личности. Данный механизм также можно раскрыть на следующем примере. Например, если девочка раннего юношеского возраста с эгоцентрической установкой, ставящая высоко радость или удовольствия, хочет выпить чашечку кофе для наслаждения, то социоцентрическая установка мальчика раннего юношеского возраста, воспринимается как слабый стимулятор повышения производительности чувства выполненного долга. А также другая категория (смешанные мальчики и девочки), предпочитающие теплые отношения с окружающими, основанные на традиционных установках, и представители раннего подросткового возраста, предпочитающие выпить чашечку кофе, следуют социальной традиции.

Таким образом, в соответствии с концепцией экономической социализации, можно определить следующее. Во-первых, терминальные ценности являются важным признаком сферы деятельности, связанной с ролью личности, предпринимателя, производителя, продавца, в процессе экономической социализации – способностью входить в экономические отношения. Во-вторых, мотивационная направленность, проявление характерных инструментальных ценностей в виде институтов в контексте ролей экономического поведения личности, таких как потребитель- потребитель, выступает как степень сформированности потребительского поведения с базовыми экономическими навыками.

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PECULIARITIES OF PSYCHODIAGNOSTIC AND IMPORTANT QUALITIES OF THE MODERN PSYCHOLOGIST

Annotation. The article examines the current state of development of professionally important qualities of psychology students. Also the level of development of personal structural component of professional and important qualities of students of psychology is revealed.

Keywords: professional goals mnemic abilities, responsibility, empathy, altruism, observation, optimism; vigor, high work capacity, planning, persistence.

Introduction

The stage of preparation of future psychologists enters a significant step in the way of professional formation and the life of a person. In addition, during this period the worldview from the position of the mastered profession is structured, relevant knowledge, primary professional experience is acquired, necessary skills and abilities are formed, and the complex of professionally important qualities of the future specialist is developed.

At the first stage of the study, an expert assessment (n = 211) was conducted using a pre-prepared questionnaire, which allowed to prepare of a structural model of professional and important qualities of a modern psychologist, the basis of which included clarified, current professional and important qualities of this category of professionals united in the following, interdependent structural components: worldview component, which is expressed in the psychologist's need for social contacts, interest, useful for society grateful work, independence, creativity, as well as personal maturity and moral normativity; interpersonal component, expressed in communication abilities, positive attitude to people, mental orientation towards extraversion, volitional regulation of behavior, self-control, emotional intelligence and stability, personal-adaptive potential, ability to cooperate in conflict situations; intellec-tual component expressed in the ability to highlight common in different, ability to generalize and analyze information, the flexibility of thought processes, general mental abilities, ability to concentrate, lack of emotional destruction; personal component expressed in perseverance, resilience, focus on the present, self-organization, planning, self-organization of activities, purposefulness, self-efficacy.

To psychodiagnostic the structural components of current professionally important qualities of the modern psychologist, a psychometric complex was selected that included ten well-known techniques, including personality questionnaires and a test.

The process of selecting the instrument was implemented taking into account such important characteristics reflecting the quality of psychometric techniques as the presence of a clearly defined psychodiagnostic purpose, theoretical justification and conceptualization of the diagnosed attributes, authors-developers, the necessary conditions for the organization of the survey, time spent on diagnostics, description of the diagnosed category of respondents, reliability, validity and standardization of techniques, the practicality of stimulus material, mechanism of processing and interpretation of results of the examination, presence of successful experience of application of techniques in psychological practice, including in conditions of the Republic of Uzbekistan, etc.

Methods

The entire sample of the empirical study was examined with the help of a previously identified psychodiagnostic complex (Appendix № 16):

- Five-factor personality questionnaire "Big Five" by R. McCrae and P. Costa.
- Multilevel Personality Questionnaire "Adaptability" by A. G. Maklakov, S. V. Chermyanin.
- N. Hall's emotional intelligence questionnaire.
- Personality Motivational Profile Questionnaire by S. Ritchie and P. Martin.
- General Self-efficacy Scale by R. Schwartz, M. Yerusalem.
- E. Mandrikov's Questionnaire of Self-Organization of Activity.
- S. Muddy's Resilience Diagnostic Questionnaire.
- Questionnaire of behavior in conflict situations by K. Thomas.
- V. N. Buzin, E. F. Vanderlick Short Orientation Test.
- Gilbukh Personality Maturity Questionnaire by Yu Gilbuch.

At the same time, the interpretation of the obtained (quantitative) results of a comprehensive psychodiagnostic examination is very difficult, because the applied psychometric tools are not normalized (there is no information about normalization) on a representative sample, and, accordingly, the allocated (author) norms can give quite distorted psychodiagnostic results.

In addition, there is no substantiated mechanism for the complex interpretation of the results of the survey regarding the professional and important qualities of a modern psychologist, and their structural components. This also makes it very difficult to process and interpret the obtained psychodiagnostic data and makes it virtually impossible to present an adequate, concretized result within the framework of psychodiagnostic of the selected structure of professionally important qualities. To solve these rather important problems:

- a special mechanism of translation of the obtained results for each psychometric technique for generalization concerning the selected structural components and professionally important qualities has been developed.
- normalization of psychodiagnostic results for an adequate interpretation of the selected structural components and professionally important qualities, in general, was carried out.

As disclosed above, we carried out their normalization for an adequate interpretation of the obtained data of a complex psychodiagnostic examination.

This process was carried out employing calculating an appropriate norm on a representative sample of an empirical study of the current state of development of professionally important qualities of psychology students (n=253). The very notion of the norm in this process reflects the mathematical expectation (M) and allows, by calculating the standard deviation (σ - sigma), to determine above average and below average levels of development of both professionally important qualities in general, and their component structures.

The rationing process in general was implemented according to the most common stan scale, which was proposed by R. Kettell (Sidorenko E. G.) and modified, and tested by D. G. Mukhamedova, F. B. Narzikulova, M. B. Narzullaeva, E. Y. Agzamova, S. B. Rakhimirzaev. The essence of the modification is to reduce the ten-point wall scale to a three-point scale, which corresponds to a three-level gradation, i.e. three levels of development of the diagnosed trait:

- above average level of development of the trait under study.
- the average level of development of the trait under study.
- below the average level of development of the studied attribute (.).

Results and Discussion

During the normalization of the obtained psychodiagnostic data such basic indices as mathematical expectation (M), standard deviation (σ –

sigma), and asymmetry and kurtosis (A and E) were calculated. At the same time, these indicators were calculated for all four structural components (worldview, interpersonal, intellectual, and personal components) and professionally important qualities.

Table 1. – Interpretation of the results of comprehensive psychodiagnostic of the development of professional and important qualities of the modern psychologist

Below average development	The average level of development	Above average development
Worldview structural component		
From 0 to 6 points	7 points	From 8 to 10 points
Interpersonal structural component		
From 0 to 5 points	6 points	From 7 to 10 points
Intellectual structural component		
From 0 to 4 points	5 points	From 6 to 10 points
Personal structural component		
From 0 to 5 points	6 points	From 7 to 10 points
Professional qualities in general		
From 0 to 5 points	6 points	From 7 to 10 points

Thus, based on the results of the performed normalization, a comprehensive psychodiagnostic survey indicates that the prevailing number of students surveyed (51%, 129 people) are the owners of the average level of development of the worldview structural component of professional and important qualities. Thirty-six percent (91 people) have this characteristic developed at a below-average level, i.e., at an unsatisfactory level. Accordingly, only 13% (33 people) of the surveyed students have an above-average level of the worldview component (Figure 2.1).
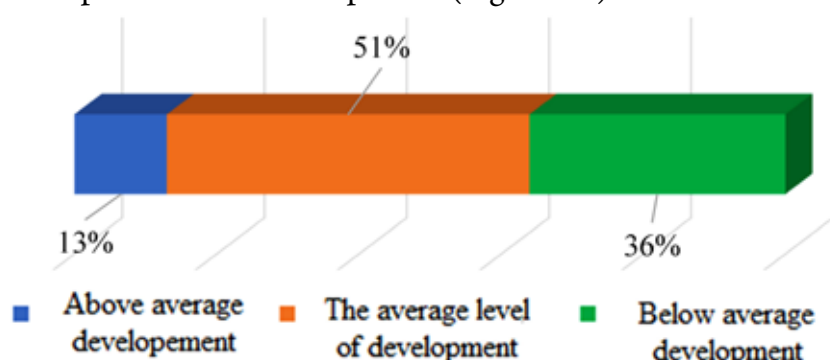
Figure 1. The current state of development of the worldview structural component of professional and important qualities (n = 253)

As for the second structural component – interpersonal, we found out that, as in the previous one, the majority of the examined psychology students (67.2%, 170 people) have an average level of development of the interpersonal structural component of professional and important qualities (Fig. 2.2).

At the same time, only 19.4% (49 people) were observed at the desirable (proper) level, which corresponds to the above-average level. Accordingly, 13.4% (34 people) of psychology students were found to be at the problem level, i.e. below the average level.

