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THE STUDY OF MOTOR ACTIVITY AND INTEREST IN PHYSICAL CULTURE AMONG STUDENTS OF SECONDARY SCHOOLS

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A B S T R A C T

This article provides information on how, using questionnaires, to determine the popularity of various sections of the school curriculum in the areas of physical culture, physical activity, interest in physical culture and sports. The dependence of the level of physical activity and the level of health of students is considered. The influence of their physical activity on the levels of academic performance and morbidity is proved.

K E Y W O R D S

Questioning, physical activity, physical education, healthy lifestyle, physical culture, students' health

INTRODUCTION

According to the Decree of the President of the Republic of Uzbekistan No. PF-5924, dated January 24, 2020, "On Measures for Further Improvement and Promotion of Physical Culture and Sports in the Republic of Uzbekistan," sequential measures are being taken to promote physical culture and sports, advocate for a healthy lifestyle among the population, and ensure the country's strong performance on the international sports stage.

At the same time, there is a need to implement specific programs in the field of physical culture and sports that contribute to improving the health of the population, engaging youth in sports, identifying talented athletes among them, forming national teams with skilled athletes who achieve high results in various sports, and creating additional opportunities for coaches.

In order to promote physical culture among schoolchildren, students of vocational and higher educational institutions, and to identify their talents, it is proposed to organize the festival "Sports of General Education Schools," "Children's Sports Games," the competition "Institution with Developed Physical Training," the "Children's Sports Games" competition, and the establishment of a nomination for the title of the best general education school with an enhanced level of physical training.

LITERATURE REVIEW

In the process of developing human motor abilities, a special place is occupied by well-rounded physical fitness. In a number of literary sources (L.P.Matveev, N.G. Ozolin, A.O.Romanov, V.M.Zaumersky, Z.I.Kuznetsova), physical fitness is characterized by a combination of physical

qualities such as strength, speed, endurance, and agility. It is largely determined by the morphological features and functional state of the entire organism and its individual systems, primarily the cardiovascular and respiratory systems.

A.D.Novikov believes that an athlete's physical training is the development of physical qualities and abilities necessary for sports activities, the improvement of physical development, and the strengthening and hardening of the body.

N.A.Lupandina divides it into general and special physical training. General physical training refers to the well-rounded development of physical abilities, including the level of knowledge and skills in basic life-essential or, as they are called, applied natural types of movement.

Special training is understood as the development of physical abilities that meet the specific features and requirements of the chosen sport.

N.G.Ozolin and B.A. Ashmarin, like Lupandina, also divide physical training into general and special, but they propose further dividing the latter into two parts: preliminary, aimed at building the special foundation, and main, which focuses on the broader development of motor qualities in relation to the requirements of the chosen sport.

Thus, N.G.Ozolin proposes a three-stage process for achieving the highest level of physical fitness, where at the first stage, both special and general physical training should be combined. When transitioning to the higher special stage, both general physical fitness and the special foundation must be maintained at the achieved level.

The concepts of "physical fitness" and "training" are closely related and, to some extent, characterize the degree of health.

G.M. Kukolevsky and N.D. Graevskaya, V.L.Karpman note that in the process of systematic training, the body gradually adapts to the loads, accompanied by functional and morphological changes in various organs and systems, expanding their potential capabilities.

Physiological shifts in the body during systematic physical culture and sports activities occur parallel to the improvement of motor skills, development of physical qualities, and mastery of technique and tactics in the chosen sport. The authors define training as a condition that develops in an athlete's body as a result of repeated physical exercises and characterizes their readiness for the most effective muscular activity.

I.M. Yablonovsky and M.V. Serebrovskaya, in their study of the motor activity of schoolchildren, used tests involving types of movements that, to some extent, reflected the physical fitness of the students.

In recent years, a number of works have been carried out by physiologists (V.S.Farfel, N.V.Zimkin, V.V.Vasilyeva, Z.I.Kuznetsova). From the wide range of issues related to physical improvement, we would like to focus more closely on the question of physical fitness in the process of physical education for schoolchildren.

In the theory of physical education, general and special physical training are distinguished. While physical training includes the level of knowledge and skills in vital, applied, natural, basic types of movements, special physical training is related to professional or sports activities (such as training for a gymnast, skier, etc.).

The main characteristic of a high level of general physical fitness is the ability to consciously control the movements of one's body, achieving the greatest results in the shortest time with the least expenditure of energy.

ORGANIZATION OF THE STUDY

In this regard, to enhance the mobility of schoolchildren, we conducted a study among 367 students of elementary grades aged 10-15 years regarding the physical education and sports interests of students at secondary school No. 4 in Fergana. The sample was divided into three age groups: 10-11, 12-13, and 14-15 years old. The number of students in these groups was approximately the same: 120, 126, and 121 students, respectively. According to the survey, on average, only 78.2% of students attend physical education lessons. With age, this percentage gradually decreases: among 10-11-year-olds, it is 86.7%, among 12-13-year-olds, it is 78.6%, and among 14-15-year-olds, it is 69.4%. Additionally, 42.8% of high school students stated that they would like to have between three to six physical education lessons per week.

Primarily, these are students with high or above-average physical activity levels. A third (34.1%) of the students preferred traditional physical education classes twice a week. 14.4% of middle school students stated that one physical education class per week is sufficient to maintain their health. A portion of high school students (8.7%), unfortunately, do not wish to engage in physical education. The study's findings indicate a significant correlation between physical development, physical fitness, and motor activity, as well as the desire of students of this age to engage in physical culture.

The results of the survey allowed us to determine the popularity level of various sections of the school physical education program. Among students aged 10-11 (54.2%), the most exciting activities are action games. Among students aged 12-13, national wrestling (44.4%) and sports games (29.4%) remain popular. The greatest interest among students aged 14-15 is drawn to national sports (38.4%) and athletics (28.9%). In each category, there are also teenagers to whom the proposed sections of the school program are not interesting. The majority of them (26.4%) are students aged 14-15.

The study shows that during their education in general education schools, students' interest in traditional forms of physical education decreases as they grow older. A negative attitude toward traditional forms of physical culture was identified among those with a significantly higher physical status across all age groups. It can be said that one of the most effective ways to overcome this problem is the use of national sports in the educational process under the "Physical Culture" program. According to our survey, 89.4% of students are interested in engaging in national sports. The interest in such a training method suggests the need for thorough, detailed study and its broad implementation in physical education practices at school. According to the survey results, only 9.5% of students were able to correctly name national sports, specifically national wrestling, belt wrestling, hand-to-hand combat, and Turon combat (a national sport of Uzbekistan with its own rules, methodology, and athlete training system).

They provided detailed descriptions of these sports, were able to state the main rules of the competitions, and identify the winners. 21.3% of high school students are generally oriented toward national sports. Unfortunately, the majority of students (53.9%) have only a fragmented knowledge of some of the national sports. According to our data, 15.3% of students are unfamiliar with national sports and were unable to name any of the sports included in the Uzbekistan championship. All students were asked to rate their knowledge in the field of physical culture and sports on a 5-point

scale. The average rating was 3.52 for students aged 10-11, 3.51 for students aged 12-13, and 3.46 for students aged 14-15. 12.8% of students rated their knowledge in this area as 5 points, 34.6% rated it as 4 points, 42.0% rated it as 3 points, and 10.6% rated it as 2 points. The participants' age did not significantly affect the level of knowledge, but there was a tradition of decreasing this indicator with age.

The assessment of motor activity indicators goes hand in hand with the analyzed description. Therefore, to increase interest in physical education, it is necessary to apply both movement regimes based on national sports and theoretical training in the physical education department. According to our data, 20.4% of schoolchildren aged 10-15 consider their motor activity to be adequate. According to the respondents, the most important factors in increasing their physical activity are an interesting exercise program, individualization of the learning process, and the use of national sports in lessons. 54.8% of students stated that they would engage in regular physical education classes if all obstacles were removed. 26.2% of high school students rated their motor activity as moderately sufficient, 18.0% rated it as above average, and 22.3% rated it as below average. Only a few students (6.8%) scored high, while 16.6% scored low. No distinct features were identified in these descriptions.

10.1% of students were unable to independently assess their motor activity, especially students aged 10-11. The majority of respondents (53.1%) believe they have sufficient knowledge for independent practice, while 27.8% do not possess such knowledge, and 19.1% of the boys could not answer this question. As students grow older, the proportion of those with sufficient knowledge for independent physical activity increases. The majority of adolescents (73.3%) said that physical activity is beneficial, 12.3% disagreed, and 14.4% did not answer this question. Unfortunately, most students (64.0%) were unable to formulate the norms of physical activity appropriate for their age. 69.2% of students are unaware of daily motor activity guidelines. In terms of general education, only 7.9% of adolescents have excellent grades, 25.9% have good grades, the majority (61.8%) have mixed grades (good and satisfactory), and 4.4% have unsatisfactory grades. As students age, the number of those studying in mixed classes increases.

The level of motor activity positively affects the academic performance of boys. 52.6% believe that physical education and sports are essential for strengthening health. 47.3% believe that one can live without physical exercises. The majority of teenagers in this group suffer from hypokinesia. Most of the respondents (55.3%) prefer to engage in physical education in groups of 10-15 people under the guidance of an instructor, while 44.7% of boys prefer to work in smaller groups but also under the guidance of a teacher. According to our data, only 10.6% of students regularly participate in the preparation and organization of physical education events in general education schools, while the majority (62.9%) do not participate in such events. As students grow older, the proportion of those displaying passivity in this area increases.

RESULTS OF THE STUDY AND DISCUSSION

The survey results allowed us to determine the self-assessment of students' health. 9.3% of respondents consider themselves "absolutely healthy" (mostly those who are physically active enough), 54.0% consider their health to be satisfactory, and 24.3% consider their health to be unsatisfactory. Some students (12.4%) had difficulty answering this question. The level of physical activity has a significant impact on how students assess their health. According to the survey, 59.1% of boys strive to lead a healthy lifestyle, while 21.5% of the respondents regularly violate this regimen.

The assessment of the level of physical activity influences the desire to lead a healthy lifestyle. Only 23.7% of respondents said that their family follows a healthy lifestyle. The rest were unsure how to answer this question.

Regularly engaging in morning physical activity (exercises) is done by 10.9% of boys, 35.1% do so occasionally, and 54.0% do not engage in it at all. The level of physical activity among those aged 10-15 positively affects the prevalence of this description.

For high school students, listening to audio recordings (38.7%), watching videos and going to discos (26.7%), and socializing with friends (25.1%) are the most enjoyable activities outside of lessons. In this area, physical culture and sports have a low rating.

The level of motor activity of students significantly affects their rating in physical education. 58.5% of adolescents are satisfied with their relationships with peers during physical education classes, while 27.8% are dissatisfied with such relationships.

The indicators of motor activity significantly influence the relationships between educators and students. The majority of respondents reported that they do not smoke, consume alcohol, or use drugs (94.0%). With age, the prevalence of harmful habits increases. The indicators of motor activity also have a significant impact on the prevalence of harmful habits. The survey results show that, on one hand, respondents have a desire to engage in physical education and sports, but on the other hand, there are many factors that hinder this process. In the motivational-needs characteristic of physical education, it is evident that they influence the level of motor activity and should be considered in the educational process in general education schools. The survey results show that the majority of adolescents aged 10-15 (54.8%) have a positive attitude toward physical education. They believe that physical education and sports are an integral part of their lives, understand the value of physical education and sports, and actively incorporate them into their daily activities through physical exercises. Their total motor activity amounts to more than 10 hours per week. Another group with a positive passive attitude toward physical education and sports includes 29.4% of respondents aged 10-11, 29.4% aged 12-13, and 33.1% aged 14-15. This means that young people understand that physical exercises have a positive effect on the human body and approve of sports activities, but not in the role of a fan or observer. They believe that physical education is beneficial, but unfortunately, they do not have enough time for it, and as a result, they engage in physical activities only in certain situations under the pressure of external factors.

The group of students with a negative attitude toward physical education and sports includes a large number of children of middle school age (10-11 years - 20.0%, 12-13 years - 15.1%, 14-15 years - 12.4%). Respondents in this group dislike engaging in sports because they are more interested in "intellectual" activities. Hypokinesia is pronounced in them.

CONCLUSION

Our attempt was to determine the level of self-mobilization of students in academic and sports activities. The following data were obtained as a result. Students who are sufficiently active, based on their indicators, seem more attractive. Engaging in physical education and sports also generates positive emotions, increases energy, and creates a good mood. This helps explain why a person who has experienced the "taste" of physical exercises and sports strives for regular participation in them. The data obtained allow us to conclude that those with a higher level of motor activity perform better

academically and are significantly less likely to get sick. Reduced activity leads to many disorders and premature deterioration of the body.

This means that we, as educators, need to create conditions for children that will spark their interest in physical education and sports, so they understand the benefits of movement for their health. After all, movement is life. Even in the 18th century, the famous French doctor Tissot wrote: "Movement, in itself, can replace any medicine, but no medical treatment in the world can replace the action of movement."

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THE TRAINING GROUP OF LONG-DISTANCE RUNNERS TO IMPROVE THEIR TRAINING PROCESSES

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A B S T R A C T

The training group for long-distance runners has been established to improve the process of athlete preparation. This article explores both the theoretical and practical aspects of long-distance running, as well as focuses on enhancing the physical and psychological condition of athletes. During the training sessions, modern methodologies and techniques are applied by coaches, considering the individual characteristics of each athlete. Special programs aimed at improving the endurance, speed, and strength of the runners are developed. Furthermore, particular attention is given to motivating athletes and strengthening their psychological preparedness. This training group not only helps long-distance runners to prepare physically but also mentally, ultimately contributing to their success in sports.

K E Y W O R D S

Training planning, physical preparation, technical skills, psychological preparation, nutrition, analysis and monitoring, rehabilitation, group training sessions, running strategies, diversifying the training process.

INTRODUCTION

At the initiative of our President Shavkat Mirziyoyev, the strategy for the development of New Uzbekistan was developed. In this strategy, it is noted that "the further development of physical education and sports is an important factor in ensuring the health of the population." In line with this, the 67th goal of the New Uzbekistan development strategy for 2022-2026 states: "Increase the number of citizens regularly engaged in physical education and sports," and it is set to raise the number of people engaged in physical education and sports to 33% by 2026.

In particular, during the special meeting on the development of mass sports on April 1 of this year, President Shavkat Mirziyoyev set a goal to increase the number of young people aged 7 to 30 engaging in mass sports to 6 million. Furthermore, in his address to the people of Uzbekistan, the members of the Supreme Assembly, and the Senators on December 20, 2022, he emphasized the lack of programs for teaching physical exercises to people of various ages. The 2023 development strategy of the country has given a special place to physical education and sports.

The role of athletics in the physical education system. Many of our fellow citizens have been actively participating in athletics. The popularity of this sport can largely be attributed to the efforts of our President and government. The role of athletics in achieving the objectives set by the physical

education movement is significant, particularly in strengthening public health, promoting a healthy lifestyle, developing individuals, and preparing them for national defense and labor. Athletics plays a crucial role in these areas.

Athletics training improves strength, speed, endurance, and many other movement skills, while also developing willpower and moral qualities. Additionally, its importance in promoting health is significant and helps individuals achieve physical perfection (N.G. Ozolin).