As for the third structural component – intellectual, the majority of the surveyed students have an insufficiently developed diagnostic attribute (42.7%, 108 people), i.e. below the average level. At the same time, 31.6% (80 people) of the surveyed have an average level of development of the intellectual structural component of professional and important

qualities. Accordingly, 25.7% (65 people) of psychol-ogy students were found to be at an appropriate level (above the average level) (Fig. 2.3).
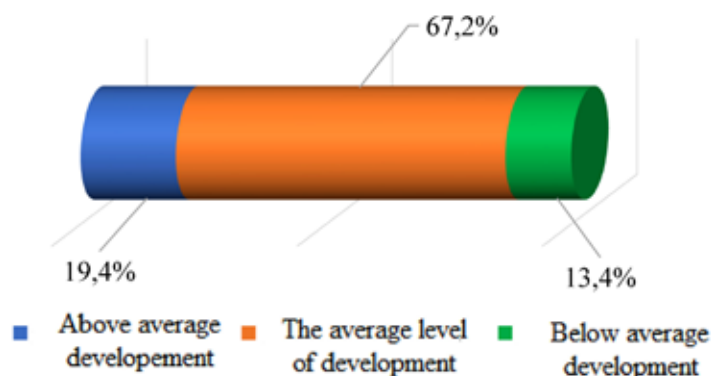

Figure 2. The current state of development of the interpersonal structural component of professional and important qualities (n=253)
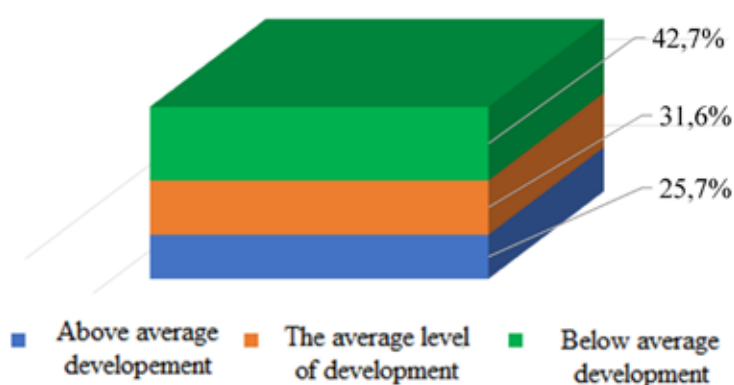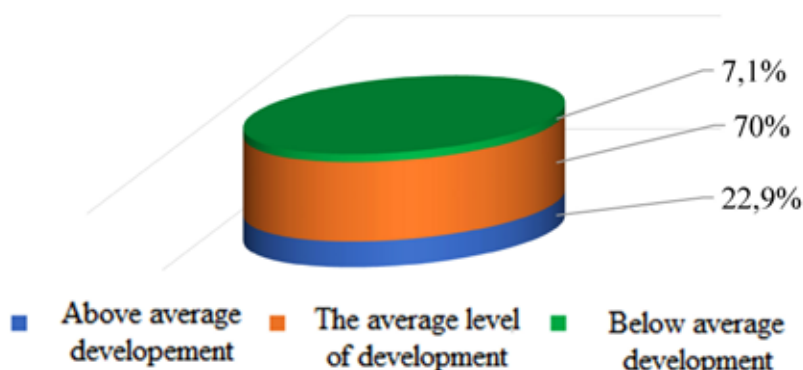

Figure 3. The current state of development of the interpersonal structural component of professional and important qualities (n = 253)

As part of the final, fourth structural component – personal, the prevailing number of the surveyed students (22.9%, 58 people) are the owners of the average level of development of the diagnosed attribute. 22.9% (58 people) of the surveyed respondents were found to have an above-average level of development of the personal structural component of professionally important qualities. Accordingly, 7.1% (18 people) of psychology students were found to be at the problem level (below the average level) (Fig. 2.4).

Figure 4. The current state of development of the personal structural component of professional and important qualities (n = 253)

As part of the study of the development of professionally important qualities in general, it is reasonable to state that the largest number of psychology students surveyed (86.6%, 219 people) have an average level of the diagnosed trait (Fig. 2.4).
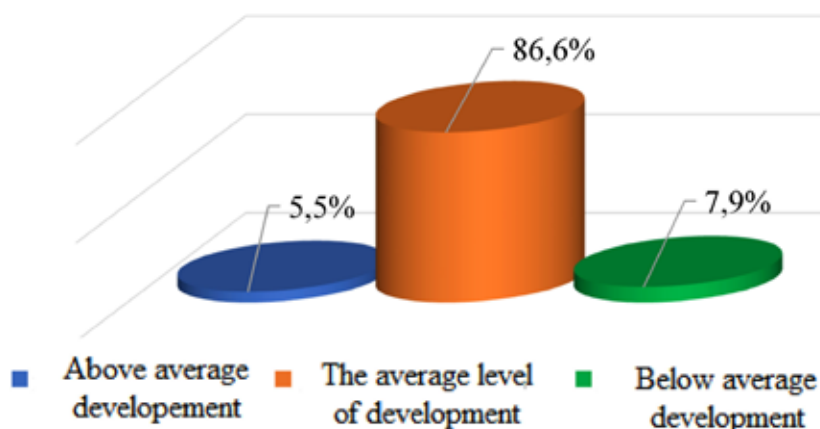

Figure 5. The current state of development of professionally important qualities in psychology students (n = 253)

At the same time, 7.9% (20 people) have an extremely insufficient level (below average) and only 5.5% (14 people) have a proper level (above average) of professional and important qualities development in general.

The correlation analysis of the results of the complex psychodiagnostic examination by nonparametric Spearman criterion in the SPSS program revealed many statistically significant relationships. Let's consider the most significant ones within the framework of the present dissertation research (Table 2.5).

The correlation analysis of the results of the complex psychodiagnostic examination by nonparametric Spearman criterion in the SPSS program revealed many statistically significant relationships.

Let's consider the most significant ones within the framework of the present dissertation research (Table 1). Statistically significant correlation association between the level of development of professionally important qualities and the age of the examined psychology students ($r = 0.289$ at $p < 0.01$), as well as between the level of development of professionally important qualities and the course of the examined psychology students ($r = 0.254$ at $p < 0.01$) was revealed. These correlations clearly demonstrate the positive influence of the learning process and, re-spectively, the age of students on the development of professionally important qualities in general. At the same time, given the obtained correlation coefficients ($r = 0.289$ and $r = 0.254$ at $p < 0.01$) it is reasonable to interpret these relations as very weak (very weak), at the level of tendency. This, in turn, indicates an insufficient (very weak) influence of the educational process (the process of preparing future psychologists) on the proper development of professionally important qualities. Correlation analysis by nonparametric Spearman criterion indicates insufficient positive impact ($r = 0.254$ at $p < 0.01$) of future psychologists' training process on the proper development of their professionally important qualities.

These indicators, on the one hand, confirm the relevance of the topic of this dissertation work, and, on the other hand, highlight the practical need for the preparation of effective means of developing professionally important qualities in the process of training future psychologists. On this basis, it becomes obvious that the formation of professionally significant personal characteristics should become a subject of formation and development not only in the framework of professional activity but also, training, which is considered the first stage of professional formation.

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Section 7. Education system

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PHILOSOPHICAL PARADIGMS OF EDUCATION AND UPBRINGING

Abstract

Problem and Aim. This article describes the philosophical essence of education and upbringing. The importance of pedagogical didactics in the works of Eastern scientists is also considered. In the learning process, taking into account the direct impact of the teacher on the student, it is shown that the process of education and training should be carried out purposefully. It was revealed that the mental state, outlook and consciousness of people are connected with the philosophical activity of purposeful education.

Materials and research methods. The study proposes to explore a number of important points in solving the problems of science and education through the following theories in the implementation of a careful formation of the goals and objectives of education: These are the experts of UNESCO "Learning to be the World of Education". today and tomorrow. concept. The project "Philosophy of Education in the Perspective of the 21st Century" and the most relevant lectures of the Club of Rome "Filling the human gap" in solving global problems of our time consider the role and place of education as a phenomenon. in bridging the gap between man and civilization, and on this basis, the need for continuous education is confirmed.

Research results. The results of the study show all the factors and opportunities that affect the educational process. In the course of the study, the author determines the serious role of new educational concepts in the near future. Showing that the philosophy of education is a public order, this means that education should be approached philosophically.

Conclusion. The results of the study are significant for the theoretical base of research in the field of education and the organization of educational processes.

Keywords: philosophy, education, essence, enlightenment, upbringing, consciousness, person, society, country, nationality, culture, heritage.

Introduction

Today we see that developed countries have achieved economic stability as a result of the creation of an education system in their countries. Education and upbringing are received first in the family, and then in educational institutions and serve the matu-

ration of a person. As a result, a specialist with modern knowledge and skills is being trained. Personnel with high potential make a worthy contribution to the development of the country by selfless service.

In our society, the issues of education and training have been considered an urgent task since time immemorial. Pedagogical didactics has always been a priority in the work of Eastern scientists. Religious and national traditions, traditions and values, fairy tales and folk tales form the basis of our national and cultural wealth. Folk heroes are also praised for their good behavior and high level of knowledge. Parents are inspired by the national and cultural heritage and pay great attention to the education of their children. Al-Khwarizmi, Ibn Sina, Beruni, Amir Timur and Navai from among our great-grandfathers, who left an indelible mark on the history of human civilization, received the basics of education from their parents and grandparents in the family, and then received education from the hands of teachers. Khujras and madrasahs were created as educational institutions, where mainly religious and some secular subjects were taught.

The essence of training and education lies in the fact that the educator seeks to directly influence the student, answering the question, "what can and should be a person as a person." At this moment, the action carried out in the process of education is, firstly: one of the actions aimed at changing a person, and secondly: education is a practical activity aimed at changing the mental state of a person, worldview and consciousness, knowledge and style his activity. In this, the methodological side of education reveals its originality through various methods for determining the purpose and position of education for the student through the educator. In this case, the educator primarily takes into account the characteristics, character, genetics, psychology, age and living conditions of the student. The process of training and education is carried out purposefully and depends on different approaches. Special abilities are formed by applying to the intellect of a person useful knowledge available in various fields of education.

Materials and methods. To achieve the goals and objectives of education, all specialists in the field of the education system must participate in good faith and with a high degree of responsibility. Because they are the subjects of the educational process and are responsible for ensuring its organization and effectiveness.

It is characterized by the appearance of works commissioned by UNESCO in order to solve the problems of science and education in order to develop the perspective of the 21st century [1].

UNESCO experts have created a conceptual image of the education of the future based on an analysis of the trends of the whole society, taking into account changes in worldviews, the essence of man and his place in the world. The main task is to prepare present and future generations for life in the 21st century, and it is predicted that education and upbringing will play the role of a unifying force in the world community. In 1990, the UNESCO organization developed the project "Philosophy of Education in the Perspective of the 21st Century". In this project, taking into account the rapid changes taking place in the life of society, attempts were made to determine the place of education problems in the context of world civilization, which were documented in reports commissioned by UNESCO. The lectures were conducted by a group of specialists led by E. Faure. The theme of the lectures ("Learning to be. The world of education today and tomorrow." 1972) "Education for a good life" [2]. It is called World Education Today and the Future. The main purpose of this is to express ideas such as new knowledge, new experience and updating of existing knowledge and skills, quality education for a better life and only knowledge. These ideas have expanded the concept of education, capable of providing important social and cultural functions, beyond the traditional system of educational activities. On this basis, the report defines the directions and principles of possible reforms – freedom, flexibility and continuity.