The variety of athletics exercises, such as walking, running, jumping, and throwing, allows for the adaptation of strength to different conditions, making it suitable for people of various ages and genders. The intensity of these exercises is not difficult in terms of execution technique, and they are easy to teach. Moreover, these exercises can be performed in simple fields or open spaces.

The positive impact of athletics exercises on students has contributed to their widespread popularity. Athletics exercises are widely incorporated into physical education programs for schoolchildren and youth, as well as into training plans for various sports, and even in physical education activities for older adults. In physical education collectives, volunteer sports organizations, general secondary schools, specialized vocational colleges, kindergartens, and other institutions, athletics sections hold a leading position (N.G. Ozolin, R.Q. Qudratov, N.N. Chesnokov, V.G. Nikutishkin).

Athletics exercises have also been included in the population health assessment tests, in which the physical preparedness of individuals ranging from 7 to 70 years old is evaluated.

Assessing the level of athletic training helps encourage engagement in the sport and improves the organization of competitions. The popularity of athletics is continuously growing, and the results in this sport have been steadily improving. As a result, the classification norms in athletics change periodically.

During the process of running training, a person's willpower is strengthened, the ability to distribute energy effectively is developed, obstacles are overcome, and the ability to set goals in open spaces is cultivated.

Running is one of the main means of overall physical development. It is given great attention in the physical education lessons of students from all specialties, as well as for those engaged in other sports. Furthermore, running plays a significant role in active rest, health improvement, and maintaining work efficiency.

Running is the most popular physical exercise among all types of athletics. In athletics competitions, various forms of running and relays hold leading positions. They also attract considerable interest from spectators. For this reason, physical education lessons and running competitions are considered some of the best tools for promotion and motivation.

In physical education lessons, various types of running are taught, including flat running, hurdle running, relay running, and running in natural conditions.

There are two types of hurdle running, one of which is taught in the physical education lessons at the Fergana City Secondary School No. 6:

1. Hurdle running – In this type, hurdles of the same type are placed at specific intervals along the running track. The distance for running varies from 60 meters to 400 meters. Each student runs individually along their designated track, overcoming the hurdles.

2. 3000-meter hurdle running (stippled race) – In this type, students participate in a race where they run along a track, overcoming solidly placed hurdles and crossing a water-filled pit in one of the stadium sectors. This 3000-meter hurdle race is part of competition events.

Relay running – In this type, students run in groups. The number of participants in a group determines how many stages the distance will be divided into. The goal of relay running is to pass the baton from one runner to another, ensuring it reaches the finish line as quickly as possible, starting from the first runner. The intervals between stages can either be the same (short and medium distances) or vary (with mixed distances). Relay running is mostly held on stadium tracks, though sometimes it takes place on city streets (with circular or star-shaped relay races).

Running in natural conditions – This type involves running on open terrain (cross-country) with distances of 3000 meters for boys and 2000 meters for girls.

Jumping – is a natural method of overcoming obstacles, characterized by maximum exertion of the nervous-muscular system in a short amount of time. In athletics, jumping is included in physical education lessons and helps students improve their ability to control their bodies, concentrate their strength, and develop qualities such as strength, speed, agility, and courage. Jumping is one of the best exercises for strengthening leg and body muscles and for developing explosiveness. It is not only essential for athletes in athletics but also for representatives of other sports, especially for basketball players, volleyball players, and football players.

Athletic jumping is divided into two types: the long jump, which involves jumping over a distance, and the high jump, where athletes clear a bar. Various jumping techniques, such as the Fosbury Flop, are taught in physical education lessons.

1. Vertical Jumping – The goal is to jump as high as possible over vertical obstacles. This includes high jumping and pole vaulting.

2. Horizontal Jumping – The aim is to jump as far as possible over horizontal obstacles. This includes long jumping and triple jumping. In these types of jumps, both standing and running jumps are performed.

Throwing – Throwing exercises involve throwing special implements over a distance. These results are measured in meters and centimeters. Throwing is characterized by maximal muscle and nervous system exertion over a short period of time. Not only the muscles of the hands, shoulders, and torso are involved, but also the leg muscles play an active role. To throw athletics implements far, strength, speed, agility, and the ability to concentrate one's energy are essential. Engaging in throwing exercises helps develop these crucial qualities and also contributes to the harmonious development of all body muscles (V.I. Nikutishkin).

Athletics throwing exercises are classified into three types based on the method of execution:

1. Overhead Throwing (e.g., javelin, grenade) – The throwing technique involves launching the implement from behind the head.

2. Rotational Throwing (e.g., discus, shot put) – This involves spinning or rotating the body before releasing the implement.

3. Push Throwing (e.g., shot put) – In this type, the athlete pushes the object with their hands, often using a specific technique to launch it.

The difference in throwing methods depends on the shape and weight of the implements used. Lighter implements that are easier to handle can be thrown directly from the hand, such as in overhead throwing. Heavier implements, like the discus, are better suited for rotational throwing, while the shot put, which has no special grip, is more effectively pushed from the chest.

Running is one of the fundamental aspects of physical development in all directions. It is emphasized not only in the training of athletes specializing in track and field but also in athletes from other sports.

Running is a crucial component for active rest, maintaining health, and preserving work capacity. In track and field, running is the most popular physical exercise. Various types of running, including sprints and relays, hold leading positions. These events also attract great interest from spectators. Therefore, running competitions are considered one of the best promotional tools.

In a straight run, participants either cover a certain distance or run within a time frame. The running path (clockwise direction) is used for this purpose. In the case of running distances such as 400 meters or shorter, each runner has their own lane, and the competition takes place on the overall track. The time spent to cover a designated distance is measured. In one-hour or two-hour running competitions, the time is limited, and the result is determined by the distance covered within that time, calculated in meters.

There are two types of hurdle races

1. Hurdle race over barriers – In this race, athletes run along a track, jumping over obstacles placed at various distances, ranging from 60 meters to 400 meters. Each runner runs along a separate lane.
2. 3000-meter hurdle race – In this race, athletes run along a track, jumping over barriers placed at certain points. They also pass through sectors of the stadium where they cross a pit filled with water.

Relay race – In this race, teams of runners take turns running. The distance is divided into several sections, depending on the number of runners in the team. The goal of the relay race is to pass the baton from one runner to another as quickly as possible, from start to finish. The sections between runners can either be of equal (short or medium distances) or varying (mixed distances). Relay races are usually held on track fields, but sometimes in city streets (with circular or star-shaped relay routes).

Cross-country running – In this type of running, athletes run on uneven terrain, such as fields and open spaces. Distances range from 15 kilometers and can go further, often on paths like dirt roads or muddy tracks.

The longest distance in track and field is the marathon, which is 42 kilometers and 195 meters long. Traditional long-distance races are also held between cities, such as the race from Tarasovka to Moscow (28 km) or from Pushkin to Leningrad (30 km). These races are a part of long-standing athletic traditions and are still held regularly.

Jumping is a natural method of overcoming obstacles, characterized by maximal exertion of the nervous and muscular systems in a short period of time. In track and field, jumping exercises help students improve their ability to control their bodies, enhance their physical capabilities, and develop strength, speed, agility, and courage. Jumping strengthens the leg and body muscles and helps develop elasticity. It is one of the best exercises not only for track and field athletes but also for athletes in other sports, such as basketball, volleyball, and football, where it is particularly important.

In track and field, jumping is divided into two types:

1. Vertical jumps for higher jumps, such as high jumping and pole vaulting. These exercises focus on achieving the maximum height.
2. Horizontal jumps for longer distances, such as the long jump and triple jump. These exercises focus on achieving the maximum distance.

The results of jumps are measured in meters and centimeters.

The purpose of teaching the subject is to develop the main physical qualities of students in various track and field events. This involves using specific training methods and techniques, organizing and conducting exercises and competitions, teaching the technical and tactical aspects of track and field,

and helping students form knowledge, skills, and abilities based on the theoretical foundations of the sport (N.G. Ozolin).

The objectives of the subject are to teach students the theory and methodology of track and field sports, to organize and manage long-term training programs, to understand the content, system, tools, and methods of track and field, and to teach the system and procedure for the qualification stages of athletes. The subject also focuses on methods of complex student monitoring, innovations in training management, and applying the positive results of scientific research and experiments in sports practice (N.G. Ozolin, X.T. Rafiyev).

In the process of mastering the subject of Physical Education, students develop and enhance their knowledge, skills, and qualifications within the framework of practical activities.

- The role and importance of physical education within the system of physical education and sports, as well as understanding the development of track and field sports in the world, Asia, and Uzbekistan, are key learning points. Students must also be familiar with the methods, principles, and approaches used in teaching track and field. They should learn the theoretical and practical foundations of the structure, methods, and tools used in track and field training processes.
- Organizing and conducting physical education classes, as well as analyzing the pedagogical aspects and timekeeping during lessons, are essential. Students should learn to perform the technical and tactical aspects of track and field events, and develop the skills necessary for organizing competitions and officiating in various positions.
- Physical education lessons should be organized and conducted in accordance with modern standards. Students should be able to choose appropriate loads that match their functional capabilities, prepare independently for lessons, and organize and conduct competitions. They must also possess the ability to work with students in terms of spiritual, educational, and moral development.
- The organization and conduct of physical education classes and training processes based on modern requirements is essential. This includes selecting appropriate workloads that match the functional capabilities of students. The goal is not only to increase the effectiveness of lessons but also to inspire young students to pursue high-level results. It is also important to ensure that physical education strengthens overall health and builds a foundation for future well-being, particularly for girls, preparing them for the joys of motherhood. The selection process in sports should be integrated with other related disciplines (such as medicine, biology, physiology, biochemistry, psychology, etc.) in collaboration with experts from these fields. Modern technological methods should be used to organize lessons effectively.

Physical education and sports are among the priority directions of global politics. Track and field is considered a popular sport worldwide and is highly competitive in the Olympic Games for medals. In international competitions, Uzbekistan's track and field athletes continue to achieve high rankings, enhancing the country's international reputation.

Track and field is introduced as a separate section in the physical education curriculum of all general education schools. The planning, conducting, and regulation of workouts should take into account the students' gender, age, level of physical preparation, hereditary potential, and functional conditions. This approach aims to strengthen the health of the younger generation, providing a foundation for high sports results, which is essential for the development of our country. Therefore, highly qualified coaches are needed for the track and field sections in sports organizations across the republic.

Consequently, the physical education subject should have specific requirements, and physical education teachers are expected to be well-versed in each sport. Students should be well-prepared physically and mentally, improving their health and achieving success in sports by developing key physical and mental qualities.

Developing and nurturing these qualities through physical education lessons is crucial for the overall development of students (M.S. Olimov, F.P. Suslov).

First and foremost, the process of comprehensive and special physical development of students is essential. Physical training is divided into general and special physical training.

General physical training refers to the harmonious development of students, which includes improving motor skills, strengthening the organs and systems of the body, enhancing their functional capabilities, and improving control abilities. This also involves increasing strength, speed, endurance, agility, and flexibility. It aims to correct deficiencies in posture and body structure. To achieve this, regular physical exercises should involve all parts of the body, influencing various organs and systems through movement activities.

For this purpose, various exercises from the aforementioned three groups should be utilized, especially those aimed at general development. Special physical training often involves exercises that have a more specific impact and are directed towards particular goals, but general physical exercises can still play a role in special training. Even in general physical training, targeted exercises are used to address specific issues, such as posture correction, body structure improvement, and overall physical development.

In general and special physical training, exercises that develop strength, speed, endurance, agility, and flexibility play a central role. These physical qualities are closely related to the functional capacity of the organs and systems within the body, which, in turn, determine the body's ability to move and perform tasks.

Developing strength in students is crucial. Without sufficient strength, reaching sports mastery becomes impossible. The speed of movement, as well as endurance and agility, are all highly dependent on muscular strength. The strength of muscles is influenced by the activity of the central nervous system, particularly the brain's motor cortex, the physiological cross-section of muscles, biochemical processes in the muscles, changes in their excitability, and their fatigue level.

Muscle strength occurs only when nerve impulses from the brain's motor cortex reach the muscles through the motor nerves. This emphasizes the importance of the functional capabilities of the nervous system. Therefore, exercises that involve strength training, such as shot put, discus throwing, and other strength-based activities, are crucial in developing muscle strength.

The development of muscle strength in students primarily involves learning to control their muscles, contract them, and increase strength. At the same time, it is also important to teach them to demonstrate great willpower. Additionally, muscle strength can be developed by improving the functional capabilities of nerve tissues. Since muscle strength is directly proportional to the physiological cross-sectional area of the muscles, physical exercises lead to an increase in muscle mass, and as a result, muscle strength also increases. Along with this, rotational strength in muscles also increases. Metabolism improves, and the production of energy-providing substances increases.

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OPTIMIZING ENGLISH LANGUAGE LEARNING. EFFECTIVE STRATEGIES FOR ORGANIZING ENGAGING LESSONS

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A B S T R A C T

Organizing English lessons is a crucial aspect of effective language teaching, as it sets the foundation for engaging and impactful learning experiences. This article explores various strategies and best practices for organizing English lessons, including lesson planning, instructional design, classroom management techniques, and assessment strategies. By examining the key components of lesson organization and their impact on student learning outcomes, this article aims to provide educators with practical insights to enhance the quality and effectiveness of English language lessons.

K E Y W O R D S

Effective lesson planning, educators, learning objectives, lesson content, different teaching methods.

INTRODUCTION

The organization of English lessons plays a pivotal role in facilitating student engagement, comprehension, and retention of language skills. Effective lesson organization involves careful planning, thoughtful instructional design, dynamic classroom management, and strategic assessment practices. This article delves into the essential elements of organizing English lessons and highlights strategies that educators can employ to create engaging and effective learning experiences for their students.

Lesson Planning.

Lesson planning is the foundation of effective lesson organization. Educators should consider learning objectives, content sequencing, instructional strategies, and assessment methods when designing English lessons. By outlining clear goals, structuring activities, and incorporating diverse resources, teachers can create a coherent and engaging learning experience that caters to the needs and interests of their students.

Effective lesson planning is crucial for creating engaging and successful English lessons. Educators must carefully consider various elements to ensure that their lessons are well-organized, purposeful, and tailored to the needs of their students. Here are some key aspects that educators should focus on when planning English lessons:

1. **Learning Objectives**:
   - Clearly define the learning objectives that you want students to achieve by the end of the lesson. Objectives should be specific, measurable, achievable, relevant, and time-bound (SMART).
   - Align learning objectives with broader language learning goals and standards to ensure that the lesson contributes to students' overall language proficiency.

2. **Content Sequencing**:
   - Organize the lesson content in a logical sequence that builds upon students' existing knowledge and skills. Ensure that the content flows smoothly from one concept to the next.
   - Consider the complexity of the content and scaffold learning experiences to support students as they progress through the lesson.

3. **Instructional Strategies**:
   - Select appropriate instructional strategies that cater to different learning styles and preferences. Incorporate a mix of visual, auditory, kinesthetic, and interactive activities to engage all learners.
   - Use a variety of teaching methods such as direct instruction, group work, discussions, hands-on activities, and multimedia resources to enhance student understanding and retention.

4. **Assessment Methods**:
   - Plan formative and summative assessment activities to evaluate student progress and understanding throughout the lesson.
   - Include a mix of assessment methods such as quizzes, discussions, presentations, projects, and self-assessments to gauge students' mastery of the content and provide feedback for improvement.