Among other studies on education, the most famous are the lectures of the Club of Rome "Teaching

has no limit", in 1979 D. Botkin, M. Elmandir, M. Malitz "Teaching has no limit. Lectures such as "Filling the Human Gap" tried to determine the role and place of education in solving the global problems of our time and overcoming the gap between man and civilization. On this basis, the need for continuing education was confirmed. When a person encounters new problems, he repeatedly returns to educational directions and forms of cognition. The authors paid special attention to the determinism of modern education, and the lecture included the concept of "Learning throughout life", in particular, the concept of innovative education.

The American philosopher and educator John Dewey, the founder of the philosophy of education, considers the philosophy of education to be a practical part of any philosophy. Reason asserts that a person can solve the problems he faces only through his philosophical thinking and knowledge" [3]. Representative of the St. Petersburg Philosophical Society A. N. Muravyov closely links the educational process with the necessary problem of culture. Plato, Aristotle, Descartes, Spinoza, Leibniz, Kant, Fichte, Schelling and Hegel, the leading representatives of the classical philosophical tradition, unanimously turn to the philosophy of education to understand the essence of man. Because any educator (from a kindergarten teacher and a primary school teacher to a university professor) deals with the intellectual, spiritual, intellectual, physical and moral problems of his students and implements them in the process of education and upbringing [4].

The philosophy and history of education allow us to look at education from a new and retrospective point of view in the paradigm of the 21st century. The most promising requirement today is education, which develops on the basis of two interrelated principles: the ability to quickly navigate in a rapidly growing flow of information, the ability to find and apply it, and at the same time not to lose or see what is needed. development prospects.

In domestic publications devoted to the problems of the philosophy of education, J. Delors in his lecture "Education: a hidden treasure" indicates four pillars on which education should be built:

These are: learning to know, learning to do, learning to live together, learning to live in the 21st century. According to Delors, the most important principle of education is "learning to do not only in order to acquire professional competence, but also, in a broader sense, to acquire competence to cope with various situations and work in a group" [5].

This is how the basic principles of competence have been formed today, covering the management of educational processes and pedagogical didactics, the motivational principles of an educational subject, and others.

More fundamental criteria in favor of pedagogical philosophy were expressed in the middle of the 19th century. Herbert Spencer saw "universality in general in the field of pedagogy, as well as in the spiritual sphere" "through universal connections, trends, contradictions and patterns of development inherent in all components of the educational process" [6].

Based on the goals and objectives of the educational program of the Jadids of Turkestan at the end of the 19th – beginning of the 20th century, it can be said that they are trying to form the criteria for their ideas on the basis of social justice, national welfare and national independence. At the same time, they tried to resume cultural, ethical and educational work, to promote European scientific and technical thinking, to eradicate religious fanaticism, fanaticism and ignorance. The Jadids deeply understood the need for new thinkers to bring about great reforms in society. At the same time, special attention was paid to the education and upbringing of young people through the creation of modern schools. For example, "The Avloni School," writes Professor Begali Kasymov, "became a real folk school, which set itself the main task of teaching children secular and advanced sciences, built on the basis of a humanistic and free education, and providing young people with the opportunity to participate in public and political life. country". "In the education of young people, he published newspapers and maga-

zines in conjunction with schools and widely contributed to the organization of educational institutions according to modern models. For example, Mahmudhoja Behbudi emphasizes that everyone should go to European countries and learn a certain language so that our people do not lag behind other peoples. "If we cannot master the Arabic language well, we will not be able to correctly interpret the sciences of Islamic Shariat, if we do not know the Russian language, we cannot be aware of events and news happening in the world and at the top of power, Knowledge of Turkish and Persian languages necessary to present to the world our rich nation and heritage. There is another language in which the whole world speaks to each other. This language and writing is French. We need to learn all these languages for our own benefit. We have to study in public schools, we have to work in public positions. Let's progress as Muslims" [7]. From these views, it is clear that Mahmudhoja Behbudi put forward his bold and relevant ideas on many issues in the complex and changing socio-political environment of that time. We see the results of these ideas in the independent development of our country, finding its place and dignity in the world community.

Results.

The results of these studies show that today we are talking about the types of knowledge formed in the philosophical concepts of education of different directions and currents – from analytical philosophy to critical rationalism, from humanitarian pedagogy to postmodernism, and in the propagandized pedagogical anthropology. enlighteners of our country and Western countries. The study determined the significant role of new educational concepts in the near future.

Since the middle of the 20th century, more and more attention has been paid to the problem of interaction between education and training in the philosophy of education. This requires a philosophical approach to education. That is why the interest of educators in philosophy has increased. As a result, the philosophy of education begins to separate from the general philosophy and eventually becomes an independent field. Therefore, the philosophy of education is primarily a social order. Speaking of the evolution of society, it is necessary to create a closer relationship between education and social organization at the individual and collective level. In this case, philosophers or educators may prefer different settings. For example, for Plato or Hegel, the idea was put forward, and they put forward the idea that education should serve this purpose, while the pragmatism of the 20th century emphasizes the factor of concrete benefit and effectiveness. Accordingly, ideas about education are also changing, and the search for new forms of education continues to grow. Because the education system is a phenomenon that requires constant updating.

Discussion of the results. Philosophy, by definition, teaches man to love wisdom. Education gives a person the opportunity to combine what he has learned and apply it in his life. The common goal of both philosophy and education is to consider the existing reality and pass it through an analytical and compositional filter, to create a basis for expanding the horizons of thinking as a person. Indeed, every philosophical school and system of thought wants to educate people in accordance with it. In this approach, idealism, realism, pragmatism, existentialism, materialism and positivism pursued different goals. However, in today's globalized world, the distance between different "isms" is getting closer and closer. Also, within the framework of the modern education system, an educated person can combine different views in his mental matrix. Philosophy tries to find the truth. This questioning is the task of philosophy. The philosophy of education focuses on the developing person, along with all the values he has created, and tries to improve him. The most important sign that philosophy and education are an inseparable whole is to educate a person who meets the requirements of the time and responds to changing conditions. Regardless of the content, the goal of education is a broad-minded individual. The

philosophy of education, the main subject of which is a person, is a system that is looking for ways to realize all the goals that a person wants to achieve. A number of methodological principles that determine the development of the philosophy of education were formed in different periods of the last century, until the search for a new methodology in the science of education became relevant at the present time, and even now their importance is great for new research work. With this approach, we can say that the acceptance of global problems as a problem of pedagogical thinking leads to an understanding of their solution as a problem of pedagogical science, and this direction is of current importance in the philosophy of education. In many cases, the essence of global problems lies in the lack of mutual understanding, tolerance and cooperation. Here, the main task of education is the study of the value system, which is a function of integration in society, along with a philosophical understanding of the problem.

Conclusion

Not without reason the philosophical basis of each sphere of activity corresponds to the purpose. In this sense, the education sector is no exception. The philosophy of education is expressed, first of all, in its purpose. Goals determine the essence of human activity, goals form a way of approaching the problem, reveal the essence, clarify directions in accordance with the goal, prepare and implement a road map. Such a philosophical approach to education is a mental activity aimed at comprehending the essence of education, assessing its role and significance in the life of society and a person, in other words, it is a formed worldview.

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Section 8. Social psychology

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SCL COMPREHENSIVE MENTAL HEALTH REPORT

Abstract. SCL-90 is a useful scale to test if people are suffering from mental health problems. We can use this scale to see if people around us have mental health problems and give them mental help and support.

1. What factors can cause people to have mental health problems
    a. What are the factors
    b. Why these factors can cause mental health problems
2. How mental health problems affect people
    a. From the aspects of physical illness and mental health
        i. From the perspective of daily life
        ii. From the perspective of academic or business
        iii. From the perspective of interpersonal relationship
3. Methods of SCL-90 Testing
    a. What is SCL-90 Testing
    b. From what aspects does this scale detect people's mental health
    c. How does this scale work
4. The results of the survey's data (I will make a simplified version of the SCL-90 and send it to people around me to fill in the questionnaire, and finally get the data)
    a. Analyze the data in different age groups
        i. The total test results for different age groups
        ii. The mean test results for different age groups
    b. Summarize the anxiety levels and aspects of people in different age groups
        i. Put the statistical tables
5. How to help those with mental health disorders
    a. From the perspective of the disorders themselves
    b. From the perspective of the people around the disorders
        i. School or work places
        ii. Families
        iii. Friends
    c. From the perspective of social atmosphere

6. ***Conclusion:*** The total score of the population of 41–50 years old is the highest because people in this age range answer the survey the most. The mean score of the populations of over 61 years old are the highest. The mean score of the population of under 30 years old is also greater than 60.

Keywords: SCL-90, Mental health, Anxiety, Depressive disorder, Press, Psychology, Society.

What causes a Mental Health Problem and how it can affect a person's life?

SCL Comprehensive Mental Health Report

Introduction

With the acceleration of life rhythm, the increase of work pressure, and other influences, people's psychological accumulation pressure also increases. In the more than three years since the outbreak of the Covid-19, many people have suffered from anxiety and depression due to psychological problems and emotional fluctuations. Therefore, in order to help everyone understand the current situation of psychology, it is very necessary to improve the psychological environment in a targeted manner. For this research, I conducted a comprehensive mental health test using the self-rating symptom scale SCL-90, and further analyzed the test results.

What factors can cause people to have mental health problems

Most mental illnesses have a variety of causes, called risk factors. The more risk factors a person has, the more likely he is to develop a mental health condition.

Here are some examples of risk factors. Environment, which means living in a stressful environment can strain your mental health such as having an abusive family put a lot of stress on your brain and often trigger mental health concerns; unhealthy habits, like not getting enough sleep, or not eating; negative thoughts, which means constantly putting yourself down or expecting the worst can get you stuck in a cycle of depression or anxiety (What causes mental illness?); and early adverse life experiences, such as trauma or a history of abuse (for example, child abuse, sexual assault, witnessing violence, etc.) (About Mental Health).

How mental health problems affect people

Mental illnesses are among the most common health conditions in the United States. More than 50%

will be diagnosed with a mental illness or disorder at some point in their lifetime (About Mental Health). If one person has mental health disorders, in his daily life, his mood will gradually become depressed and his behavior will become extreme. Eventually, he may lose the ability to live by himself. Negative emotions may keep him from engaging in the things he wants to do in his work or school, even though he desperately wants to accomplish something. In his interpersonal communication, he may gradually lose interest in communicating with others, so that when people around him want to help him talk to him, they are powerless.

In the short-term, mental health problems can cause people to be alienated from their peers because of perceived unattractive personality traits or behaviors. They can also cause anger, fear, sadness and feelings of helplessness if the person does not know or understand what is happening. In the long-term, mental health disorders can drive a person to commit suicide (Mental Health Problem Symptoms, Causes and Effects).

What is SCL-90

When we feel depressed, how should we correctly judge whether we are suffering from mental illness and protect ourselves? SCL-90 can help that. Self-rating symptom scale SCL-90 is one of the most famous mental health test scales in the world, and it is the most widely used mental disorder and mental illness check scale. The ten factors of the SCL-90 test are: somatization, obsessive-compulsive symptoms, interpersonal sensitivity, depression, anxiety, hostility, terror, paranoia, psychosis and others. The purpose of the test is to assess whether a person has a certain psychological symptom and its severity from various perspectives such as emotion, thinking, consciousness, behavior, living habits, and interpersonal relationships. It can distinguish people with psycho-

logical symptoms who are likely to be at or on the verge of a psychological disorder.

How does SCL-90 work

There are 90 self-rated items in SCL-90. In order to improve the efficiency of the test and to combine it with practice, I consulted many people and merged a few of the 90 items, and determined 35 self-rated items. It includes 4 items of somatization, 5 items of obsessive-compulsive symptoms, 4 items of interpersonal sensitivity, 10 items of depression, 3 items of anxiety, 2 items of hostility, 2 items of suicide, 2 items of bigotry, and 3 items of psychoticism.

SCL-90 scale adopts a 5-level scoring standard of 1–5 points. From 1 point for asymptomatic to 5 points for severe symptoms, in order. The total score is the total score of 35 items. If the total score exceeds 62 points, it means the tested person may have some psychological disorder. In addition, if any factor scores more than 2 points, it is positive, which indicates that there may be psychological barriers represented by this factor.

I randomly tested five age groups of 16–30 years old, 31–40 years old, 41–50 years old, 51–60 years old and over 61 years old.

Result

A total of 214 test results were received. After calculation, the total score was 11234 points, with an average score of 52.50 points.
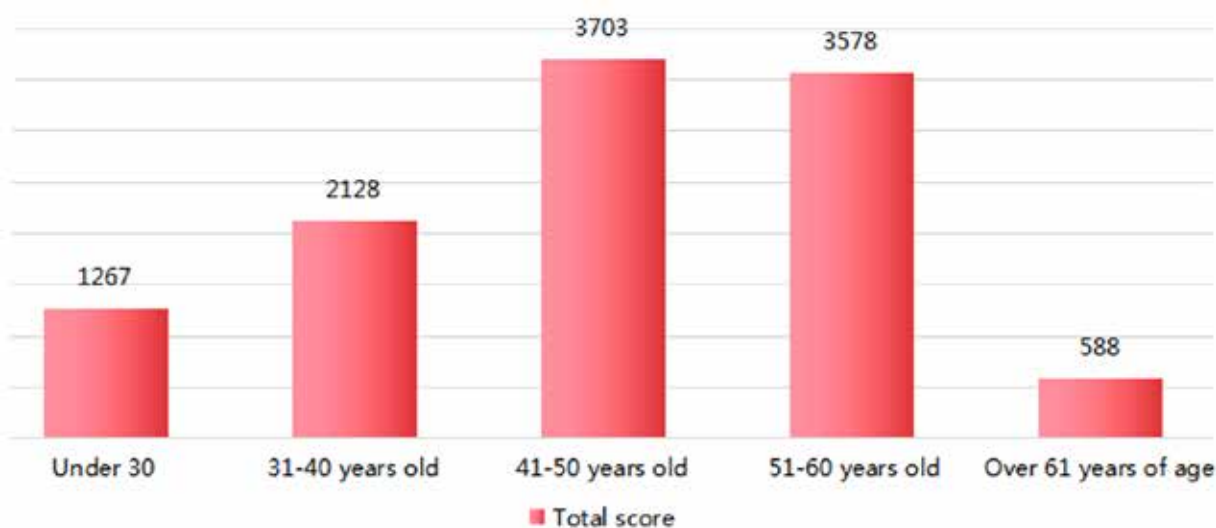
Figure 1. Total score of tests in different age groups
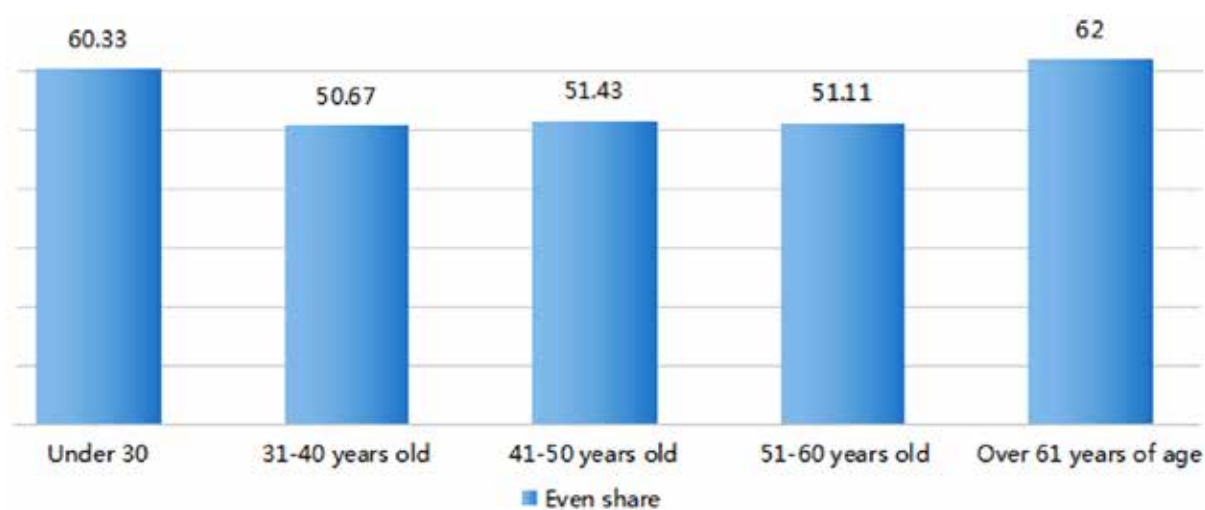
Figure 2. Mean score of tests in different age groups

The results of the tests of different groups were as follows:

1. Received 21 results from the group under 30 years old. The total score is 1267. The average score is 60.33.
2. Received 42 results from the group 31–40 years old. The total score is 2128. The average score is 50.67.
3. Received 72 results from the group 41–50 years old, with a total score of 3703. The average score is 51.43.
4. Received 70 results from the group 51–60 years old, with a total score of 3578. The average score is 51.11.
5. Received 9 results from the group over 61 years old, with a total score of 558. The average score is 62.

Conclusion

The total score of the population of 41–50 years old is the highest because people in this age range answer the survey the most. The mean score of the populations of over 61 years old are the highest, which means these people may have the highest percent that get the psychological disorder. The mean score of the population of under 30 years old is also greater than 60. The mean scores of the other three populations are all around 50.

Discussion

According to the figure, the mean scores of the populations of under 30 years old and over 61 years old are higher than 60. They are the youngest and oldest groups, and the ones we need to pay the most attention to. The younger group may not realize that they have mental health problems under the pressure of study and work, while the older group may also have psychological problems due to the negligence of their children. Therefore, we need to communicate with them more, take them out for a walk and soothe their emotions. At the same time, we also need to remind them to relax their minds at all times and do things they like and want to do. In today's stressful society where everyone is being pushed, it's important to stay in good spirits.

What's more, we must remind all people suffering from mental health problems some precautions: eat to beat inflammation; get moving; manage your weight; get enough sleep; stop smoking; limit alcohol use; and conquer chronic stress (The mental health crisis among children and teens: How parents can help). Furthermore, what we should do are: DO Listen with an open mind; DO Ask Questions; DON'T Say you know how they feel if you don't; DO Encourage them to seek help; DON'T Question their medical decisions; DO Help out with daily tasks; DON'T Pressure them to "stay busy"; and DO Be Patient.

Finally, we found that in this test, 40 people had a total score of more than 62 points, and adolescents accounted for the highest proportion. Factors that can contribute to stress during adolescence include exposure to adversity, pressure to conform with peers and exploration of identity. Media influence and gender norms can exacerbate the disparity between an adolescent's lived reality and their perceptions or aspirations for the future. Other important determinants include the quality of their home life and relationships with peers. Violence (especially sexual violence and bullying), harsh parenting and severe and socioeconomic problems are recognized risks to mental health (Adolescent mental health). They belong to the group that needs special attention. Failure to address adolescent mental health issues at the outset can stay with them throughout their lives, compromising their physical and mental health and limiting their opportunities to live fulfilling lives later in life. Therefore, we must take care of them more. It is useful for building strong bonds and relationships with teachers and friends at school, at home and in the community that provides youth with a sense of connectedness (Mental Health). In the school, teachers must link students to mental health services; integrate social emotional learning; support their mental health; review discipline policies to ensure equity; and build safe and supportive environments (Mental Health). In

the home, parents must communicate openly and honestly; supervise their adolescent to facilitate healthy decision-making; spend time with their adolescent enjoying shared activities; and become engaged in school activities and help with homework (Mental Health). For healthcare providers, they must encourage positive parenting practices; engage parents in discussions about how to connect with their adolescents; and monitor activities and health behaviors (Mental Health).

In short, through the SCL-90 test, we found that we should pay more attention to the physical and mental health of young people in adolescence and elderly people in menopause, guide them with love and patience, and maintain more communication to help them face life, difficulties and the future positively. Besides, if you think that you may have a mental health problem, get help. Please learn about the disorder, practice self-care, and reach out to family and friends (Living Well with Serious Mental Illness).

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Appendix

Simplified Version of SCL-90 Scale: URL: https://docs.google.com/document/d/1R3qLLNq5CiPNFvDGQ FA3YxAZdyuN0S_dsmxs-n5hYoQ/edit?usp=sharing

Section 9. Specialized branches of pedagogy

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THE PROBLEM OF PSYCHOLOGICAL PREPARATION IN THE PROCESS OF SELECTION FOR BOXING

Abstract. The article describes the implementation of psychological preparation during the qualifying competitions for the sport of boxing and the tasks of coaches in it.