5. **Clear Goals and Structured Activities**:
   - Clearly communicate lesson objectives and expectations to students at the beginning of the lesson to set a clear direction for learning.
   - Structure activities in a way that is engaging, interactive, and meaningful. Provide opportunities for students to apply new language skills in authentic contexts and real-world situations.

6. **Incorporating Diverse Resources**:
   - Utilize a variety of resources such as textbooks, online materials, multimedia resources, authentic texts, and language learning apps to cater to different learning preferences and interests.
   - Incorporate culturally relevant and diverse content to make the learning experience more engaging and inclusive for all students.

By carefully considering these aspects when planning English lessons, educators can create a coherent, engaging, and effective learning experience that meets the needs and interests of their students. Effective lesson planning not only enhances student engagement and understanding but also contributes to overall language learning success.

Instructional Design

Effective instructional design is essential for promoting active learning and student participation in English lessons. Incorporating interactive and experiential learning activities, multimedia resources,

and real-world applications can enhance student engagement and facilitate deeper understanding of language concepts. Differentiated instruction and scaffolding techniques can also help meet the diverse learning needs of students and promote inclusive learning environments.

Classroom Management Techniques

Successful lesson organization relies on effective classroom management strategies that create a positive and productive learning environment. Establishing clear expectations, promoting student autonomy, and implementing behavior management techniques can help maintain student focus and engagement throughout the lesson. Additionally, fostering a supportive and collaborative classroom culture can enhance student motivation and participation in English language activities.

Assessment Strategies

Assessment is a critical component of lesson organization, as it enables educators to monitor student progress, provide feedback, and evaluate learning outcomes. Utilizing formative and summative assessment techniques, such as quizzes, projects, presentations, and peer evaluations, can help gauge student proficiency and identify areas for improvement. Providing timely and constructive feedback to students can further enhance their learning experience and promote continuous growth and development.

Conclusion

Organizing English lessons effectively is essential for creating engaging, meaningful, and impactful learning experiences for students. By incorporating strategic lesson planning, instructional design, classroom management techniques, and assessment strategies, educators can optimize the quality and effectiveness of English language lessons. By prioritizing student engagement, comprehension, and learning outcomes, educators can foster a supportive and dynamic learning environment that empowers students to achieve their language learning goals successfully.

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THEORETICAL AND PRACTICAL FOUNDATIONS OF FOOTBALL AND METHODS OF TEACHING IT

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A B S T R A C T	K E Y W O R D S
Soccer is a sport in which two teams try to score a goal. Football is the most famous and most watched sport in the world. It is played in many leagues and competitions around the world covering different ages and levels.	Theoretical, practical foundations, football, methods of teaching it.

INTRODUCTION

Team composition: The football team consists of 11 players, including the goalkeeper. During the game, the teams try to direct the ball towards the goal of the other team.

Game duration: The game consists of two halves, each of 45 minutes. The duration of the full game is 90 minutes. If the game scores are equal, extra time or penalties (penalty shoot-out) will be played.

Ball control: Players control the ball with their feet, but only goalkeepers are allowed to use their hands.

Goal: Putting the ball into the goal, that is, passing it through the goal of the opposing team, is called a goal. The team that scores more goals wins the game.
The history of football goes back to BC. The first games of football may have been played in China, Greece and Rome, but the formation of modern football begins in England in the middle of the 19th century. In 1863, the Football Association (FA) was founded in England and the first official rules of football were developed.

Important football competitions were held and they are as follows:
1. FIFA World Cup: The biggest and most prestigious football competition in the world. It is held every five years and national teams of 32 countries participate.
UEFA Champions League: A competition in which the best football clubs of Europe participate.
Copa America: A competition between South American countries.
Africa Cup of Nations: A football competition between African countries.

There are following types of football:
Real football (Professional football) — for high-level football competitions, teams and players.

Amateur football — soccer, played primarily by amateurs, is intended for exercise and recreation.
Futsal — a type of indoor soccer.
Beach soccer — a type of soccer played on the beach.
The methodology of teaching football is a systematic approach aimed at teaching various technical and tactical skills to people who organize football. The methodology of teaching football determines what technical, tactical and physical training should be given to students in order to achieve high results. Below are some key aspects of soccer training methodology:
Technical preparation is very important for a player, because during the game it is often required to use various technical skills. The following methods are used to teach these skills:
"Ball control" (dribbling, correct control of the ball)
Ball transfer (low, long, transversal transfer)
"Receive the ball" (control and respond to the ball)
Deceiving the opponent (implementing actions)
Learning the basic forms of the game (hitting the ball, passing)

2. Physical preparation
Physical training is of particular importance in teaching football. The player tries to develop speed, endurance and strength. The following methods can be used for this:Kuch va chidamlilik mashqlari
• Increase speed
• Running short and long distances
• Development of coordination and balance

3. Tactical preparation
Tactical training trains players to act effectively during the game. It guides players to understand the strategy of the game and implement tactical processes. This includes:
Team Strategy (Goal-Oriented Game Plans)
"Positional game tactics" (collection, attack, defense)
Analyzing the opponent and fighting against them

4. Psychological preparation
When teaching football, it is necessary to take into account the psychological condition of the players. Their self-confidence and ability to manage stress during the month should be high. In psychological preparation:**Motivatsiya** (maqsadga erishish)
Increase team spirit
Management of stress and emotions (e.g. in case of dissatisfaction during the game)

5. Tactical training
In tactical training sessions, players should be taught team tactics and how to fight against the opponent's actions. These activities include:
Attack and Defense (Management Implementation)
Working together (teamwork)

Tactical analysis and game management

6. Video analysis and control

It is very important for players and coaches to analyze games and trainings with the help of videos, to see results and to correct mistakes. Through video analysis, students can better understand the game process and analyze their games.

7. Community management

Teamwork is very important in teaching football. Interactions of team members, cooperation during the game and communication in the group play an important role.

Thus, the methodology of teaching football requires a comprehensive approach aimed at teaching all aspects - technical, tactical, psychological, physical and collective skills. An individual approach is necessary for each player and team.

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PEDAGOGICAL AND PSYCHOLOGICAL ASPECTS OF IMPROVING THE MECHANISMS OF DEVELOPING PROFESSIONAL PEDAGOGICAL CULTURE FOR STUDENTS OF PHYSICAL CULTURAL EDUCATION

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A B S T R A C T

The article discusses the pedagogical and psychological aspects of improving the mechanisms of developing professional pedagogical culture for students in the educational direction of physical education and physical culture.

K E Y W O R D S

Professional pedagogical culture, pedagogical ethics, communicative culture, educational approaches, reflective pedagogy.

INTRODUCTION

Professional pedagogical culture is a high level of ethics and culture, based on the professional knowledge, skills and values of teachers in their activities, guiding students and pupils on the right path, forming positive relationships in society. New pedagogical approaches, innovations and technologies developing in the educational system require high professional culture from students. It is necessary for students to learn not only in academic activities, but also to actively participate in society, to behave properly in a professional environment, and to maintain professional ethics and morals.

The main components of pedagogical culture

- • **Pedagogical ethics:** The teacher should show respect and grace to students in his activities, respect their rights, ensure sincerity, correctness and justice.
- • **Professional knowledge and skills:** Continuous improvement of knowledge and skills of the teacher in his field.
- • **Communicative culture:** Establishing effective communication with students and students, listening to their opinion, reflecting opinions correctly.
- • **Educational approaches:** Not only to give students knowledge, but also to form cultural and moral values in them, to help them find their place in life.

The relevance of educating professional pedagogical culture

Community development: Well-educated, professionally cultured pedagogues raise an educated and cultured generation of society, which positively affects the overall development of society.

Effective teacher-student relationships: By forming a pedagogical culture, the relationship of mutual respect, trust and sincerity between the teacher and the student is strengthened, which increases the effectiveness of education.

Professional development of teachers: Professional pedagogical culture helps the pedagogue to develop himself, to constantly update his knowledge. This leads to professional growth of the pedagogue.

1. Pedagogical and psychological approaches complement each other in training professional pedagogical culture for students of physical education. Pedagogical approach is related to methods of teaching students and effectively organizing their development process, while psychological approach is related to psychology, motivation, emotional and intellectual needs of students. The combination of these two approaches ensures the formation of professional pedagogical culture in students.

2. The following pedagogic-psychological aspects play an important role in improving the mechanisms of training professional pedagogical culture:

Motivation: Various motivational approaches are needed to arouse students' interest in physical activity and professional pedagogical culture. Arousing the needs and interests of students to achieve their goals helps to increase their activity. In this process, it is necessary to analyze the internal and external motivations of students.

Emotional support: Physical culture education serves to develop high-level mental and emotional skills in students. The pedagogue supports students mentally and psychologically, helps them maintain psychological stability. It is also important to build students' confidence in self-management and achieving their goals.

Pedagogical communication: Pedagogical communication is very important in establishing effective communication with students, creating an atmosphere of mutual respect and trust, and increasing their participation. Establishing a dialogue taking into account the individual psychological characteristics of students, effectively helps in directing them to professional skills and pedagogical culture.

Personal development and self-awareness: Students should be psychologically prepared to identify, develop and develop their professional skills. In this process, psychological counseling, training and psychotherapeutic approaches are important for personal growth and self-awareness.

3. Psychological aspects in the formation of professional pedagogical culture are related to many factors:

Age psychology: Physical education students are mostly teenagers and young adults. It is necessary to understand their psychological characteristics and needs, to organize the educational process on this basis. Professional culture, self-awareness and social changes formed during adolescence should be implemented.

Emotional intelligence: Pedagogically and psychologically, it is very important to teach students the skills of managing their emotions and adapting to social situations. Development of these skills

through physical culture activities helps to strengthen students' self-management and moral foundations of physical education.

Group psychology: In the process of physical education, students work in groups. In such conditions, team spirit, joint problem solving and mutual support are psychologically important. Management of interaction between students, organization of motivation and social support are considered as the main mechanisms in the formation of professional pedagogical culture.

4. The following approaches are important for improving psychological mechanisms in the education of professional pedagogical culture:

Individual approach: Taking into account the psychological state of each student, organizing the educational process in accordance with their needs and abilities. This approach increases the psychological comfort of the student and helps him to understand himself.

A systematic and integrated approach: Integration of psychological and pedagogical methods in education of professional pedagogical culture. Application of innovative technologies and methods, development of psychological training and psychotherapeutic support programs for students.

Reflective pedagogy: Stimulating students' desire to analyze their activities, successes and mistakes, make changes and self-development. It is an effective mechanism of pedagogical psychology and forms the professional pedagogical culture of students.

In short, pedagogical-psychological aspects are important in improving the mechanisms of education of professional pedagogical culture for students of physical culture education. The combination of pedagogical and psychological approaches helps to form a professional culture in students, to ensure their personal and professional development. High motivation, emotional support, individual approach and group psychology play an important role in training professional pedagogical culture.

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THE ROLE OF FUTURE TRENDS AND FUTUROLOGICAL COMPETENCE IN IMPROVING STUDENTS' PHYSICAL QUALITIES

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A B S T R A C T

This article discusses the importance of physical exercises in forming the technical condition of students, the possibilities of using physical exercises in forming the technical condition of students.

K E Y W O R D S

Physical qualities, future trends, futurological competence, strength, speed, endurance.

INTRODUCTION

The importance of improving physical qualities: Physical activity has a great impact not only on the health of students, but also on their spiritual and mental development. How will the role of physical education classes in the educational system change in the future?

Physical qualities — these are indicators that determine the physical development and health of a person, and they represent the ability of the body to perform various physical activities. Physical qualities are formed depending on various factors, including genetic characteristics, physical activity, proper nutrition and sleeping patterns.
Physical qualities are usually divided into the following categories:

Strength — it is the ability of muscles to resist or perform work. Strength is usually associated with muscle growth and development. Exercises such as physical education and weight lifting help to increase strength.

There are following types of power
Maximum power: The ability to carry the greatest load or produce the greatest force.
Instant Power: The ability to use maximum force quickly and in a short time (for example, using quick force in a sprint).
Endurance (aerobic endurance) is the body's ability to perform physical activity for a long time. This physical quality depends on the oxygen supply of the body's cardiovascular system and muscles. It is very important in activities that require long-distance running or constant physical activity.

There are following types of durability
Cardiovascular Endurance: The ability to produce energy necessary for long-term physical activity.
Muscular Endurance: The ability of muscles to work slowly for a long time.

Speed — it is the ability of a person to perform a certain distance or work at maximum speed. For example, sprint or fast running speed. Speed is increased through training sessions and quick reaction training.

There are following types of speed.
Sprint Speed: Quickly cover a large distance.
Reaction rate: Respond when needed to initiate action.
Flexibility (flexibility) is the width of the range of motion of body parts, for example, increasing the ability of a body part in stretching exercises. Flexibility helps reduce injuries in physical activity and improves overall fitness.
Coordination — it is a person's ability to manage their body parts in a balanced and efficient manner. Coordination allows you to perform physical activity precisely and efficiently, for example, it is important in training athletes.
Speed — is a general indicator of quick performance of physical work. This is important in activities that require quick actions and quick decisions.
Adaptation to extreme situations — the body's ability to adapt to extreme conditions, such as working in hot or cold environments.
Height — performing high jumps or other athletic exercises through a combination of speed and strength
Agility — the ability to change direction and adapt quickly through a combination of speed and coordination (e.g., a skill needed by soccer players).
Daily physical activity: Constant and regular exercises are necessary for the growth of physical qualities. It not only increases muscle strength, but also develops all the above qualities.
Physical training: To improve physical qualities, students need to perform various physical exercises and perform various sports activities.
Futurological competence: Futurological competence means being ready for new approaches in education and future technological, social and sports changes.

2. Future trends and physical education
2.1. Digital technologies in sports: Use of virtual and digital technologies (eg virtual reality, sports games and simulations) in physical education classes and sports.
2.2. Personalization and personalized training: Individual approach to improving physical qualities of students, creation of special training programs for them.
Biotechnologies and genetic research: In sports, the study and development of individual athletic potential through genetic research, such as improving the ability to expend more energy or recover faster.

3. Increasing futurological competence and physical qualities
• **Qualification of physical education teachers**: Teaching teachers how to use new technologies of the future, teaching students how to use digital tools and innovative methods.
Social changes and student needs: How will the needs and interests of the young generation in new types of sports and physical activity, their views on physical education change?

4. Innovations and new methodologies

• **Gamification and interactive approaches**: The use of game elements and interactive methods in the educational process, which makes students interested in physical activity and makes the educational process more effective.

• **Promotion of a healthy lifestyle**: How to incorporate physical activity into students' daily lives, teach different methods to reduce stress and promote health.

Based on the above considerations, we can conclude as follows. New approaches to teaching physical education in the future in the educational system: It is necessary to determine the possibilities of updating physical education classes in the educational system.

With the help of futurological competence, it is necessary to gradually create opportunities for teachers and students to adapt to future changes.

Sustainable development of physical education and sports:

What measures and innovative approaches are needed to increase physical activity in the future.

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FACTORS OF INTEREST AND MOTIVATION IN THE ORGANIZATION OF INDEPENDENT WORK OF STUDENTS

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A B S T R A C T

The article is devoted to the factors and directions of increasing and strengthening interest and motivation in science for organizing independent education of students of technical specialties. In the state, one of the biggest pressing problems is the interest of students in independent learning in science lessons. Motivation is a way to increase a student’s interest in science; it is a type of independent activity that has occupied an important place for the student in education.