Keywords: psychological preparation, sports, preparation, psychological stability, competitions, boxer, coach, group.

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ПРОБЛЕМА ПСИХОЛОГИЧЕСКОЙ ПОДГОТОВКИ В ПРОЦЕССЕ ОТБОРА ДЛЯ ЗАНЯТИЙ БОКСОМ

Аннотация. В статье описывается реализация психологической подготовки при проведении отборочных соревнований по виду спорта бокс и задачи тренеров в нем.

Ключевые слова: психологическая подготовка, виды спорта, подготовка, психологическая устойчивость, соревнования, боксер, тренер, группа.

Введение

Психологические особенности подготовки спортсмена зависят от уникальных аспектов бокса. Успешное выступление в многодневных сложных и напряженных турнирах с разнообразными опасными соперниками требует от боксера ряда технических и тактических качеств, физической работоспособности, высокого уровня психологической готовности.

Психологическая готовность боксера определяется, во-первых, уровнем развития когнитивных функций, чувством дистанции и времени ударов, направлением в ринге, быстротой реакции, спо-

собностью предугадывать поведение соперника, внимание, тактическим мышлением, а во-вторых, психологическое состояние спортсмена.

При оптимальной психологи-ческой подготовке спортсмена высоко развиты вышеперечисленные качества и так называемая психологическая готовность. Эти вещи можно охарактеризовать уверен-ностью в себе, умением бороться до конца боя и стремиться к победе, умением напрягать все силы для достижения поставленной перед боем цели, важностью душевной решимости.

Обзор литературы. По А. Ц. Пуни, высоко-развита структура психологической устойчиво-

сти, состоящая из комплекса сознательных, эмоциональных и волевых функций. По его словам, «готовность спортсмена к соревнованиям сосредоточена в его вере в свои силы, стремлении показать себя и победить, его эмоциональном возбуждении на оптимальном уровне, его способности противостоять всевозможным противодействиям, его способности свободно контролировать свое поведение».

А Г. М. Гагаева несколько иначе подходит к понятию состояния готовности, то есть, по ее мнению, оно характеризуется афферентным и эфферентным уровнями системы человеческого организма и эмоционально-волевыми качествами.

Уровень развития специальных психических процессов отражается в поведении боксера на ринге, чаще в эффективном развитии природной способности спортсмена, совершенствуемой в ходе специальной подготовки.

Методология, материалы и методы исследования. Попытка компенсировать недостаточно развитые у боксера специальные психические функции или другие плохие качества, такие как низкая скорость реакции, очень высокие движения, появление хорошего чувства дистанции, может привести к неуверенности спортсмена и психической нерешительности.

Уже на начальном этапе тренировки тренеры стараются выявить способности и возможности новичков, соответствующие специфике бокса. Спортивные способности — это удобное сочетание врожденных и приобретенных физических и психических качеств, а также способность спортсменов быстро и эффективно развивать эти качества в процессе тренировок. Понятие спортивных способностей, безусловно, включает в себя прекрасное здоровье и определенные анатомо-физиологические особен-ности организма. Вышеуказанные качества тесно связаны друг с другом и могут частично перекрываться другим. Основные признаки каждой составляющей спор-

тивной одарен-ности можно и нужно выделить уже у начинающих, это и есть соревновательное искусство. Регулярное участие в тренировках является важнейшим фактором диагностики физической подготов-ленности, а также важным показателем физической подготов-ленности, заключающейся в спо-собности добиваться успеха. Молодежь, подходящая для занятий спортом, отличается (в комплексе):

- – показатель успешности выше среднего;
- – уровень активности в спорте и быту выше среднего;
- – грузоподъемность выше средней;
- – степень улучшения результатов;
- – стабильность достижений.

Проблема профессиональной совместимости близка к проблеме выбора. Спорт — это постоянный выбор, для которого важны следующие моменты (по Г. Берхтольду):

1. выделение нескольких индивидуумов из многих – единичный или повторяющийся процесс – может быть форма-лизовано определением некоторых критических уровней выполняемого действия; может осуществляться в виде непрерывного исследования);
2. определенная ограниченная цель;
3. использовать определенные приемы для разделения предметов на группы;
4. прогнозирование успеха в соответствии с критериями, определя-ющими эффективность этой деятельности.

В связи с необходимостью высоких тренировочных нагрузок роль отбора в современной системе спортивной подготовки резко возросла, и задачами отбора являются своевременное и правильное определение склонностей, способностей и возможностей начинающих спортсменов в соответствии со спецификой особенности бокса. Процесс отбора в спортивные команды (секции, отделения) С. М. Вайцеховский, Р. Мхитарьянц и др. разделяет на три этапа:

– превью (через 2–4 месяца после первого урока);

– углубленное обсле-дование в процессе первоначального обучения (3–6 месяцев);

– многолетняя система-тическая самостоятельная подготовка студентов для окончательного определения спортивной специализации.

Каждый год в боксе появляются талантливые дети, подростки и молодежь. Некоторые из них попадают в категорию успешных взрослых и продолжают развиваться дальше. Однако большинство юных чемпионов бесследно исчезают со спортивного небосклона и не достигают ожидаемых от них результатов. Как правило, причиной тому являются методические ошибки, в результате которых в организме юных боксеров происходят непоправимые (или непоправимые) биологические и психологические изменения.

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THE PROBLEM OF MOTIVATION OF SPORT ACTIVITY IN THE ANALYSIS

Abstract. this article cites studies on the problem of motives of sport activities, opinions and mulochases of scientists who worked on the problem.

Keywords: sport, activity, motive, motivation, psychological, activity, research, scientist, opinion, athlete, bloodthirsty, mechanism, sources, analysis.

Introduction

The literature related to the problem, based on the analysis, shows that motivation occupies a special place in the psychological support of sport activity, being one of the main factors that encourage a person to play sport.

The motives of sport activity have been widely studied by foreign psychologists. In particular, P. A. Rudik, A. S. Puni, T. T. Jamgarov, Y. M. Palaima, E. P. Ilyin, V. Goshek, V. K. Viljunas, S. S. Sagaidak, E. P. Shcherbakov, G. D. Babushkin, R. A. Piloyan, G. D. Gorbunov, V. A. Demin, L. P. Dmitrenkova, E. A. Kalinin, H. Heckhausen, V. I. Tropnikov, L. G. Ulyaeva and others conducted a wide range of studies. The research reveals the issues of the content of motives of sport activity, groups of motives for sport, the motivational circle of the athlete's personality, the dynamics of the sport motive, the relationship of motives of sport activity with other motives, the relationship of motives of sport activity with personality characteristics.

Indicates a psychological problem in the conditions of an individual's desire for socio-economic changes in social activity, kaisiki-a system of questions about motivation, with which there is a relationship, its patterns, mechanisms, in the conditions of manifestation, on the surface of change and formation. During this period, the study of the problem of mo-tivation of activity and activity of the individual acts as one of the main directions of scientific research.

According to the analysis of research by foreign researchers (V. S. Merlin, V. G. Norakidze) introversion – extroversion is "self–orientation" in experiences or a tendency to their external expression. Analysis of the research results of foreign and domestic authors allows us to identify a number of introversion – extroversion specifications. They consist of; a) introverts perceive environmental phenomena somewhat subjectively in relation to extroverts, b) introverts' adaptation to the environment is more pronounced in the activation of intellectual activity. This is reflected in the activation of behavioral activity in extroverts. c) the level of self-control and the ability to control their condition through control, as it turned out, is higher in introverts than in extroverts.

These personality traits determine the characteristics of activity in various situations of wrestling. Conducted research with the participation of representatives of sport games Y. Y. Palaima quotes the following; While extroverts show strong volitional activity in critical and inarticulate situations of the game, introverts have such a situation in the process of defeat. N. Viro managed to obtain interesting data by investigating the activity of athletes in the conditions of sensorimotor exposure. Extroverts are known to dramatically reduce the effectiveness of

their actions after receiving information about their mistakes. According to the author, this is due to the low level of subjective trust in them.

It is known that sport activities affect the motivation of athletes. Every athlete perceives achievements and defeats in sport differently. Although some athletes are inspired by victory, we see the opposite effect on others. Defeat also does not have the same effect on athletes. During the conversation with the martial arts coach in order to clarify this issue, it turned out that they were not facing the problem of allocating gifted children, but the task of instilling in them a sense of devotion and love for this sport. Most coaches say that 3–4 weeks will be enough to determine the ability of children to fight, but often only a few gifted ones are selected who stand out among their peers. In his work with teenagers, the coach again faces peculiar paradoxes. The dynamics of sport results in this process is not always predictable. A capable budding teenager suddenly stops developing, yesterday's teenager suddenly moves to the foreground. Often, the influence of others on the explanation of these factors is also associated with a change in interests. In particular, the overestimation of advantages occurs during the transition of an athlete from one age category to another age period.

Materials and methods

Research by V. I. Lopunov, R. A. Piloyan and A. P. Gusakova, conducted in 1980, showed that, despite the sufficient value of the cumulative efficiency of youth and youth sport in freestyle wrestling, only 29.5% of the winners of the European and World Championships (among young people) insist that in the future winning the title of world champion among adults should become psychologically complete the purpose of his sport activities. At the same time, the original cocktail requires self-improvement and self-realization in the process, and in this he now feels that his desire to become a world champion has lost relevance among teenagers or adults.

Thus, it is important not only to find a talented athlete, but also to lead him to a high goal. In fact,

why young talented athletes, selected and trained by coaches, cannot meet their expectations. In explaining this phenomenon, according to the views of V. S. Dakhnovsky, supporters of the 3 main points of view interpret all the problems of choice as being at the initial stages. The latter leads to a sharp decrease in results with strong physical and mental stress in childhood and adolescence, weakening of the nervous and other systems of the wrestlers' body.

The third point of view is close to the second, whose supporters are S. V. Kalmykov, O. A. Markiyanov, V. Y. Fryer and others explain all this by an imperfect system of competitions in childhood and adolescence. Perhaps each of the above explanations brings us closer to reality to one degree or another, but in order to understand the essence of the phenomenon, it requires consideration of its multilateral connections and interrelations. It is advisable to approach the search for a solution to this problem from the point of view of the theory of activity.