The article analyzes motivational values and concepts that are recognized by many students as an important factor in students' independent learning. Motivation in organizing self-study in the field of information technology for technical education students is one of the pressing issues of our time. In the credit system, the volume of training for auditors is 40%, and the volume of training for self-study is 60%. According to this development of motivation, the development of educational knowledge during independent learning by students is today considered a complex interdisciplinary problem.

K E Y W O R D S

Motivation, factor, need, activity, driving factor, motive, Maslow's pyramid.

INTRODUCTION

When considering the issues of organizing and planning students' independent work, first of all, it is necessary to consider such problems as factors that arouse interest and motivation in this activity, as well as approaches aimed at the independent organization of educational activities, management and control of students' independent work.

Before planning students' independent work, the teacher must clarify exactly what the student should do. To effectively achieve the goal of students' independent work, it is necessary to motivate them and coordinate the performance of these tasks.

The most important feature of independent activity is the presence and development of motivations for it, that is, conditions consisting of a cognitive need that has found its essence in the studied science. When studying students' motivation, it is advisable to pay attention to this very essence, or rather, to the initial period of activity. "Because the need for knowledge is formed precisely in the initial period of studying science, that is, the need is combined with science, and thus this science becomes a

motivating factor" [1;167b]. Thus, we can say that the concept of "activity" is connected with the concept of "motive" by means of need. Activity cannot exist without a motivating factor" [2;121-b].

Analysis of the literature on the topic

The aforementioned definition is based on S.L. Rubinstein's understanding of the activity factor (motive): "Any activity stems from the motivating factor (motive) (referring to the motivation-forming factor - author), that is, the motivating factor (motive) encourages action for something that has certain significance for the individual, and as a result, this action becomes important for the individual" [4;15b].

Based on A.N. Leontyev, we classify activity with such definitions as "processes that embody a person's relationship to the external world in one form or another for the satisfaction of their needs," "a set of purposeful, strategically planned actions of a psychological nature, such as the correspondence of the factors (motives) that prompted the subject to this process with the direction of a certain process as a whole" [1;186b].

Research Methodology

Motivation theory is divided into two categories: content-based and process-based [3;98b].

The substantive theory of motivation is based on the identification of primary and secondary needs in the subject.

Primary needs include a person's physiological needs, such as the need for food, water, breathing, rest, and similar life-related behaviors. Secondary needs are psychological in nature. For example, one can cite such psychological and emotional needs of a person as the desire to achieve success, to be respected, to achieve something, to dominate.

Primary needs are inherently natural and, so to speak, "enter with blood" and have a genealogical character. Secondary needs are formed on the basis of life experience.

It is impossible to directly observe needs or measure the number of their occurrences. The existence and forms of manifestation of needs can be understood through human behavior. According to psychologists, as a result of observing human behavior, it is the need that serves as a factor (motive) that motivates them to act.

When a person feels a need, aspiration and a desire for action awaken in them. The manifestation of this passion and aspiration as goal-oriented behavior resulting from a need is called motivation. Here, the concept of a goal is understood as a means of satisfying a need. As a person achieves a certain goal, their need can be satisfied, partially satisfied, or unsatisfied.

Paul Lawrence and Jay Lorsh stated that "a person is rewarded in some way in exchange for processes that involve their actions in solving their problems" [3;98b]. In this case, situations related to how a person solved a particular problem remain in memory. Therefore, if he encounters such a problem in the future, he is considered to have experience and a method for solving it without difficulty. Over time, if one aspect of their behavioral model consistently and consistently leads to success, they will realize that they need to constantly rely on this model.

Now, returning directly to our research topic, we can say that teachers should create such situations for students as well. That is, in this situation, students should be able to satisfy their needs, consisting of the goals envisioned in independent work.

One of the first behaviorists (studying human behavior in a specific situation) was Abraham Maslow [5;60b]. In his works, he emphasizes the immense number of human needs and the complex impact of these needs on motivation. Abraham Maslow, while recognizing the diversity of human needs, believes that these needs can be divided into five main categories. These categories are:

1. Physiological needs are necessary for a person's normal life. These needs, along with the material provision of a person - food, drink, clothing, rest, housing - also include sexual needs.
2. The need for security and confidence in the future. Needs belonging to this category are associated with the need to protect a person from physical, mental, and psychological threats and, as a result, to have confidence in the full satisfaction of physiological needs.
3. Social needs arise from a person's sense of being needed by someone or something. That is, how a person is perceived by others in society, the presence of a strong inclination towards something, the need for social relations and support are included in the category of social needs.
4. The need for respect, that is, this category of need, which is called an emotional need, is a need associated with the appreciation by others of such specific aspects of a person as their personal achievements, qualities, competence.
5. The need for self-actualization consists of the need to mobilize one's potential, available opportunities in the process of acquiring the characteristics and qualities necessary for the development of a person as a person. [2; p.39].

Analysis and Results

According to Maslow's theory, human needs are stratified: that is, there is a stratification between them according to the degree of importance. This stratified structure of needs is shown in Figure 1. The scholar also acknowledges that, despite the seeming stability of the hierarchical structure of human needs, it is not so. In general, the stratification of the needs of most people takes the form described above, but there are some exceptions. For example, in some individuals, the need for self-expression (belonging to category 4) is more pronounced than the sexual need (category 1), or the need to mobilize one's potential (category 5) is more dominant than the need to be valued as a person (category 3), which is the most common case of reversibility.

The significance of Maslow's theory lies in the fact that it allows us to determine what lies at the heart of a person's striving for activity. To motivate a particular person, it is necessary to provide them with the opportunity to satisfy not only their most important needs, but also high-level human needs. From this it follows that it is wrong to motivate students only by "overrating": by doing so, we may have satisfied their needs of the lowest class and, naturally, deprive them of aspiration.

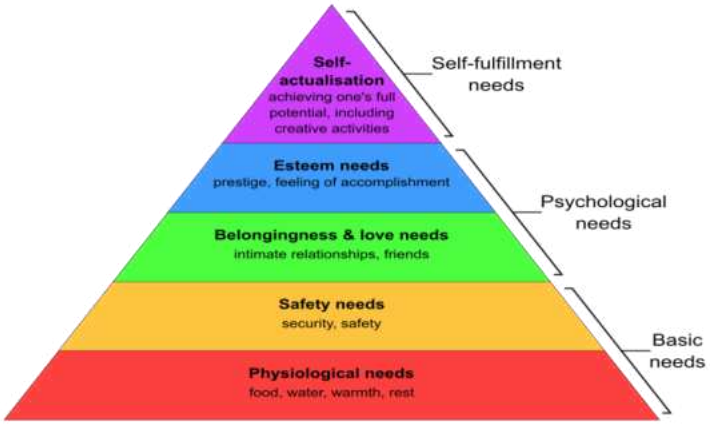

Figure 1. A. Maslow's pyramid of needs.

Process theory is primarily based on how a person behaves based on their level of perception and cognition [3;98b]. The theory of prospects is based on the fact that a person mobilizes all their capabilities only in situations where there is a high probability of satisfying their needs or achieving a certain goal. Motivation is a function of the prospective factor, that is, it means that needs are met to a certain extent. The most effective and high-level manifestation of motivation is observed when people firmly believe that their actions will ensure the achievement of the goal and, as a result, they will be rewarded. Conversely, if a person's probability of achieving a goal and receiving a reward as a result of their actions is lower, then, accordingly, motivation is also weak.

The prospective theory of motivation offers great opportunities for teachers who want to strengthen students' motivation to work independently. Since the needs of different people are not absolutely identical, their perceptions of "goal" and "reward" are also different. Therefore, teachers should, first of all, generalize and coordinate the intended goal and reward of the completed independent work in accordance with the needs of students. It is also correct to announce the essence of the reward for independent work before the work is evaluated. For example, some students may perceive a high grade for independent work as a reward. For students with a much higher level of academic performance, it is clear that grades mean nothing and, consequently, do not provide motivation. Therefore, they can be offered other incentives, such as participation in scientific conferences, subject Olympiads, and participation in the development of educational materials within the department.

The theory of reward fairness assumes that a person objectively evaluates the ratio of their effort, actions, to the achieved result and the reward received, and compares it with this ratio in others: that is, a person objectively evaluates what they and others have achieved by spending. In people's opinion, a reward obtained as a result of excessive psychological and mental strain cannot be considered fair. Indeed, if a person feels that their work is not sufficiently valued, they consciously reduce the effort they expend. If he feels that his work is being properly valued, he will maintain and even increase his energy expenditure at the current level.

The main conclusion from the theory of justice in educational practice is that as soon as students feel that they are receiving fair rewards in return for their efforts, they begin to strive to further increase the effectiveness of their work. However, the understanding and acceptance of fairness is also relative: that is, students compare themselves with classmates performing work of the same volume and content. Therefore, the teacher must give students an idea of a specific system and procedure for evaluating completed work, otherwise the labor productivity of "deceived" students may sharply decrease.

Conclusions and Suggestions

According to the concept of motivation, when organizing and implementing students' independent work, the main emphasis should be placed on the criteria of motivation [6;2b]. Including:

1. Criterion of informativeness and ownership of the information support apparatus. This refers to the level of students' mastery of technologies for conducting independent cognitive work.
2. Criterion of personal participation. The subject-activity approach takes into account the activity of all students in group independent work, as well as in individual independent work.
3. Natural interest as a criterion of content.
4. Criterion of active methods, embodying the creative orientation of tasks for independent work.
5. Criterion of achievements and success in assimilation.
6. Grade criteria.

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PSYCHOLOGICAL FACTORS OF AWAKENING FEAR, PANIC ATTACKS

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A B S T R A C T

This article highlights the factors that awaken fear and panic attacks. The theoretical foundations of the emotional and physiological manifestation of fear, panic attacks, and factors that predispose to them are analyzed. Natural and acquired aspects of phobias and fears are considered. The article is intended for students of psychological and medical faculties, as well as for those interested in the problem of emotional states of the individual.

K E Y W O R D S

Emotion, fear, phobia, panic, panic attacks, pain, uncertainty, factor, aspect, cognitive processes.

INTRODUCTION

Fear is an emotion that is encountered less frequently than sadness, anger, disgust, contempt, and even shame. In a psychological study conducted by Izard (Izard.1971) various emotions were studied in different countries (USA, England, Germany, Sweden, France, Greece, Japan), the majority of respondents in response to the question "What emotion are you most afraid of?" named the emotion of fear. Perhaps because we experience it quite rarely - the emotion of fear in itself causes horror. Fear is an emotion that is encountered less frequently than sadness, anger, disgust, contempt, and even shame. In a psychological study conducted by Izard (Izard.1971) various emotions were studied in different countries (USA, England, Germany, Sweden, France, Greece, Japan), the majority of respondents in response to the question "What emotion are you most afraid of?" named the emotion of fear. Perhaps because we experience it quite rarely - the emotion of fear in itself causes horror.

A person can experience fear in a variety of situations, but all these situations have one big common feature - they are perceived by a person as situations in which his peace and safety are threatened. The feeling of insecurity is one of the basic causes of fear, since it is experienced by a person as a threat. An intense experience of fear is remembered for a long time. In people suffering from phobias, fears, even if they are unfounded, are caused by certain objects, events or situations. The problem of controlling the emotion of fear, especially in the case of phobias, still remains unsolved in the psychological science of human behavior.

Fear consists of certain and quite specific physiological changes, expressive behavior and specific experience resulting from the expectation of a threat or danger. In small children, as well as in animals, the feeling of threat or danger is associated with physical discomfort, with the ill-being of the physical "I"; the fear with which they react to the threat is the fear of physical damage [Carroll E. Izard "Psychology of Emotions" Peter 2008. p. 293.]. As they grow older, the potential possibility of physical damage does not represent a threat, since more often an adult is afraid of failures and

psychological losses that can reduce his self-esteem. Adults may experience panic attacks in the form of a loss of self-control.

A person's fear of losing control over themselves and their body, the fear of getting sick, that the body will stop obeying and other similar concerns are not unfounded. There is a real reason at the root of this fear. Based on my many years of practice, I can say that more than 90% of my clients, after a thorough examination of the first case of a vegetative crisis, begin to understand that their fears are not an illusion or a fantasy that arose out of nowhere. That panic, that is, a panic attack, was a consequence of what happened before it. Unfortunately, most of the Internet articles on the manifestations of fear and panic attacks focus on the panic itself, making it the root cause. And not only they - many specialists working with this problem, as well as most trainings and individual practices, are aimed at working with the consequence, that is, fear, anxiety and panic. Such activities help to eliminate only the physical manifestations of these emotions, as well as some types of phobias, in particular agoraphobia and social phobia, but not the main cause of the attack. I managed to interview some of those who underwent such trainings or individual therapy, who believe that the root causes of a panic attack are fear, anxiety and panic. Well, about 60% of them said that the therapy gave only a temporary result and nothing more.

The rest, about 40%, lost their fears, anxieties and some symptoms that caused concern. I ask you to pay special attention to this point, since further we will talk about conscious symptoms, that is, attached, and unconscious, that is, true. I will note that not a single person reported a complete recovery. This is not a deception of specialists, everything really lies in your fears. But not only in obvious ones, but also in unconscious, repressed ones. Clients at the first meeting describe it approximately like this:

“I was driving to work, suddenly my head started spinning, my heart started pounding, I started to choke. I started shaking. I couldn’t understand what was happening to me. I thought I was getting seasick and it would soon pass. But the unpleasant condition got worse. I thought I was dying. The doctors diagnosed high blood pressure.” “I was lying down and watching a movie, some kind of comedy. Suddenly something inside me went cold, shrank, everything started swimming before my eyes, the world became unreal. My head started spinning badly, my arms and legs started shaking. The doctors said it was vegetative-vascular dystonia.”

These are the most common descriptions of panic attacks. In none of these cases does the person understand what is happening to him. The key point is "DOESN'T UNDERSTAND". Therefore, the psyche creates support in the form of a conscious phobia, so that later it understands what to avoid.

In the first case, it is the fear of death due to cardiac arrest or a heart attack, in the second, the fear of dying from a stroke. Working with panic attacks is the job of psychologists and psychotherapists, although most often those suffering from panic attacks turn to neurologists and hope to take medication.

In psychotherapy, painstaking work is carried out to build a system of emotional self-regulation, which includes the ability to distinguish and experience various emotions, understand the reasons for their occurrence and look for adequate ways of expression. It should be noted that the work is not fast, since such a system is built for a long time and almost "from scratch", and clients, having little understanding of what is happening to them, often demand immediate relief. In fact, in the process of work, panic attacks often turn into phobias first - that is, more structured neurotic disorders, where there is an object or situation that causes an avoidance reaction, then they are transformed simply into concerns

or fears regarding certain situations, and then finally disappear. In some cases, secondary depression is formed in response to the inability to lead a normal lifestyle.

Panic is a boundary phenomenon that performs a protective function for the organism in a situation of extreme danger from the environment. It occurs when the subject is confronted with a sudden, imminent and severe threat and can neither avoid it nor effectively resist it; it is a type of response to extreme stress: the danger of death, torture, a cataclysm, exposure to very bad news. This does not create the panic attack itself, but post-traumatic stress disorder, where the problem is surviving a sudden and intense trauma.

Unlike fear or panic, a panic attack is an experience of an attack of acute fear and horror in a situation where there is no specific extreme threat from the environment or immersion in the memory of a traumatic experience; however, it is also a protective function at the contact boundary, acute and extremely intense.

A panic attack can be defined as an episode of acute anxiety for which there is no support. The person feels alone before facing a danger that is perceived as extreme and which he feels unable to cope with. The excitement is so strong, boundless, and uncontrollable that the subject begins to experience the danger of death. There is no single moment when the panic attack itself occurs. Anxiety can appear at any moment of contact when support is insufficient. Avoidance of anxiety occurs by stopping the process of contact itself. Interruption of contact serves precisely this – avoidance of anxiety in a situation where support is insufficient. The cycle is repeated over and over again.

Psychotherapy is a special case for such a situation, as it is a "place of adequate support" where anxiety can be endured without using the usual interruption of contact. Human thinking is designed in such a way that it singles out a certain figure against the general background, which cannot exist separately without the background. This is a dynamic process that occurs in us every second. During a panic attack, the background on the basis of which the contact figure is formed suddenly becomes very problematic and unstable, it is destroyed and collapses.

Tomkins names drives, emotions and cognitive processes as the causes of fear. Bowlby considers fear as a function of the child's attachment to the mother. Other researchers identify specific events and situations. Drives and processes that ensure the body's homeostasis constitute the least significant class of fear activators. Drive acquires psychological significance when its intensity reaches a critical level, when it signals a person about an acute physical deficiency. Tomkins gives the following example: when the need for oxygen becomes so critical that it activates a drive, it simultaneously activates an affect, and this affect, as a rule, is a massive fear reaction. If the obstacles standing in the way of satisfying the need are not immediately eliminated, the fear reaction will develop into panic. The body's need for oxygen - the vital needs of the body, and the powerful affect accompanying the sensation of suffocation, guarantees immediate concentration of attention on satisfying the need, and therefore is one of the most important factors of safety [Tomkins S. Affect Imagery Cjnsciousness. 1962, p.46.]. The factors of fear arousal are considered in two aspects: natural and acquired. But, since the role of biological predisposition to experience fear of certain events can change in the process of learning and gaining experience, psychiatrist J. Bowlby names only 4 factors: pain, loneliness, sudden change in stimulation and rapid approach of the object.

Pain is the first and most important factor in the awakening of fear. Fear caused by the expectation of pain greatly accelerates the learning process. In order to learn to experience fear in a certain situation, it is not necessary to experience pain. It should be noted that many of our fears and phobias have no

negative experience. For example: many people tend to be afraid of snakes, although they have never been bitten by one; some are afraid of flying on airplanes, although they have never been in a plane crash; many are afraid to cross the street at a busy intersection, etc. Consequently, our fears and phobias increase not only on the basis of real experiences of pain, they can be the result of our fantasies and illusions.

In the vast majority of cases, the most effective treatment and prevention of these emotional states is a combination of drug treatment and psychotherapy. Among the methods of psychotherapy used in the treatment of panic disorder, the effectiveness of psychological relaxation methods, behavioral and cognitive-behavioral psychotherapy, neuro-linguistic programming, and suggestion methods has already been proven. Almost all scientific studies devoted to the problem of treating panic disorder have proven the maximum effectiveness of the combined use of drug treatment and psychotherapy. The choice of drug treatment and psychotherapy method depends on many variables (patient characteristics; causes, course, and duration of panic disorder; presence of concomitant diseases). Therefore, a course of treatment that allows you to cure panic disorder is developed individually for each patient, taking into account all of his or her characteristics.

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MUSIC - ITS POSITIVE AND NEGATIVE EFFECTS ON STUDENT HEALTH

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A B S T R A C T

Whenever we talk about culture and art, the words of our President, "If we want to know and study real, authentic art, first of all, we must know and study the classical art of maqom. We respectfully commemorate the memory of great poets and thinkers, composers and musicians, and great hafiz who have rendered incomparable service in the formation and development of such a huge spiritual wealth and in the arrival of this eternal art to us," always ring in my ears. Several decisions of our President in the field of art and culture are an important and bright path for us, the people of art, to be absorbed like a pleasant breeze into our hearts, to serve our field with more joy in our hearts, to approach our field with more love, and to instill the most beautiful qualities in the hearts of future generations through the magic of melody and song.

K E Y W O R D S

INTRODUCTION

The positive effect of music on healthy people has been known since ancient times. Ibn Sina treated nervous and mental patients with music. Aristotle considered music not only a means of treatment, but also a means of purifying the soul. In Europe, this method was used only at the beginning of the 19th century. The French psychotherapist Esquirol introduced music into psychiatric institutions. Music therapy began to be widely used in England, Germany, France, Belgium, Italy, the Netherlands and other countries in the 20th century. Music therapy is a field of restorative medicine based on the use of various methods of influence or singing for therapeutic and prophylactic purposes. Perfect, specially selected music - with a certain character, mood, image, the necessary type of melody, rhythm, harmony, as well as musical performance - can have an impact on improving human well-being.

Music can calm or invigorate, convey a mood of joy or sadness, inspire confidence or arouse doubt, confirm one's abilities or provoke a state of despair or depression. Music can delight and amaze you with the beauty of the world, or it can make it seem ugly and cruel. At the beginning of the 20th century, the psychoneurologist V.M. Bekhterev was the first to study the effect of music on the condition of children. Back then, scientists from the Institute of Pediatrics of the Russian Academy of Medical Sciences, who came to the conclusion that listening to classical and folk music is useful for children, gave scientific justification for the method of music therapy. They treated newborn babies with music. This experiment showed that music affects the quality of blood, blood pressure, pulse,

rhythm, and breathing. It has also been proven that with the help of music, the body adapts better to the environment. The Research Center for Music Therapy and Rehabilitation Technologies develops music therapy as a science and is engaged in practical research on various aspects of the impact of music on the human body. The scientific basis of music therapy is the work of S.V. Shusharzhan "Methods of Music Therapy".

It is also worth noting that the method of teaching and information generation of music therapy involves the patient's passive perception of music, its therapeutic and corrective effect on the psycho-emotional state of a person. Among the active methods are vocal therapy and musical-pedagogical rehabilitation therapy. These methods, developed in Russia, are distinguished by an individual approach to a person and therefore have high efficiency.

If we consider music and its sphere of positive influence within the framework of the vocal therapy method, the vocal therapy method is based on the healing properties of classical singing. It helps to increase the adaptive and intellectual-aesthetic abilities of a person. It is useful in the treatment of low immunity, pulmonary and cardiovascular diseases.

The method of musical-pedagogical rehabilitation is used for therapeutic and healing purposes, in the musical-pedagogical process. It is associated with teaching children to sing, play musical instruments, and make music (rhythm, dance, play).

Thus, the healing effect of music is expressed in harmonizing the internal state of a person. This, in turn, serves to harmonize the relationship of people with the surrounding world - society, nature. Harmonizing the internal state of a person; makes it easier to overcome conflicts, depression, anxiety and nervousness. In the process of perceiving or performing music, a person must be in a state of "resonance" with it. Only then will a connection arise between a person and music. A person's positive attitude is manifested in the entire complex of expressive means (musical intonation, melody, rhythm, harmony) and, most importantly, in the image and content of music. A harmonious combination of sounds has a positive effect on the human body, calms it, stabilizes its internal state, nervous system, and thereby has a healing effect. It is known that excessively active rhythm, unclear intonations, rough harmonies, deafness - all this has a detrimental effect on a person's mental health, bringing him to a state of excessive nervous tension and emotional breakdown. The negative effect of music on a person is also possible for other reasons. A person rejects what does not correspond to his age or personal interests. He can also reject folk or religious music of another culture, which is alien to him, because he does not understand the intonations, rhythms of this music, and is alien to its spiritual, moral and aesthetic values. Thus, the positive effect of music on human health should be used when developing school curricula for the "music" course, as well as when determining targeted methods of conducting classes. For example, health, as a natural state of the body, is characterized by a balanced relationship between a person and the environment, the absence of any painful changes. Human health is determined by a complex of biological (hereditary and acquired) and social factors. Health is not merely the absence of disease or infirmity, but a state of complete physical, mental, and social well-being. Health is determined by the body's capacity to adapt and is associated with the enhancement of the body's defenses, as well as the creation of conditions that prevent a person from coming into contact with various pathogenic stimuli or reduce their effects on the body.

Now, if we briefly talk about art therapy, art therapy also has its place in human health, of course. Art therapy is one of the most gentle and at the same time widespread methods in the arsenal of psychologists and psychotherapists. In addition to providing an opportunity for self-awareness, art

therapy helps a person to harmonize something in his life, develop self-confidence, and increase the flexibility of thinking and perception. The art therapy method can be considered one of the most ancient and natural forms of correcting emotional states. This method is used to relieve accumulated mental stress, calm down, and concentrate. In various forms of artistic and aesthetic activity (choir and solo singing, playing musical instruments, dancing, various types of artistic and visual activities, acting), not only the emotional development of students occurs, but also their intellectual development, and their health is also strengthened. Art therapy appeals to the internal, self-healing resources that are closely related to a person's creative potential.

The goal of art therapy is to help a person understand what problems he has in understanding himself and his relationships with people around him. This makes it an indispensable tool for studying and harmonizing all aspects of a person's inner world.

The development of art therapy is associated with the hope of creating a humane, "synthetic" methodology that would equally take into account the achievements of scientific thought, artistic experience, human intelligence and emotions, the need for reflection and contemplation. At the same time, a thirst for movement, physical fitness and mental fitness.

Healthy artistic and aesthetic education can be actively implemented in the process of teaching schoolchildren in the "music" lesson. The introduction of art therapy elements into music lessons is associated with a person-centered approach to teaching - self-expression, subjectivity of choice, creativity and success, trust and support in the process of active interaction between teacher and student are required. Classical, folk, religious and spiritual musical works have great music therapeutic potential.

Folk music (except for dramatic, tragic songs, laments) also helps to calm down, touching a person’s true origin, the roots of his people. It helps to fill yourself with folk wisdom, strength, a sense of full-blooded life, and is connected with the vast world of nature.

Religious music, with its strict simplicity and sublimity, introduces a person to the highest spiritual and moral values, to the highest laws of the universe. It seems to transcend the boundaries of the human life space and makes earthly problems seem less important and insignificant. Spiritual music, like no other, helps a believer find help in himself through communication with God. For unbelievers, it also becomes a source of inner strength and harmony. Spiritual music encourages concentration, contemplation, and thinking to a greater extent. When choosing religious music, it is necessary to take into account the national composition of the class.

The effect of rock music on the human body

It has been scientifically proven that not all directions in music have a beneficial effect on the body of the listener. Modern rock music is often cited as an example of a negative effect on the psyche. This popular style has its own characteristics, namely a strong rhythm, monotonous repetitions, loudness, hyperfrequencies - superfrequencies and lighting effects. They do not have a positive effect on our body; rhythm, in general, is the most powerful means of influencing a person. Even in ancient times, shamans could change a person's inner world or achieve a high level of euphoria with the help of certain musical rhythms played on their instruments. Why does this happen? This is due to the functions of our hearing apparatus. Rhythm affects the motor center of the brain, stimulates some functions of the endocrine system. But the strongest impact falls on the areas of the brain associated with human sexual functions. For example, drumming was used to drive oneself into a frenzy. Rhythm can affect the feeling, thinking and logic. Moreover, you can be sure that they are completely

neutralized. Modern rock music uses frequencies that have a special effect on the brain. This is due to the functions of the child's hearing aid. We can even make sure that they are completely neutralized. Modern rock music uses frequencies that have a special effect on the brain. Rhythm becomes addictive because it is combined with ultra-low frequencies of 50-30 Hz and ultra-high frequencies up to 80 thousand Hz. A rhythm with a frequency of one and a half beats per second, combined with ultra-low frequencies, can cause a high level of joy, pleasure, inspiration, happiness, unusually exciting happiness. A rhythm with a frequency of two beats per second at the same frequency puts a person in a kind of dance trance. An excess of high and low frequencies damages the brain. There have been cases of concussions, voice disorders, hearing and even memory loss at rock concerts. Rock music, despite all its power, belongs to the category of monotonous, motor-like sounds, which, as it were, make listeners feel passive. And the more often they listen, the higher their ability to achieve a state of passivity increases. The next factor is the volume factor. Our ears perceive 50-60 dB of sound well. 70 dB of sound is considered loud. During rock concerts, the volume at the place where the equipment and speakers are installed is 120 dB, and in the middle of the arena it is 160 dB (it should be noted that 120 dB is the noise of a jet plane).

So, what happens in the student's body? The adrenal glands release the stress hormone adrenaline. But since the effect of the stimulus does not stop, the production of adrenaline does not stop either. And it, adrenaline, erases part of the information imprinted in the brain. A person forgets what happened to him or what he learned, that is, he suffers a mental breakdown. Such an integral attribute of rock concerts as the lighting effect is not harmless - rays that periodically cut through the darkness in different directions and take on different appearances. For everyone else, this is just a decoration for the concert. What is it really? A certain alternation of light and darkness, accompanied by loud music, significantly weakens visual orientation and reduces reaction speed. Flashes of light, coming one after another in accordance with the rhythm of the music, stimulate the mechanisms associated with hallucinations, dizziness, and nausea. For a long time, doctors, psychologists, and scientists have been saying that the rhythm and frequency of rock music, the alternation of light and darkness - all this negatively affects the psyche of a child. It is also worth noting that today there are few people who have not been influenced by the stereotypes of rock music. Rock music names patterns of a person's worldview, shows how to dress, how to think... This music affects the motor center, emotional, intellectual, and sexual spheres of human life. As a result of research, it was found that the following conditions can occur as a result of prolonged exposure to rock music: anger, suicide; involuntary muscle movements; lack of concentration and impaired ability to make clear decisions; craving for the constant sound of rock music; social alienation.

In conclusion, in our fast-paced and hectic times, we adults must first consciously understand the negative and positive effects of music on schoolchildren. Each of us must always be able to convey to children that our national music is the solid foundation of our future, the echo of the life of our people. We must educate a well-rounded generation of representatives who can touch the hearts of all people on earth, understand the true essence of melodies and songs that are polished with complex spiritual experiences and deep philosophical thoughts.

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THE ROLE OF MUSIC IN SOCIAL LIFE

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A B S T R A C T	K E Y W O R D S
This article analyzes the role of. Music in social life, it's significance in shaping human psychology, culture heritage, national pride and social unity. The influence of music on literature, philosophy and historical processes is examined through the ideas of great thinkers and examples from literary works. Music is evaluated as an important factor influencing human progress.	Music, society, culture, psychology, literature, philosophy, social unity.

INTRODUCTION

Music has always played an important role in the history of mankind. It is not only a form of art, but also a means of influencing various spheres of social life. Great thinkers Aristotle, Abu Ali ibn Sina and Alisher Navoi emphasized how music affects the human psyche and social relations. Also, music is reflected in works of art as one of the important aspects of human life. This article analyzes the role of music in social life from a historical, philosophical and literary point of view.

The main part. Music is the presence of the soul

Somewhere I hear someone say, "Music is not halal." But which reliable source says so? Can you imagine a life without music? Can you spend your weddings, events, happy days without music?

Music is the silence of the heart, the cry of the soul. It speaks without words; it speaks in silence with melodies. It is invisible to the eye, but it has the power to make the heart tremble. If a person's heart beats, then he needs to feel music. Music is pure like a stream flowing from the heart of nature, warm like the rays of the sun, soft like the rustle of leaves in the wind. If nature remained silent, life would have lost its meaning. Similarly, without music, the human heart would be left in the darkness of silence.