According to the analysis of the above sources, activity is understood as a form of human activity in which motivation is based on the subject-information links of an object containing a socially significant object. The method of free–style wrestling distinguishes three stages of activity, i.e. the stage of achieving the highest goals related to work – the formation of activity. In the structure of any activity, three stages are important, but in sport activity, the stage of completion of activity is obvious. Sport activities are carried out within the limits of human capabilities, limited by mental and physiological functions, as a rule, this process is completed closer to the age of 30. In other types of activity, as a result of the transition to other leading forms of activity, so many appear that their influence is not strictly concentrated and may fall on different periods of a person's life. In particular, an example of this is the numerous cases of changing professions that are observed in most young people.

Thus, in a particular sport, simultaneously with the increase in the physical and mental qualities of an

athlete, the acquisition of skills and abilities, there is a process of formation of another, no less important activity. There is a gradual formation of motivation, including the subject of sport activity. Activity that allows you to be physically strong, awareness of the opportunity to show the highest result instead of interest and interest in this sport as a game, occurs. It is safe to say that only in this case the athlete will overcome all the difficulties of the preparatory period, as well as withstand the competition process, being psychologically and physically prepared. Only for an athlete can we expect victory from the realization that sport is an activity, predict the further development of his sport skills, and also hope for the future. However, the activity of an athlete is a dynamic process. A. N. Leontiev argues that achieving a close sport result leads to a violation of activity. This process takes place regardless of whether the athlete takes the championship of the republic or the country.if he is not focused on achieving somewhat higher athletic results. The process should be considered as the management of sport activities, one of the important foundations of which is the control of the orientation of motivation.

The founder of the Moscow school of Sport Psychology P. L. Rudik believes that activity (sport activity) is a set of human actions aimed at satisfying one's own needs and interests, and consists of the following scheme: needs, motives, purpose, action, result of activity. The specificity of the activity lies in its social nature, purposefulness, planning, consistency.

The motives of sport activity are characterized by a dynamic manifestation. After all, in a long-term sport process, one athlete regularly changes motives. The founder of the Leningrad school of Sport Psychology, A. S. Puni, on the basis of scientific and practical studies of the motives of sport activity, determined the dynamics of the development of the motives of sport stimulation. In his opinion, they manifest themselves in three stages:

The initial stage of sport. During this period, the first attempts are made to plunge into sport activities. A. S. Puni believes that the motives that prompt ac-

tion – an inexplicable interest in physical exercise – are of a natural nature, are associated with environmental conditions favorable for practicing this sport, and often include elements of duty [20].

The stage of specialization in the chosen sport. He believes that at this stage, the motives – the development of interest in a particular sport, the development of abilities found in a particular sport – manifest themselves in the desire to consolidate success, as well as expand special knowledge, master a high level of physical fitness.

In addition, sport activity becomes a necessity, i.e. against the background of getting used to physical exertion, the habit of feeling them.

The stage of sportmanship. Here the main motives are expressed in the desire to maintain a high level of sportmanship and achieve great success, serve the Motherland with sporting achievements, contribute to the development of this sport, transfer their experience to young athletes.

The motives of sport activity are characterized by a pronounced social orientation and pedagogical aspirations.

The phenomenon of motivation is of great importance in the development of sport. Motivation is not only a characteristic of an athlete's personality, but also leads him to his goal, and also affects various processes of sport activity. The specificity of motivation lies in the fact that its sphere of influence, in turn, has an impact on sport activities. In a competitive environment, you can expect an athlete with a high level of formed motivation, who will fully manifest himself and will have certain methods of achieving the goal. Without knowing the specific nature of motivation in an athlete's personality, it is impossible to prepare him to achieve high results. From this it can be concluded that the success and achievements of an athlete's personality in his activities largely depend on his motivation.

The problem of motivation is considered by many foreign psychologists J. Atkinson, H. Heckhausen, G. Murray, A. Maslow, L. Festinger, J. Caprara, etc.

and also Russian scientists S. L. Rubinstein, B. F. Lomov, A. N. Leontiev, V. G. Aseev, L. I. Bozhovich, A. G. Kovalev, E. P. Ilyin, V. G. Leontiev's research, etc. dedicated. In their opinion, the term «Motivation» is emphasized:

Motivation is a set of factors supporting and directing action, i.e. determining action (J. Godefroy).

Motivation is a set of motives (K. K. Platonov).

Motivation is the process of mental regulation of a specific activity (M. Sh Magomed-Eminov).

Motivation is a mechanism that determines the process of motive action and the emergence, direction and ways of implementing specific forms of activity (I. A. Dzhidaryan).

Motivation-as a general system of motivating and responsible processes (V. K. Vilnius).

Motivation is a dynamic process of motive formation as the basis of action (E. P. Ilyin)

Motivation is a need, motive and stimulating property of other initiators of human activity. The most mature, humane form of motivation is the motive (V. G. Leontiev).

An important aspect of the problem of motivation is the question of its causality, determination. According to scientists (S. L. Rubinstein, V. S. Merlin, A. G. Asmolov, P. M. Jacobson, V. G. Leontiev, D. A. Leontiev, Y. R. Natten, G. Caprara, A. Bandura, H. G. Martin, A. Tesser and etc.) motivational states are associated with age and ethnic characteristics, internal and emotional processes, strong-willed personality qualities, level of intelligence, moral control, self-perceptions, features of evaluating one's own actions in comparison with specific standards, typological characteristics of personality, goals of activity, processes of reflexive self-regulation, etc.

Social factors have a significant impact on personality and its motivation (S. L. Rubinstein, L. I. Antsiferova, B. F. Lomov, A. A. Bodalev, E. V. Shorokhova, A. N. Leontiev, A. G. Asmolov, A. V. Yurevich, V. G. Leontiev, A. Maslow, J. Godefroy, G. Murphy, F. Allport and etc.).

S. L. Rubinstein writes in his works that "A motive as a conscious motivator for a certain action is formed as a result of the fact that an individual takes into account, evaluates the circumstances in himself, weighs the circumstances, realizes the goal facing him; from the attitude to them, a motive is born in its specific content, necessary for a real life action" [4].

In turn, B. F. Lomov argues that "The social conditions and relations of the social environment will determine which motives will be decisive in the motivational sphere of the individual" [5].

Human activity is aimed at achieving consciously set goals, which are associated not only with satisfying one's own needs, but also with meeting the requirements imposed by society. If we focus on the abstract aspects of human activity, then its components are movement (a process subordinate to the idea of the achieved result), attractions, methods of movement, psychophysiological functions and their blocks. However, this process, if we do not stop at the point of view of an individual's individual activity, is characterized as a set of social relations, both carrying out activities and by their nature. It is the totality of social relations that carry out such activities that is a conscious individual. He performs a specific social role, occupying a certain position in society. V. S. Merlin studied the structure of personality [13] identifies three hierarchical levels of individuality: metrodynamic, psychodynamic and personal. At the same time, he does not include in the personality structure the traits of temperament included in the psychodynamic level. A. G. Kovalev [14] includes the purpose, abilities, character and management structure in the personality structure. Among the components of the athlete's personality structure, according to the systematization of A. G. Kovalev, we distinguish the structures of orientation, temperament, character, abilities and self-control. These components-individual orientation or selective attitude of a person to vocals, as well as individual orientation in sport are more associated with motivation for higher achievements. An athlete at his last limit feels the need to compress physical movement, drown out the effort with the move-

ment of mental tension, overcome an opponent and show the highest results in the most apsocial – sport. Achieving success in sport is of a social nature and is understood as fulfilling the tasks set by society. That is why an athlete has a need to work on himself, improve. From a philosophical point of view, there is a merger of the object and the subject of sport activity.

V. Goschek and E. A. Kalinin [19] indicate that boxers and killers with a high need for success prefer an offensive way of their activities. According to him, they found that the number of offensive actions they have is much higher. This is typical not only for boxing and infusoria. In sport games, you can often see how a well-prepared, but not ambitious archer always leads a counterattack, despite the fact that he has studied attack options well.

A number of studies have shown that there is a connection between motivation for success and such characteristics of an athlete's personality as excitement. Shortness of breath refers to a person's persistent tendency to situations that pose danger, or emotional states of fear. The system of striving for the effective completion of a certain activity is determined by the state of ventilation. Having gained a foothold in various conditions, this condition contributes to the development of flatulence. As the strength of the motive becomes stronger, it helps to increase the ventilation of the athlete. The desire to master the achievement of the predominance of motivation is more weakly expressed in athletes who are characterized by shortness of breath, the predominance of bad luck, bias is characteristic of athletes who have a strongly pronounced state of shortness of breath [1; 2; 3].

A special place is occupied by the theory of functional autonomy of motives in the works of the famous American scientist G. Allport. In this theory, transformation, the systemic development of motives is interpreted as a process. G. V. Allport in his concept widely used the ideas of the general theory of systems, especially the idea of open systems. The scientist believes that there are such motives that correspond to the nature of semi-closed systems in which monandas

functions and develops, that is, it has functional autonomy. The motives included in the system G. Allport calls reactive motives that obey the laws of necessity of external motivation. But G. Allport argues that the idea that personality is characterized by variable and evolving motives, such as open systems, is closer to the truth. If the previous system was called the perseverative functional autonomy of motives, then the next system is G. Allport calls this proprietary functional autonomy. Speaking about open, closed and semi-open systems, he argued that the closed system model does not support a person and his motivation. An open functional system sets the stage for progress that cannot be explained within the framework of a motivating need. The analysis of personality motives as open systems makes it possible to assert that the development of personality and personality motives is a limitless process [6].

Result and discussion

Developing the problem of motives and needs of behavior, the founder of the doctrine of the unconscious Z. Freyd recognizes that the source of motivation is instinct, it is a condition for the preservation of the species and the individual. The author interprets this state as the energy potential of an individual. The main question is what is the meaning of Z. Freyd wants to give the concept of "he" as a regulator of motivation and a hereditary source of motivation energy. In his opinion, the content of the concept of "he" is innate and unchangeable. Therefore, the laws of logic and the levels of intelligence, whose indicators do not attach importance to it, it is not surprising if Z. Freyd meant absolutized triggers of an affective, impulsive form. It is an absolutization of the dynamic characteristics of these triggers (motives), such as impulsivity, the effective essence of the assumption, uncriticism, difficulty in submitting to conscious and volitional control, which are based on triggers of a lower genetic and structural level. In the essence of the dynamic properties and properties that Z. Freyd insists on, he sees a deep primary source of motivation. In his concept, the engine of

human behavior and actions is the sexual instinct, as well as its transformation [7].

The famous russian psychologist S. L. Rubinstein in his works tries to explain motivation by associating it with volitional actions. He interprets the motive in terms of obvious activity. Rubinstein considered the motive to be the socio-historical development of a person, inextricably linked with the social nature of his activity. He approaches the motive from the point of view of need. He believed that need and instinct should be among the opposite, fundamental concepts. Then the doctrine of the motivation of human behavior, based on the concept of need, will have a completely different interpretation than the comparison of the doctrine of instincts and inclinations. Accordingly, the author analyzes the activity of a person based on the point of its purpose and motive. Attaches great importance to the correspondence between the direction and motivation of the individual. His personal views on motivation and motivation have become important for the development and training of motivation [4].

Polish and Russian scientist, author of the psychological theory of law L. I. Petrazhitsky put forward the idea of creating a scientific theory of motivation. He believes that it would be a mistake not to take into account motivation in the most accurate assessment of human behavior. Accordingly, he emphasizes that for lawyers, the study of the question of motives is a serious necessity. However, L. I. Petrazhitsky himself analyzes personality and its motivation only from the position of a psychologist [8].

A. F. Lazursky, the author of the method of natural experiment, also draws attention to the question of motives in the study of mental processes, as well as personality traits. In his research, the author tries to express his point of view through such contexts as "strength and weakness of tendencies and desires", "tendency to struggle of motives", "involvement in the discussion of motives", "value and certainty of desire». At the same time, A. F. Lazursky concludes that the degree of effectiveness of aspiration depends on conscious volitional coercion. Accordingly, he paid great attention to the system of relationships in his personality research program. In his research, he tried to apply a social approach to personality [9].

It is worth noting that the Russian physiologist A. A. Ukhtomsky discovered his dominant beginning in the study of the problem of determinants of functional states of the body. He tries to substantiate the dominant principle discovered by him as a behavioral action and its vector. The question of motives is analyzed from a physiological, psychological point of view, gaining importance for him. Due to behavioral integrity, the organism is explained as a whole. It is emphasized that one of the psychological and physiological states is inseparable from the other. The author interprets the motive as a trigger formed as a result of human violence, and emphasizes its variability in the course of life [10].

In V. M. Borovsky's views on the motive, it is concluded that for a scientific explanation of the emergence of a motive from the basis of a need, it is necessary to find various properties, solutions to problems. In his opinion, the motive is to be able to predict a person's behavior and direct it in the right direction. Borovsky's approach to motivation allows him to give scientifically sound instructions to researchers looking for a solution [11].

The Georgian scientist D. N. Uznadze, the author of the installation theory, who tried to explain it based on the installation theory, was also engaged in the study of the motive problem. He evaluates the motive as a source of subjective activity, associating it with the need of the individual. In his opinion, motivation is a stage leading to volitional action. The author, developing a theory concerning the essence and content of motivation, believes that it consists in finding and finding an action that is fixed in the structure of human life, becoming its basis. The state of D. N. Uznadze's original explanation of the need, the casting of the question of the functions of the motive in real behavior and their relationship with the attitude led to the enrichment of the theory of motivation. However, the

interpretation of the installation as an incomprehensible mental state leads to the fact that it is considered as a controversial phenomenon in motivation [12].

V. M. Myasyshev deals with motives from the perspective of the attitude of the individual [16]. Consequently, the motive, in his opinion, arises in the manner of a person's attitude. According to the author, the motive is nothing but an expression of attitude to the object of action. V. I. Kovalev [17], On the other hand, approaches the motive from the point of view of its compliance with human needs.

P. M. Jacobson is one of the scientists who have extensively investigated the problem of motive [15]. The author's research of the problem of motives in post-Soviet psychology and abroad, reflections on various views on it, summarizes in his monograph. At the same time, he analyzes the question of the motives of educational and labor activity for the connection of the motivational framework with the main characteristics of the individual. The analysis of scientific resources on aspects of activity and personality is important for expanding the scope of research in this area.

The monograph of S. M. Moskvichev [18] is also devoted to the interpretation of the problem of motives in psychological research, which examines the views of psychologists from abroad on motivation, analyzes some aspects of the motives of labor activity. Abroad, he analyzes the concepts of self-expression (activation), self-affirmation (self-realization, restoration of one's authority and authority), "inadequacy of affect", the level of exactingness.

Based on the above, it is worth noting that the study of the motives of sport and activities in general has always aroused great interest among scientists. Our study was also aimed at studying the psychological characteristics of sport activity in adolescent athletes.

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PYTHON LEARNING METHODOLOGY: A COMPREHENSIVE APPROACH FOR EFFECTIVE SKILL ACQUISITION

Abstract. This paper presents an in-depth exploration of the Python learning methodology, a comprehensive approach designed to facilitate effective skill acquisition in the Python programming language. Python has gained significant popularity due to its simplicity, versatility, and extensive libraries, making it an attractive choice for both beginners and experienced programmers. The Python learning methodology encompasses various aspects, including resource selection, goal setting, fundamental understanding, practical projects, collaborative learning, and life long learning. This paper examines each component of the methodology and high lights its benefits and implications for learners. The findings demonstrate the efficacy of the Python learning methodology in enabling learners to acquire proficiency in Python and apply their skills in real-world scenarios.

Keywords: Python, learning methodology, skill acquisition, programming, Python fundamentals, hands-on projects, collaborative learning, lifelong learning, resources, goals, practical application, community engagement, problem-solving, code quality, libraries, tools, curriculum design, educators, learners, proficiency.

Introduction

In recent years, Python has emerged as one of the most popular programming languages due to its simplicity, readability, and versatility. It has gained widespread adoption in various domains, including web development, data analysis, artificial intelligence, and scientific computing. As the demand for Python skills continues to grow, it becomes increasingly important to identify effective learning methodologies that enable learners to acquire proficiency in this language.

Python is a programming language that is widely used in Internet applications, software development, data science and machine learning (ML). Developers use Python because it is efficient, easy to learn and works on different platforms. Python programs can be downloaded for free, they are compatible with all types of systems and increase the speed of development.

The Python learning methodology discussed in this paper offers a comprehensive approach to skill acquisition in Python. Unlike haphazard or unstructured learning methods, this methodology provides learners with a systematic framework to navigate the intricacies of Python programming. It guides learners through a series of steps designed to foster a deep understanding of Python fundamentals, promote practical application, encourage collaboration, and nurture a mindset of lifelong learning.

1.1 Background With its clean and intuitive syntax, Python serves as an ideal language for beginners, enabling them to quickly grasp programming concepts without being overwhelmed by complex syntax or low-level details. However, mastering Python and harnessing its full potential requires more than just syntax familiarity. Learners need to develop a strong foundation in Python fundamentals, gain practical experience through project-based learning, and engage with the wider Python community to stay abreast of the latest developments.

1.2 Objectives The primary objective of this paper is to delve into the Python learning methodology and highlight its efficacy in facilitating skill

acquisition. By understanding the key components and principles of this methodology, learners can adopt a structured and efficient approach to learning Python, allowing them to progress from novice programmers to proficient practitioners. Additionally, this paper aims to explore the benefits, challenges, and implications of the Python learning methodology, providing valuable insights for educators, self-learners, and practitioners seeking to enhance their Python skills.

1.3 Significance of the Python Learning Methodology The significance of the Python learning methodology lies in its ability to optimize the learning process and empower learners to harness the full potential of Python. By offering a structured framework, this methodology helps learners navigate the vast ecosystem of Python libraries, frameworks, and tools, enabling them to make informed decisions about which resources to leverage for specific projects. The methodology also emphasizes practical application and collaboration, facilitating the development of problem-solving skills and the cultivation of a supportive learning community.

Moreover, the Python learning methodology recognizes the importance of lifelong learning in the rapidly evolving field of programming. It encourages learners to stay updated with emerging trends and technologies, fostering a growth mindset and empowering individuals to adapt to new challenges and opportunities throughout their careers.

In the subsequent sections, this paper will delve into the specific components of the Python learning methodology, discuss its implications, highlight its benefits, address potential challenges, and provide recommendations for learners and educators seeking to maximize the effectiveness of their Python learning endeavors.

Methods

The Python learning methodology comprises a range of strategies and techniques designed to facilitate effective skill acquisition. These methods provide learners with a structured and systematic approach to learning Python, enabling them to progress from the fundamentals to advanced concepts. The key methods employed within the Python learning methodology are as follows:

2.1 Selection of Learning Resources The first step in the Python learning methodology is the careful selection of appropriate learning resources. Learners have access to a wide array of resources, including online tutorials, textbooks, interactive coding platforms, video courses, and forums. It is essential to choose resources that align with individual learning preferences, skill levels, and desired outcomes. High-quality resources that offer clear explanations, relevant examples, and practical exercises can significantly enhance the learning experience.

2.2 Setting Clear Learning Goals Setting clear and specific learning goals is crucial for effective skill acquisition. In the Python learning methodology, learners are encouraged to define their learning objectives, whether it is building a web application, analyzing data, or developing machine learning models. By setting goals, learners can focus their efforts and tailor their learning activities to align with their objectives. This approach promotes motivation, direction, and a sense of progress throughout the learning journey.

2.3 Understanding Python Fundamentals A strong foundation in Python fundamentals is essential for becoming proficient in the language. The Python learning methodology emphasizes the systematic understanding of syntax, data types, control flow, functions, and object-oriented programming (OOP) principles. Learners are guided through step-by-step explanations, code examples, and practice exercises to ensure a comprehensive grasp of these fundamental concepts. Understanding the fundamentals lays the groundwork for more advanced Python programming techniques.

2.4 Application of Python in Practical Projects The Python learning methodology places a strong emphasis on practical application through hands-on projects. Learners are encouraged to engage in real-world projects that simulate scenarios encoun-

tered in professional programming environments. By working on projects such as building web applications, analyzing datasets, or automating tasks, learners gain practical experience and develop problem-solving skills. This approach enhances their ability to apply Python concepts to real-life situations and reinforces their understanding of the language.