Music is an invisible light, audible colors, a silence that thrills the heart. Sometimes, where words fail, a single melody of music can explain the whole world. Sometimes, only a melody can understand the tears flowing from the eyes. Sometimes, the most beautiful expression of happiness in the heart is a single melody. Music turns a person away from evil and leads to goodness. After all, we first heard the kind words that are deeply embedded in our hearts from our mother, in musical melodies. If we reject music, we will reject the love that was first poured into our hearts...

A life without music is a spring without flowers, a sky without birds, a night without stars. It gives color to life, melody to the heart, and elevation to the soul. As long as music lives, the human spirit is alive! We do not call the language itself bad just because some ugly words defile the language. Even

if some dirty waters make the banks of the river dirty, we do not call the river poison. Similarly, to discredit the entire art of music because of some impure songs is like blaming the sun for the darkness of the dawn. Music is a divine gift, the melody of the heart, the quiet radiance of life. If it leads to evil, then the fault lies not with music, but with the hands that use it incorrectly. There are thorns among the flowers, but no one destroys the garden because of it. Good music purifies the soul, brings light into the heart, and leads a person to heights.

Even though some illogical songs today pollute the language and taste, true art still resonates in its pure and beautiful melody. Because true music is a divine miracle, a melody that descends from heaven and reaches the hearts!

Music is an expression of national culture and national pride

Music is an art form that reflects the national identity of each people. For example, the art of makom of the Uzbek people embodies the spirit of the nation, its spiritual heritage and historical traditions. Alisher Navoi highly appreciated the place of music in human education, showing it as a means of spiritual purification: "Music is the highest form of spiritual education, it softens hearts, leads a person to goodness" (A. Navoi, "Khamsa". Tashkent. Nahriyot named after Gafur Ghulam). Aristotle also said the following about the influence of music on human moral education: "Music teaches us to distinguish between good and evil." (Aristotle from "Politics").

Therefore, music is not only a type of art, but also a factor serving the moral and cultural development of society.

Music unites society: Any good day, wedding or event cannot pass without music. Songs serve to raise people's spirits, spiritually unite, pass on the musical traditions of the people from generation to generation, and present the culture of our people to other nations. When you add a little melody and music to the words of poetry, they penetrate deeper into the human heart and their impact is enhanced, compared to just hearing the words themselves.

Music and fiction

In many literary works, music has been used as a means of reflecting social life. For example: in Chingiz Aitmatov's novel "A Day of the Century", the dutar is described as a means of expressing the human psyche and national traditions. (Chingiz Aitmatov, "A Day of the Century").

In Utkir Khashimov's work "The Works of the World", music is used as an image reflecting the most delicate and important moments of human life. In Leo Tolstoy's novel "Anna Karenina", music serves as a means of revealing the inner world of the characters. For example, when Anna plays the piano, her emotional state is revealed: her memories pass through her mind one by one under the sway of the melodies. Music also plays a symbolic role in the relationship between Anna and Voronsky. (Leo Tolstoy. "Anna Karenina").

These examples from literature show that music is not just an art form that provides aesthetic pleasure, but also a means of revealing deeply meaningful aspects of human life. The effect of music on human health. Music has a strong effect on human mood, emotions and psyche. Abu Ali ibn Sino emphasized the use of music in medicine and considered it a means of treating mental illnesses. He said that different melodies are healing for different illnesses. Melodious and evenly balanced music reduces heart rate; light and calm music reduces nausea or headaches; he also said that music therapy can be used to treat heart disease, blood pressure and insomnia. (Abu Ali ibn Sino. ,, The Laws of Medicine").

Today, music therapy is widely used to treat depression, stress and even neurological diseases. For example: Ludwig van Beethoven composed his 9th symphony after he became deaf, which proves that music is a source of inspiration for the human psyche. According to scientific research, Mozart's works help develop children's thinking and memory. These examples prove the ability of music to directly affect the human mind and psyche. Jazz music, loud and excessively fast-paced music can also have a negative effect on health. Through these thoughts, we can know to what extent music also affects the human psyche and health.

Music is a force for social cohesion and historical change.

Music also plays an important role in the social life of society. For example: During World War II, songs like "Katyusha" provided morale boost to soldiers. The reason: the fact that the song is in a marching tempo gives soldiers courage and energy, while the fact that it depicts victory in the war gives motivation and confidence**.**

During the years of Uzbekistan's independence, the song "O'zbekistonim" (My Uzbekistan) formed national pride and unity. It called on the people to unite and love their homeland. These examples reveal the influence of music on historical processes.

Conclusion

Music is an integral part of human life, it plays an important role in the development of culture, spirituality, psyche and society. The influence of music on human life has been proven through great thinkers and works of art. It is not only a form of art, but also a factor in shaping social unity, national pride and moral education. Therefore, music serves as an important tool for the development of society.

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RESPONSIBILITY FORMATION IN PRIMARY SCHOOL AGE CHILDREN

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A B S T R A C T

This article emphasizes that it is much more important to form responsibility among younger students. It becomes most relevant from the moment a child enters school. Going to school means a drastic change in the child's entire lifestyle. It says how important responsibility is for a child to obey the rules of behavior and achieve academic results.

K E Y W O R D S

Responsibility, accountability, behavior, skill, regime, strong-willed virtue

INTRODUCTION

Responsibility formation becomes most relevant from the moment a child enters school. The transition to schooling means a fundamental restructuring of the child's entire lifestyle. A first-grader is faced with a number of requirements: he must go to school, do what is provided for in the school curriculum, comply with the teacher's requirement, strictly follow the school regime, obey the rules of conduct, and achieve academic results. However, due to insufficient arbitrariness and lack of formation of volitional qualities, many first-graders cannot subordinate their behavior to the established rules. There are often cases when students can hardly sit through the whole lesson, and instead of listening to the teacher, they start doing their own things: drawing, playing. Every year, the demands placed on the student by the school are increasing. Studying at school is "an obligatory, responsible activity that requires systematic organized work.

A number of other personal qualities and skills act as components of responsibility. Among them are honesty, fairness, integrity, and a willingness to take responsibility for the consequences of their actions. These qualities cannot be realized successfully if a person does not have developed emotional traits.: the ability to empathize, sensitivity towards other people. The fulfillment of any duty requires the manifestation of other strong-willed qualities: perseverance, diligence, perseverance, endurance. Thus, responsibility manifests itself not only in character, but also in feelings, perception, awareness, worldview, and various forms of personal behavior.

Among the indicators of responsibility in primary school children, K.A.Klimova highlights: the child's awareness of the need and importance of completing assignments that are important to others; the focus of actions on the successful completion of assigned tasks (the child starts on time, tries to overcome difficulties, brings things to an end, etc.); emotional experience of the task, its nature, result (satisfied that he has been given a serious assignment, worries about success, feels satisfaction from the consciousness of successful completion, worries about the assessment of others, etc.); awareness of the need to be responsible for the execution of the assigned task

A large circle of researchers considers volitional qualities, including responsibility, as a stable characteristic of the subject, a stable personality trait. In primary school age, this quality is in the process of being formed. This process depends on how the child's activity develops and becomes more complex (play - learning - work), which activity is currently leading, and how his place in the system of social relations changes. Therefore, the responsibility of a primary school student can be described as a relatively stable quality, manifested at the level of habit, emotional impulse, or at the level of conscious-volitional tension. It is advisable to consider the manifestation of responsibility in younger schoolchildren separately in different types of activities.

According to M.V.Matyukhina and S.G.Yarikova, the main criteria for the manifestation of responsibility in educational activities can be: the ability to fulfill the teacher's requirements immediately and to the end; the ability to plan and organize their activities; the ability to show independence in the classroom and in preparing homework; the ability to give a moral assessment of their behavior and the behavior of friends; showing a positive attitude towards the teaching and the teacher's requirements, getting satisfaction from overcoming difficulties in learning; applying strong-willed efforts in completing tasks, etc. A responsible student understands the social values of teaching, is critical in assessing his attitude to teaching, his behavior, his personal qualities, knows how to admit his mistakes, correctly interpret their causes.

Various methods and techniques can be used to study the responsibility of a younger student.

Studying the concepts of responsibility. To identify how younger students understand the concept of "responsibility", which student they consider responsible, a survey was conducted:

How do you understand what responsibility is?

Which student would you call responsible?

Name the most responsible guys in the class. Why?

Name the most irresponsible kids in the class. Why?

The teacher records the answers and concludes how well the student understands the meaning of this word, whether he knows how to assess the manifestation of responsibility among his peers. Research has shown that the younger student is not sufficiently aware of what responsibility is, a responsible person. For many students in grades 1-2, the word "responsibility" is synonymous with other personality traits (good, smart).

The study of self-assessment of responsibility. The methodology developed by M.V.Matyukhina and S.G.Yarikova [17, 41] makes it possible to determine how a student evaluates his personal responsibility. Instructions are offered: "Read the statements carefully and underline the one that describes you."

I am a very responsible student.

I'm responsible, but not always.

I'm not very responsible.

I'm irresponsible.

Next, the teacher asks the child to explain why he chose this or that statement. It was revealed that it is quite difficult for a younger student to separate his specific act from the image of himself as a whole: "I solved the problem well, so I am responsible," "Yesterday I cleaned my room, and my mother praised me," "I am irresponsible because I lost my math notebook." Very rarely there were answers like: "I'm not always responsible, because I do some things the way I need to, others are not always good."

In order to consider how primary school students assess their level of responsibility, the methodology "Self-assessment of volitional qualities" by M.V. Matyukhina, S.G. Yarikova was used [17, 41]. The methodology is a modified version of the Dembo-Rubinstein personality assessment scale. Students are offered forms showing a 5-step ladder. The instruction is given: "Imagine that the fairy-tale characters you know are located on the 5 steps of the ladder so that the most responsible of them are on the top (fifth step), and the most irresponsible are on the bottom (first step)." It specifies what "responsibility" is, and which people (fairy-tale characters) can be called responsible. The experimenter records the children's answers, distributing the fairy-tale characters on five steps.

The results of the "Self-assessment of volitional qualities" methodology are compared with the teachers' opinions in order to determine how critically students approach the assessment of their volitional qualities. If the grades of the student and the teachers coincide, then we can talk about an adequate self-assessment of responsibility. If the student evaluates the manifestation of quality higher than the teacher, then the self-assessment is inadequate, overestimated. If a student's grade is lower than the teacher's grade, we are talking about inadequate, low self-esteem.

Studying the direction of responsibility. It is an indisputable fact that people who tend to take responsibility for events in their lives are better adapted than those who tend to attribute responsibility for everything to external factors. One person feels like the master of his own destiny, the other prefers to "float at the will of the waves." In the first case, responsibility for everything that happens in a person's life is attributed in advance to one's own abilities and efforts, in the second - to external forces (other people, the environment, fate or chance).

We are talking about different types of locus of control, meaning "a quality that characterizes a person's tendency to attribute responsibility for the result of their activities to external forces (external, external locus of control) or to their own abilities and efforts (internal, internal locus of control)." According to J. According to J. Rotter, who proposed these terms, internality and externality of the locus of control are stable personality traits formed in the process of its socialization. People with an internal locus of control are more confident and persistent in achieving their goals, prone to introspection, balanced, sociable and independent, they are dominated by the motive of striving for success.

To study the nature of a primary school student's personal responsibility and its orientation (internal - external), the method of solving imaginary experimental situations developed by M.V.Matyukhina and S.G.Yarikova was used [17, 41]. Children are asked to present 10 specific school situations related to students' failure to complete any teacher's assignments and school rules of conduct. The possible reasons for the teacher's failure to complete assignments can be divided into two types: 1) the reason for non-fulfillment is the student himself, his characteristics (subjective reasons); 2) the reason for non-fulfillment is another person, external circumstances (objective reasons). Students should analyze the proposed judgments and explain the reason for their behavior in such a situation. When creating this methodology, the authors assumed that a responsible student does not blame other people for the circumstances, but explains the failure to complete assignments by his subjective characteristics.

Each student is given a card that describes 10 events and their possible causes. The students are offered instructions: "Each of us can get into trouble: we can forget our textbook at home, fail to complete an important task, or be late for class. The cards you received describe 10 such situations. Imagine that this happened to you. Try to explain the reason why this could happen. To do this,

carefully read the two possible answers that indicate the possible cause of the incident, and choose one. Circle the selected answer."

- I did not complete the assignment because:
I'm disorganized,
we had cleaning at home.
- I did not learn the poem because I
forgot about the assignment,
I did not find a book with this poem.
- I didn't fulfill my promise because
I went to visit with my parents
and forgot about my promise.
- I was distracted in class because:
I don't have perseverance, good attention,
a neighbor interfered with my work.
- I failed the test because I didn
't learn the rules well,
the neighbor asked me to tell him.
- I was late for class because I was getting
ready slowly,
the clock was running out.
- I did not complete the teacher's assignment because:
the assignment was very difficult,
I'm unstable.
- I didn't solve the problem because I
was inattentive
and forgot my pen at home.
- I forgot my textbook at home because:
I'm absent-minded,
a little brother or sister picks
up and shifts everything.
- I behaved badly in class because:
I'm not always disciplined,
the lesson was uninteresting.

When processing the results, the number of responses is taken into account, indicating the subjective reason for the incident. Thus, each student in the class can score from 0 to 10 points. If a student scores from 0 to 5, then we can talk about the external orientation of responsibility, from 5 to 10 - the internal one.

The study of attribution of responsibility. The locus of control is closely related to attribution of responsibility (attribution of responsibility for success and failure). Having achieved success or having failed, the student explains their reasons, i.e. performs causal attribution. To study the type of attribution, younger schoolchildren were offered a questionnaire developed by M.V.Matyukhina and T.A.Sablina [17, 40], consisting of two questions and a list of answers to them. Responsibility for successes and failures in learning activities is attributed to two internal factors - effort and ability -

and two external factors - the difficulty of the task and the case. To the question "What do you see as the reason for your academic success?" The approximate answers are: "I'm trying hard."; "I think well"; "The task is easy"; "I'm just lucky." To the question "What do you see as the reason for your academic failures?" - "I'm not trying hard enough"; "I don't think much"; "The task is difficult"; "I'm just unlucky." If a student sees the reason for success or failure in himself and attributes it to his efforts or abilities, then it is considered that he has an internal attribution. If the reason for the student's success or failure is explained by external circumstances, and he attributes the reason for the success (failure) to the difficulty level of the task or chance, luck, then he has an external attribution.

Conclusion

In the process of writing my paper, I confirmed my hypothesis. Since the psyche of a primary school student is still quite flexible, and ideas about the norms of the society around him and the rules of behavior have not yet developed, an adult is able to direct the development of the child's psyche in the right direction. To do this, a lot of work must be done to instill the necessary moral qualities in the child. In addition to a sense of responsibility, the child should have other criteria of behavior, such as self-control, willpower, since all these qualities together create the image of the child, and not each individually. When raising a child, an adult should remember that the parenting process must be controlled and implemented wisely, and that any mistake made by an adult, either in the process of fostering responsibility or some other quality, may in the future lead to personality deformation, to the appearance in society of a person unable to live in society, too conflictual, or too soft, which, of course, will affect the person himself.

Since I considered a sense of responsibility in my qualifying work, I want to note that it can also happen due to over-development or, conversely, underdevelopment of this feeling. Responsibility is good when a child approaches it intelligently, when he can differentiate situations, and the elder should teach the child this. A parent in the process of communicating with a child, in the process of his upbringing, transmits his life experience to him.

So, a child's ability to be responsible and respond appropriately to situations depends entirely on the people who bring him up. Therefore, methods have been developed that teachers should use in their work with children.

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ADVANCED PRACTICES IN ENVIRONMENTAL EDUCATION AND EDUCATION

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A B S T R A C T	K E Y W O R D S
The article examines environmental education and analyzes a number of foreign experiences. A number of opinions were expressed regarding the introduction of environmental education from developed countries into our country.	Environmental education, foreign experience, environment, nature, environmental thinking.

INTRODUCTION

In all countries of the world, general education, including environmental education and upbringing of students, is a necessary component of technological education. In this regard, the Japanese methodology of environmental education is of particular interest, since the Japanese managed to control the environmental situation and at the same time stabilize it, while in this country the level of negative impact on the environment was extremely high as a result of the rapid development of science. Over the past 25 years, Japan has seen a shift in people's mindset. Environmental awareness has become part of the nation's moral compass. Surveys show that three-quarters of Japanese people are willing to sacrifice their own interests if it helps improve the country's environmental situation.

According to the Japanese experience, from childhood, students, businessmen, housewives, company presidents, mayors and governors, in short, everyone, are taught to treat the environment with care and respect.

The goals of environmental education are as follows: to help understand the practical nature of environmental pollution problems in modern society and their connection with the modernization of Japan; to convey to the general public the idea that the preservation, protection and restoration of a quality environment is the task and obligation of local authorities and that they should carry out these tasks on a broad democratic basis, with a high level of involvement of the population in plans for the development of the territory in which they live (city, fortress, etc.) (including in the industrial direction). Thus, environmental education and upbringing should be, first of all, civic education and upbringing, that is, help to form an active, environmentally meaningful life outlook in citizens. This should be a guarantee of the preservation and protection of a decent environment for a person.

In Japanese literature, four main stages of intermediate environmental education are usually distinguished:

The first is to gain an elementary understanding of the structure of nature. This is the simplest form of education designed for ecological education in preschool institutions, as well as in primary and secondary schools;

The second is to study the interconnectedness of nature and its role in maintaining the ecosystem. The ideas of preserving nature, protecting endangered species, and preserving natural monuments are developed. This stage is typical for all grades of school education.

The third is to study the relationship between the natural environment and human society, the impact of ecosystem integrity on its well-being. The ideas of ecosystem management and natural resource restoration are developed. This form of education is intended for senior classes of schools, colleges and universities;

The fourth is the study of environmental science itself. This form of education is intended for students of specialized faculties of universities, teachers, and the adult population.

According to Japanese experts, elements of environmental education should be included in the curriculum not only of natural sciences and social sciences, but also of such subjects as geography, anatomy, "health", physical education, housekeeping and even ethics, native and foreign languages, and music. Environmental education begins from a child's earliest years, when he is just beginning to understand himself and the world around him. And the goal is always clear - to protect and preserve nature, starting from the threshold of our home.

Japanese parents pay great attention to their children's environmental education, out of concern for their children's future health, while at the same time hoping that, while they cannot improve the environment, they can at least maintain it at its current level.

A.N. Shepelenko writes: “While working in Japan, on weekends outside the city, I repeatedly came across small groups of Japanese children of the age of primary school students from large groups of kindergartens. As it turned out, they were not going directly to a lesson on getting acquainted with nature, but to a lesson on its practical protection, careful attitude to the environment, under the leadership of their coaches. I will probably never forget how the little ones were constantly moving around the edges of the paths in the mountain park, collecting the remains of civilization, empty aluminum bottles from cold drinks, used batteries from various household radio equipment, etc. in large plastic bags. It is clear that this activity gives good results. Children learn in practice what not to do in the midst of nature and what to do to preserve it. As for the adults, one can hope that by watching the children's work, they will be kept from throwing garbage in the wrong place for at least a few hours." [1,17].

Also, in individual settlements or districts of large cities, municipalities and public organizations hold mass waste collection days annually, sometimes quarterly, and more often than once or twice a year. Such days are held at the same time, with prior notification to the population.

In most cases, such days become a kind of holiday, as their organizers use various means to attract people - colorful posters dedicated to participating in waste collection and explaining the importance of recycling secondary raw materials, waste collection points are decorated with flowers, garlands, music is played, etc. Sometimes competitions are organized among participants, with prizes awarded to the winners. The example of Hokkaido Island shows how a social movement for waste collection has developed.

In 1975, landfills and roadsides were littered with empty cans. In 1976, 14 associations proposed a campaign to collect waste. October 25, 1981, was declared the day without an empty can, and 130,000 participants of the movement managed to collect 2.15 million cans on that day. From 1982 to 1985, the can collection campaign was held 8 times, in which 1.8 million people participated. In total, 25.4 million cans were collected.

Although urbanization has reached a high level in Japan, according to national traditions, city dwellers here strive to take advantage of every opportunity to enjoy nature.
This is reflected in:
-the desire of its owners to express the full diversity of Japanese nature in small green courtyards, on a few square meters;
-the fact that the celebration of viewing the blooming sakura tree has been carefully preserved for centuries;
- the continuous development of the art of bonsai (compact trees that are patiently grown in flowerpots for many years);
- the cancellation of classes for schoolchildren during the snowstorm, when the sakura is blooming, etc. (Sakura is a Japanese cherry tree that does not bear fruit, but people value it for its beauty, not for its benefits).

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MAHMUDHOJA BEHBUDIY: REPRESENTATIVE OF THE JADIDIST MOVEMENT AND HIS FOLLOWERS

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A B S T R A C T

This article discusses the importance of the Jadid movement in Central Asia and its emergence, the role of Mahmudkhoj Behbudi in the Jadid movement and its relevance, how their ideas were continued by their followers, and their significance today.

K E Y W O R D S

Jadid movement, new method schools, Jadid press, enlightenment, national awakening, social consciousness.

INTRODUCTION

One of the enlightened figures who made an invaluable contribution to the creation of the national education and upbringing system is Mahmudkhodja Behbudi. Mahmudkhodja Behbudi was one of the largest representatives of the Jadid movement in Central Asia, and throughout his career, he called on the people to enlightenment, contributed to the development of education and culture. His followers also worked in this direction, contributing to the widespread development of the Jadid movement in Turkestan.

Jadids from Karim and Fergana: The educational environment of the city of Karshin. Not only local intellectuals, but also enlighteners from Samarkand, Bukhara, and the Fergana Valley played a major role in the formation of the Jadid movement in Karshin. In particular, in 1910-1913, Abdurakhmon Sa'diy and Abdulhamid Chulpon visited Karshi and participated in the dissemination of Enlightenment ideas there. Abdurakhmon Sa'diy (1889-1956) visited Karshi in 1911-1912 and managed to open a new school there. The school opened on his initiative provided local children with the opportunity to acquire modern knowledge. Sa'di left valuable information about the socio-educational environment of Karshi in his memoirs. Abdulhamid Cholpon (1898-1938) came to Karshi in 1913, organized literary evenings there, read his poems, and held creative meetings with young local poets. Cholpon's visit caused the revival of the literary environment of Karshi.

Mulla Qurban Mirzayev and Kashkadarya Jadidism. One of the most prominent representatives of the Karshi Jadidism movement is Mulla Qurban Mirzayev (1878-1934). He personally met Behbudi and, inspired by his ideas, developed the Jadidism movement in the city of Karshi. Mulla Qurban Mirzayev opened the first Usuli Jadid school in Karshi in 1909. This school taught secular knowledge along with traditional religious subjects. He also wrote textbooks for the school called "Savod tsirki" and "Inshopardozlik". These textbooks were adapted to local conditions and aimed at improving students' literacy in the Uzbek language. Mirzayev collaborated with the magazine "Oyna" published by

Behbudiy in 1913 and wrote articles about the socio-cultural life of the city of Karshi. His articles were often published under the pseudonym “Kashqariy”. In his articles, Mirzayev called on the people of Karshi to seek knowledge and enlightenment, and criticized backwardness and heresies.

3. Mulla Normurod Narmurodov and the establishment of new-method schools. Another active representative of the Karshi Jadid movement was Mulla Normurod Narmurodov (1883-1935). After graduating from the Bukhara madrasah, he studied in Istanbul and returned to Karshi in 1911. Normurod Narmurodov brought the experience of the Istanbul education system to Karshi and established a new-method school here. In Narmurodov's school, students studied Turkish and Arabic, along with modern subjects. He also created the textbook "Alphabe" (Alphabet) for his school, which was widely used locally. Narmurodov founded a secret society called "Ma'rifat" in Karshi in 1914-1916. The members of this society were engaged in supporting new-style schools, publishing books, and sending young people to study abroad.

The life of Mahmudkhodja Behbudi and his role in the Jadid movement: Mahmudkhodja Behbudi (1875–1919) was born in Samarkand. From a young age, he was interested in religious and secular sciences and carried out a number of reforms. In 1903, he traveled to Russia, studied the development there, and proposed a similar path of development for the peoples of Turkestan. He carried out a number of works to save the people from ignorance.

1. Establishment of new method schools:

Behbudi opened the first new-style school in Samarkand in 1908. Realizing that the educational methods of old schools and madrasas could not meet modern requirements, he advocated the need to teach children the basics of science and technology.

2. Press and publicistic activities:

"Samarkand" newspaper (1913) - Through this publication, Behbudi tried to make the people of Turkestan literate and develop their political thinking. "Padarkush" (1911) - the first drama in Uzbek literature, which criticizes ignorance and bigotry. He also emphasized the importance of enlightenment, economic development and the development of political consciousness for the peoples of Turkestan in his work "Rohbari najot" ("The Path of Salvation").

3. Political activity

Behbudi promoted the idea of Turkestan independence and called on the people to fight for their rights. However, he was executed by the Bolsheviks in 1919. Behbudi's followers and their activities The ideas put forward by Mahmudkhoj Behbudi were continued in various regions of Turkestan. His followers are as follows: Munavvarqori Abdurashidkhanov, Abdulla Avloniy, Sadriddin Ayniy, Cholpon, Fitrat, etc. Munavvarqori Abdurashidkhanov (1878–1931) was one of the leaders of the Jadid movement in Tashkent. In 1901, he opened a new school of methods. He published the newspaper "Najot" and tried to make the people politically and socially aware. Abdulla Avloni (1878–1934) founded the "Turon" theater and contributed to educational reforms through the book "The First Teacher". He promoted the ideas of Jadidism through the newspaper "Turkiston". Abdurauf Fitrat (1886–1938) - one of the leaders of the Bukhara Jadids. In his work "Bayonoti Sayyohi Hindi" he tried to awaken the people against the oppression of colonialism. He promoted the ideas of independence through his works "True Love" and "Indian Rebels". Sadriddin Aini (1878–1954) - a

representative of Tajik Jadidism, following in the footsteps of Behbudiy, made a great contribution to the development of Uzbek and Tajik culture.

The repression of the Jadid movement: In the late 1920s and early 1930s, the Soviet government began a severe crackdown on the Jadids. Although Behbudi had already been executed in 1919, his followers were exterminated during the "Red Terror" of 1937–1938.

In conclusion, it can be said that Mahmudkhoj Behbudi was one of the founders of the Turkestan Jadid movement, and his followers also served in this way. Their efforts created the foundation of today's Uzbek education system and national revival movement. The Jadid movement had a great impact on the development of national identity, education and culture and is still significant to this day. Therefore, although their activities were repressed, their ideas are being revived today.

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MODERN METHODS OF TEACHING MATHEMATICS IN PRIMARY GRADES

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A B S T R A C T

This article examines the use of modern methods in teaching mathematics in primary grades. Research shows that innovative approaches, interactive methods, and information and communication technologies (ICT) help develop students' logical thinking, analytical skills, and independent learning abilities.
Effective use of interactive teaching methods, STEAM methodology, case studies, project-based learning, and information technology makes mathematics lessons more engaging and productive. Additionally, the article analyzes the advantages of modern methods and the challenges encountered in their practical implementation.

K E Y W O R D S

Primary education, teaching mathematics, modern methods, interactive learning, information technology, STEAM, project-based learning, case study, differentiated approach, pedagogical innovations.

INTRODUCTION

Innovative Approaches to Teaching Mathematics in Primary Grades

The modern education system is continuously evolving, integrating new methods and approaches to improve learning effectiveness. Mathematics, as a foundational subject, plays a crucial role in shaping children's cognitive abilities. Teaching mathematics in primary grades should not only involve numbers and arithmetic operations but also develop logical thinking, problem-solving skills, independent learning, and the ability to apply knowledge in real-life situations.

Traditional teaching methods that focus on rote memorization and repetitive exercises are no longer sufficient. Instead, contemporary educational practices emphasize active engagement, collaborative learning, and contextual understanding. One of the most influential theorists in educational psychology, L.S. Vygotsky, believed that learning is a social process and that a child's cognitive development is influenced by their interactions with teachers, peers, and the environment. His concept of the Zone of Proximal Development (ZPD) suggests that children learn best when they receive guidance and support, gradually developing the ability to solve problems independently.

Enhancing Mathematics Education Through Interactive Learning

A key aspect of modern mathematics education is creating a dynamic and interactive learning environment where students actively participate in the learning process. Teachers should move away from passive instruction and instead incorporate strategies that make mathematics engaging, meaningful, and applicable. This can be achieved through various innovative approaches, such as:

Encouraging students to explore mathematical concepts through real-life problems and hands-on activities. For example, measuring objects in the classroom, using money in role-playing activities, or solving everyday mathematical challenges.

Using manipulatives and visual aids to help students understand abstract concepts. Objects like blocks, number lines, geometric shapes, and fraction bars allow students to visualize and physically interact with mathematical ideas.

Promoting collaborative learning, where students work together to solve problems, discuss mathematical reasoning, and explain their thinking processes. Group activities and peer discussions help reinforce understanding and build confidence.

Integrating storytelling and real-world applications into lessons. By framing mathematical problems in the context of engaging stories or real-life scenarios, students can see the relevance of math in their everyday lives.

Developing Logical Thinking and Problem-Solving Skills

Mathematics is not just about numbers—it is about reasoning, making connections, and finding solutions. To foster logical thinking and problem-solving abilities, educators should:

Encourage students to approach problems from multiple angles, allowing them to discover different methods and solutions.

Provide open-ended questions and challenges that require critical thinking rather than simple memorization.

Allow students to make mistakes and learn from them, reinforcing the idea that problem-solving is a process rather than just finding the correct answer.

Use puzzles, logic games, and mathematical riddles to stimulate curiosity and analytical thinking.

When students develop strong reasoning skills, they become more confident in tackling complex problems, both in mathematics and in real-world situations.

The Role of Teacher Support and Scaffolding

Effective mathematics education requires a balance between guidance and independent learning. Teachers should act as facilitators, providing the necessary support while gradually encouraging students to take ownership of their learning. This approach, known as scaffolding, involves:

Demonstrating problem-solving strategies and guiding students through initial challenges.

Asking guiding questions instead of providing direct answers, encouraging students to think critically and explore solutions independently.

Adapting teaching methods to meet the needs of different learners, recognizing that each child has their own pace of learning.

By carefully adjusting the level of support based on each student's needs, teachers can help them progress from relying on assistance to developing independent problem-solving skills.