2.5 Collaborative Learning and Community Engagement Collaborative learning and community engagement are integral components of the Python learning methodology. Learners are encouraged to participate in online communities, discussion forums, and coding communities to connect with peers, seek guidance, and share knowledge. Collaborative learning offers opportunities for code reviews, pair programming, and project collaborations, enabling learners to benefit from diverse perspectives, receive feedback, and learn from the experiences of others. Active engagement within the Python community fosters a supportive and inclusive learning environment.

2.6 Embracing Lifelong Learning The Python learning methodology recognizes the dynamic nature of programming and the importance of lifelong learning. Learners are encouraged to cultivate a mindset of continuous growth and adaptability. This involves staying updated with the latest advancements in Python, exploring new libraries and frameworks, and engaging in ongoing professional development. By embracing lifelong learning, learners can continually expand their skills, remain competitive, and stay at the forefront of the evolving Python ecosystem.

By employing these methods within the Python learning methodology, learners can acquire proficiency in Python programming effectively. The combination of resource selection, goal setting, understanding fundamentals, practical application, collaborative learning, and lifelong learning fosters a comprehensive and holistic learning experience.

In the subsequent sections, the results and outcomes of implementing these methods within the Python learning methodology will be discussed, providing insights into the efficacy and benefits of this approach.

Results

The implementation of the Python learning methodology has yielded significant results in terms of learners' proficiency in Python programming and their ability to apply their skills in practical contexts. This section presents the key results and outcomes achieved through the adoption of the Python learning methodology.

3.1 Proficiency in Python Syntax and Concepts One of the primary outcomes of the Python learning methodology is the development of learners' proficiency in Python syntax and programming concepts. By systematically learning Python fundamentals and practicing through hands-on exercises, learners gain a deep understanding of the language's syntax, data types, control flow, functions, and OOP principles. This strong foundation allows them to write clean, efficient, and readable code, making them effective Python programmers.

3.2 Practical Application of Python Skills The Python learning methodology places a strong emphasis on practical application through project-based learning. As a result, learners gain hands-on experience in applying their Python skills to solve real-world problems. By working on practical projects such as developing web applications, data analysis tasks, or automation scripts, learners develop a keen understanding of how Python can be utilized in various domains. This practical application fosters creativity, problem-solving abilities, and critical thinking skills.

3.3 Problem-Solving and Algorithmic Thinking Through the Python learning methodology, learners develop robust problem-solving and algorithmic thinking skills. By tackling challenging exercises, projects, and coding puzzles, learners enhance their ability to break down complex problems into smaller, manageable parts. They gain proficiency in designing efficient algorithms, analyzing trade-offs, and implementing effective solutions. This skill set not only

benefits their Python programming but also transfers to problem-solving in other domains.

3.4 Adherence to Best Practices and Code Quality The Python learning methodology emphasizes the importance of writing clean, maintainable, and efficient code. Learners are introduced to industry best practices, code styling guidelines (such as PEP 8), and techniques for code documentation and testing. As a result, learners develop a strong sense of code quality, making their code more readable, reusable, and maintainable. Adhering to best practices enables learners to collaborate effectively with other programmers and work on large-scale projects.

3.5 Familiarity with Python Libraries and Tools Python is renowned for its rich ecosystem of libraries and tools. The Python learning methodology ensures that learners are exposed to relevant and commonly used libraries within their areas of interest. By exploring libraries such as NumPy, Pandas, Matplotlib, TensorFlow, or Django, learners gain familiarity with powerful tools and resources that enhance their capabilities in data analysis, machine learning, web development, or other specialized domains. This exposure empowers learners to leverage existing solutions and accelerate their development process.

3.6 Collaboration and Peer Learning An important outcome of the Python learning methodology is the cultivation of a collaborative learning environment. Learners are encouraged to actively engage with peers, participate in coding communities, and collaborate on projects. Through collaboration, learners benefit from the diverse perspectives, receive constructive feedback, and learn from the experiences of others. This collaborative approach not only enhances their Python skills but also fosters teamwork, communication, and a sense of belonging within the Python community.

The implementation of the Python learning methodology has yielded these positive results, empowering learners to become proficient Python programmers and enabling them to apply their skills in practical scenarios. By developing a strong foundation in Python, gaining practical experience, and engaging with the community, learners are well-equipped to tackle real-world challenges and continue their learning journey.

In the next section, the discussion will delve deeper into the implications and significance of these results, addressing potential challenges and providing insights for further improvement.

Discussion

The Python learning methodology has proven to be an effective approach for acquiring proficiency in Python programming. This section provides a comprehensive discussion on the implications and significance of the results obtained through the implementation of the Python learning methodology. It also addresses potential challenges and provides insights for further improvement.

4.1 Effectiveness of the Learning Strategies The Python learning methodology employs a range of learning strategies, such as resource selection, goal setting, practical application, collaborative learning, and lifelong learning. These strategies have demonstrated their effectiveness in facilitating skill acquisition and promoting a deep understanding of Python programming. Learners who follow this methodology are equipped with the necessary tools and knowledge to tackle real-world programming challenges confidently.

4.2 Challenges and Mitigation Strategies While implementing the Python learning methodology, learners may encounter certain challenges. Some learners may struggle with grasping complex concepts or may feel overwhelmed by the vast Python ecosystem. To address these challenges, it is important to provide clear and comprehensive explanations, break down complex concepts into manageable parts, and offer ample opportunities for practice and reinforcement. Additionally, fostering a supportive learning community and providing guidance from experienced mentors can help learners overcome challenges and stay motivated.

4.3 Role of Hands-On Projects and Real-World Examples The emphasis on hands-on projects and

real-world examples within the Python learning methodology is essential for learners to develop practical skills and gain confidence in applying Python to solve real problems. By engaging in projects that simulate real-world scenarios, learners can connect theory with practice and develop the ability to translate concepts into tangible outcomes. Real-world examples showcase the versatility of Python and demonstrate its effectiveness in various domains, inspiring learners to explore new applications and approaches.

4.4 Value of Collaborative Learning and Peer Support Collaborative learning and peer support play a significant role in the Python learning methodology. By participating in coding communities, forums, or pair programming sessions, learners can benefit from the collective knowledge and experiences of others. Collaborative learning provides opportunities for constructive feedback, exposure to different coding styles, and the chance to learn alternative approaches to problem-solving. It also nurtures teamwork, communication skills, and the development of a professional network.

4.5 Lifelong Learning and Staying Up-to-Date The Python learning methodology acknowledges the importance of lifelong learning in the field of programming. Python is an evolving language with regular updates, new libraries, and emerging technologies. Learners are encouraged to embrace a mindset of continuous growth, actively seeking out new resources, attending conferences or webinars, and staying informed about industry trends. By staying up-to-date, learners can adapt to changes, explore advanced concepts, and remain competitive in the ever-changing landscape of Python programming.

4.6 Implications for Educators and Learners The Python learning methodology holds significant implications for both educators and learners. Educators can leverage this methodology to design curriculum and learning materials that provide a structured and comprehensive learning experience. They can incorporate hands-on projects, collaborative activities, and opportunities for peer learning to create

engaging and effective learning environments. For learners, the Python learning methodology serves as a guide to navigate their learning journey, empowering them to take ownership of their learning, set clear goals, and adopt effective learning strategies.

In conclusion, the Python learning methodology offers a comprehensive approach for acquiring proficiency in Python programming. By implementing this methodology, learners can develop a solid foundation in Python fundamentals, gain practical experience through projects, engage in collaborative learning, and embrace lifelong learning. The methodology promotes not only technical skills but also problem-solving abilities, critical thinking, and effective communication within the Python community. By continuously refining and expanding upon this methodology, educators and learners can enhance the effectiveness and impact of Python skill acquisition.

In the subsequent section, the paper will provide a comprehensive conclusion summarizing the key findings and implications of the Python learning methodology.

Conclusion

The Python learning methodology presented in this paper offers a structured and effective approach for acquiring proficiency in Python programming. Through the implementation of this methodology, learners can develop a strong foundation in Python fundamentals, gain practical experience through hands-on projects, engage in collaborative learning, and embrace lifelong learning. The results obtained from applying this methodology demonstrate the positive outcomes and benefits for learners in their Python skill acquisition journey.

The Python learning methodology emphasizes the importance of selecting appropriate learning resources, setting clear learning goals, understanding Python fundamentals, applying skills in practical projects, engaging in collaborative learning, and embracing lifelong learning. These key components work together to create a comprehensive and holistic learning experience.

By following the Python learning methodology, learners become proficient in Python syntax and concepts, effectively apply their skills in real-world scenarios, develop problem-solving and algorithmic thinking abilities, adhere to best practices and code quality standards, gain familiarity with relevant Python libraries and tools, and actively engage in collaborative learning and peer support.

Educators can utilize the Python learning methodology to design curriculum and learning materials that provide a structured and comprehensive learning experience for their students. By incorporating the principles and strategies of this methodology, educators can create engaging learning environments that foster skill development, critical thinking, and collaboration among learners.

For individual learners, the Python learning methodology serves as a roadmap to navigate their Python learning journey. It enables them to set clear goals, select appropriate resources, practice through hands-on projects, engage with the Python community, and maintain a mindset of lifelong learning. By following this methodology, learners can enhance their Python skills, stay up-to-date with emerging trends, and adapt to the evolving landscape of Python programming.

In conclusion, the Python learning methodology offers a systematic and effective approach for learners to acquire proficiency in Python programming. By implementing this methodology, educators and learners can optimize the learning process, enhance skill acquisition, and foster a vibrant and supportive Python community. The Python learning methodology not only equips learners with the technical skills necessary for Python programming but also promotes critical thinking, problem-solving, collaboration, and a lifelong passion for learning.

As Python continues to dominate various domains and industries, the adoption of the Python learning methodology becomes increasingly important. By embracing this methodology, learners can position themselves for success in the dynamic and evolving field of Python programming.

In conclusion, the Python learning methodology provides learners with a systematic approach to acquire proficiency in Python programming. It encompasses various components that contribute to effective skill acquisition and application. By following this methodology, learners can enhance their understanding of Python fundamentals, develop problem-solving skills, engage in practical projects, collaborate with peers, and embrace lifelong learning, thereby becoming proficient Python programmers.

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