Incorporating Technology in Mathematics Education

With advancements in digital learning tools, technology has become an integral part of modern mathematics education. Interactive educational apps, online resources, and digital manipulatives can enhance learning by:

Providing personalized learning experiences, allowing students to practice at their own pace.

Using engaging visual representations of mathematical concepts, making abstract ideas easier to grasp.

Offering interactive exercises, games, and simulations that make learning fun and motivating.

By integrating technology into mathematics instruction, teachers can create a more engaging and effective learning environment that caters to the diverse needs of students.

Fostering a Positive Attitude Toward Mathematics

One of the most significant challenges in mathematics education is overcoming students' fear or anxiety toward the subject. A growth mindset—the belief that intelligence and skills can develop through effort and practice—can play a crucial role in helping students embrace challenges and persist in their learning. Teachers can:

Encourage students to view mistakes as learning opportunities rather than failures.

Praise effort, strategy, and perseverance rather than just correct answers.

Create a classroom culture where curiosity, exploration, and experimentation are valued.

When students develop a positive attitude toward mathematics, they become more motivated, engaged, and willing to take on challenges.

Conclusion

Effective mathematics education in primary grades should go beyond memorization and routine exercises. By incorporating interactive learning, problem-solving, collaborative activities, teacher support, technology, and a positive learning

environment, educators can help students develop a deep understanding of mathematical concepts and the skills needed for lifelong learning.

L.S. Vygotsky's theories emphasize that learning is a social and dynamic process influenced by interactions and guided support. By applying these principles in mathematics education, teachers can empower young learners to become confident, independent thinkers who are prepared to solve real-world problems and succeed in future academic and professional endeavors.

Therefore, organizing mathematics lessons effectively and fostering a positive attitude towards the subject is one of the primary responsibilities of a teacher.

Modern Approaches to Teaching Mathematics

In addition to traditional methods, new pedagogical technologies, interactive tools, and ICT are widely used in teaching mathematics. These innovations make the learning process more engaging and interactive. Currently, the constructivist theory plays a significant role in educational methodology.

Educational scientists such as John Dewey and Lev Vygotsky argue that students should construct new knowledge based on their experiences to effectively acquire information. Hence, in mathematics education, it is essential not only to provide theoretical knowledge but also to encourage students to solve problems independently.

A widely adopted global method, Active Learning, ensures students' active participation in the learning process. For example, working in groups, discussing problems through communication, and applying knowledge in practice help students gain a deeper understanding of the subject.

To develop children's logical thinking, it is also effective to use educational methods based on Jean Piaget's theory. Piaget stated that "Children construct knowledge through their personal experiences." This highlights the importance of applying active learning strategies in teaching.

The Use of Information and Communication Technologies

With the advancement of technology, digital tools are increasingly being integrated into education. ICT enhances students' interest in mathematics and allows them to visualize concepts effectively.

For instance, platforms like GeoGebra, Matific, Khan Academy, and Desmos help students grasp complex mathematical concepts more easily.

Interactive whiteboards can be used to demonstrate problem-solving processes through animations, making explanations clearer.

This approach aligns with L.S. Vygotsky's "Zone of Proximal Development" theory, which suggests that complex concepts can be made more understandable for children.Additionally, audio and video resources play a crucial role in teaching

mathematics. Educational channels on YouTube, for example, provide visual explanations of problem-solving techniques, further supporting students' understanding. Educational Games and Logical Puzzles

To make mathematics more engaging and practical for students, it is essential to incorporate educational games. This approach not only develops creativity and logical thinking but also increases students' interest in the subject.

Globally, particularly in Finland and Singapore, game-based learning methods are widely used. Activities such as "Mathematical Quest," "Number Games," and "Geometric Constructions" help children develop independent thinking and teamwork skills.

For younger students, logical exercises and problem-solving activities make the subject more engaging. Examples include "Magic Squares," "Logical Chains," and "Number Pyramids," which enhance analytical and critical thinking abilities.

The effective use of modern methods in teaching mathematics in primary grades plays a crucial role in developing strong knowledge, logical thinking, and practical skills in children. Today's education system is not limited to providing only theoretical knowledge but also focuses on fostering students' independent research skills and creative approaches.

Therefore, teaching mathematics in primary grades based on modern methods serves as a solid foundation for children's future success.

By applying modern methods, the learning process can be made more engaging, active, and effective. Innovative teaching techniques such as game-based learning, the STEAM approach, interactive methods, and information and communication technologies (ICT) enhance students' interest in mathematics and make lessons more accessible and understandable. For instance, mathematical games, problem visualization, group work, and hands-on activities help students grasp concepts more effectively.

Moreover, modern methods contribute to the development of students' critical and logical thinking skills. Through problem-based learning, children learn to find independent solutions to challenges, which helps shape their creative and strategic thinking abilities. Additionally, practical activities and project-based learning allow students to understand how mathematics is applied in real life.

Another significant advantage of modern teaching methods is the ability to provide an individualized approach. By considering each student's level of knowledge, interests, and abilities, teachers can select the most suitable strategies to enhance the learning process. This approach ensures that every child has the opportunity to unlock their full potential.

In conclusion, the use of modern teaching methods in primary mathematics education not only builds a strong foundation of knowledge but also plays a key role in shaping children into successful and creative individuals in the future. Therefore, effectively integrating modern pedagogical approaches should be one of the top priorities for every teacher.

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THE ROLE AND IMPORTANCE OF DIDACTIC PRINCIPLES IN ORGANIZING THE EDUCATIONAL PROCESS

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A B S T R A C T

The issues of improving education management have remained relevant for many years. In recent years, particular attention has been paid to the rational organization of multi-stage education and the development of new-generation educational standards within the context of educational reforms and modernization.

This article focuses on the organization and modeling of the educational process, emphasizing the role and importance of didactic principles in this process. It highlights the development of skills and competencies, the integration of individuality and scientificity in education, the systematization of theory and practice, and the regularities of organizational forms.

K E Y W O R D S

Educational process, modernization, didactic principles, scientificity, individuality, content, methods.

INTRODUCTION

Organizing the educational process is a complex and multifaceted task that requires teachers to possess deep theoretical knowledge. The educational process is a purposeful and collaborative activity between teachers and students aimed at achieving educational goals. It involves teaching and acquiring knowledge, developing skills and competencies, and enhancing students' cognitive abilities and personal qualities. Didactic principles are fundamental rules that define the content, methods, and organizational forms of the educational process. The most important of these principles are as follows:

Scientific Principle

The content of education must not only align with the current level of scientific and technological advancements but also be deeply grounded in scientific principles, ensuring its comprehensiveness and depth. This approach is essential not only for acquiring new knowledge but also for developing human capabilities and expanding students' thinking horizons. Through new knowledge and skills, students are not only directed toward understanding existing processes but also encouraged to develop innovative, non-standard approaches that align with emerging demands. This principle ensures that students gain access to the latest knowledge while also developing the skills necessary to effectively respond to the constantly evolving requirements of modern progress. As a result, students enhance their ability to think independently, solve problems, and create innovative solutions.

Moreover, the principle emphasizes the importance of individual approaches in education, ensuring that knowledge is delivered according to each student's abilities and needs. This focus on personalization significantly improves the quality and effectiveness of education. Ultimately, this principle enables young generations to not only acquire knowledge but also apply it practically, propose new ideas, utilize modern technological opportunities, and contribute to social progress. Additionally, it prepares students to address global issues from an international perspective, ultimately guiding society toward achieving its strategic development goals.

Clarity Principle

Educational material must be clear and appropriate to the students' level of knowledge and abilities. This principle plays a crucial role in the educational process, as it enables students to understand topics more broadly and grasp concepts more deeply. In addition, this principle helps students develop their thinking independently, analytical reasoning, and the ability to draw clear conclusions. It not only enhances students' interest in acquiring new knowledge, but also enables them to apply this knowledge in real-life situations, making learning more practical and beneficial. By following this principle, students can assimilate topics more easily, fostering a more impactful and profound learning experience. Moreover, it aids in overcoming learning difficulties while positively influencing students' intellectual and creative capabilities. For these reasons, teachers must carefully consider this principle and consistently apply it in the educational process. It serves as a key factor in harmonizing the entire educational system and ensuring that students consciously understand and retain the material they learn.

Visual Principle

Presenting educational material through visual aids — such as images, charts, and diagrams — significantly enhances the effectiveness of the learning process. Visual aids simplify the reception and assimilation of educational content, helping students understand concepts more clearly and retain information more effectively.

Visual tools provide broader opportunities in the educational process, as they not only capture students' attention but also ensure they consciously absorb the material. By incorporating various visual methods — including interactive technologies, 3D modeling, and other innovative approaches — educators can boost students' interest and engagement. This combination not only accelerates comprehension of textual material but also aids in developing students' ability to logically connect new knowledge with previously learned concepts. Furthermore, visual aids make learning more engaging and easier to understand, playing a crucial role in linking theoretical concepts with practical applications.

Systematic and sequential principle

It is crucial that the material is presented in a detailed and comprehensible manner based on a clear system and logical sequence for students to easily understand it. This principle not only helps students effectively retain knowledge but also assists them in uncovering the internal connections between topics and developing a deeper understanding of logical relationships. This ability, in turn, increases students' interest in the subject and paves the way for mastering knowledge more thoroughly. Moreover, this approach enables students not only to understand concepts theoretically but also to

learn how to apply them practically in real-life situations. Therefore, structuring learning materials in a well-organized and systematic manner not only enhances the efficiency of the educational process but also contributes to deeper comprehension and better retention of knowledge. Teachers often use such approaches to help students develop independent learning skills as well.

Principle of Individuality

In organizing the educational process, it is essential to consider students' abilities, interests, and needs. Each student requires a unique approach to learning, as every individual possesses distinct talents, needs, and interests. Therefore, for the learning process to be successful, it is crucial to thoroughly analyze these individual characteristics and adapt teaching methods accordingly. This principle significantly enhances students' engagement in the learning process. Additionally, it ensures active participation in lessons, providing all students—not just a select few—with the opportunity to showcase and develop their abilities. An individualized approach increases the effectiveness of education, maximizing benefits and leading to significant achievements. This not only expands students' opportunities but also strengthens their enthusiasm for learning and enables them to acquire essential knowledge and skills necessary for life.

The principle of connection between theory and practice

Theoretical knowledge should be aimed at applying in practical activities. This not only develops students and students from a scientific point of view, but also creates the basis for their future success. The process should also be enriched with modern knowledge and should lose the groundwork for the formation of various students. The modernization and creative richness of the educational process provide independent thinking and development at students. Pupils and students should be provided with not only theoretical knowledge, but also the skills to apply this knowledge in real-life situations and solve problems. By developing life skills, students can develop and apply various strategies in real-life situations. They should not only analyze real-life problems, but also apply practical tools within the available capabilities and learn to apply advanced approaches and enrich them with additional innovative aspects. This process, along with the development of students' creative abilities, provides them with important life experiences. Thus, in the educational process, students regularly exercise knowledge in resolving real life issues, which further enhances their practical skills. At the same time, this process requires strong conceptual knowledge from them and directs them to use in real situations. Young people increase their level of knowledge and learn to strengthen true knowledge and knowledge of practical practices.

The principle of consciousness and activity involves the active participation of students in the educational process. Teachers encourage students to think, ask questions, questions and solve problems independently. Classes that develop discussions, debates and creative thinking are held in the lessons.

The principle of systematic and consistency ensures the instruction of training materials in a logical sequence. Each new topic is taught in close topics with previous topics. This principle allows students to systematically master knowledge and apply them in practice.

The principle of educational character emphasizes the educational process. During the lessons, students are formed patriotic, dedication, courage, and other moral qualities. Teachers pay special attention to the absorption of educational elements in each lesson.

All of these principles are done in a close connection with each other and organizes a single pedagogical system. This systematic approach allows the «Темурбеклар мактаби» to train highly qualified, patriotic and comprehensive personnel. Strict adherence to the basic principles of the educational process serves to maintain the quality of school's education in a constant level.

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PEDAGOGICAL-PSYCHOLOGICAL BASIS OF THE USE OF THEORETICAL INFORMATION IN LITERARY EDUCATION

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A B S T R A C T

This article provides a comprehensive analysis of psychological and pedagogical approaches aimed at effectively organizing and developing students' learning processes in teaching literary knowledge in literature lessons. Theoretical and practical principles necessary to support students' intellectual and emotional development are developed.

K E Y W O R D S

Literary education, pedagogical basis, didactic principle, individual approach, psychological basis, work of art, practical approach.

INTRODUCTION

The pedagogical and psychological foundations of the use of theoretical information in literary education are of great importance. They help not only to deepen students' literary knowledge, but also to develop their thinking and creative abilities.

As an important part of literary literacy and a deep understanding of the content of a work of art, the effectiveness of education will increase if students are provided with the necessary amount of theoretical concepts in literature lessons. Today, as in native language education, the issue of sharply reducing and abandoning theoretical information is being put on the agenda in literary education. This indicates the need for scientific study of how correct this is from a pedagogical and psychological point of view.

As the methodologist K. Husanboyeva noted, “In the science of literature teaching methodology, understanding the unique spiritual world and moral qualities of a literary hero as a person is one of the important didactic requirements set before the student... During the lesson, the student himself actively enters life based on the analysis of the personality and life of the literary hero. He is formed as a person by studying others. It is not far from the truth that the student's personality can be determined based on his attitude to the heroes of the work.” True, the analysis of a literary work is extremely important, but when discussing a novel, story or epic, the teacher or scientist, or rather the author, uses literary and scientific terms in his speech. In such a situation, the student should also be aware of theoretical concepts related to the science of literature.

Therefore, it is appropriate to study psychological and pedagogical approaches aimed at effectively organizing and developing students' learning processes in teaching literary knowledge. Below, we will

consider the theoretical and practical principles necessary to support the intellectual and emotional development of students in the educational process:

1. Pedagogical principle.

The pedagogical principle determines the organizational and methodological aspects of the use of theoretical information in literary education. These foundations are as follows:

a) The goals and objectives of education: The main goal of literary education is to develop students' interest in literature, aesthetic taste, and creative thinking. With the help of theoretical information, students are given an understanding of the principles, genres, styles, and historical development of literature.

b) Didactic principles: Didactic principles in teaching theoretical information, that is, visual aids prepared to make the educational process interesting and effective, methodological approaches, that is, tasks aimed at developing speaking and writing skills and supporting the student's independent thinking.

c) Individual approach: Choosing methods that suit the individual characteristics of each student by taking into account their unique abilities and interests

2. Psychological principle.

The psychological principle is based on the character of students, how they develop and master the process of learning. In this process, it is important to adhere to the following psychological principles:

a) Development of cognitive processes: focuses on developing students' thinking, memory, interest in science, attention to the lesson, and imagination.

In literary education, theoretical information helps shape the student's thinking. For example, in the process of analyzing and interpreting literary works, the student thinks logically and develops speech skills.

b) Emotional development: Literature not only provides knowledge, but also helps the emotional and aesthetic development of the reader. Psychologically, literature develops empathy, creativity, and emotional intelligence in readers. Theoretical information, on the other hand, helps to understand the deep and multifaceted aspects of literature.

c) Self-awareness and self-management: In the process of literary education, the student has the opportunity to understand himself by comparing himself with the characters in literature. This process has a great impact on the psychological and emotional development of the student.

g) Motivation: To increase students' interest in reading, to show the positive aspects of the characters in the work of art, and to explain ways to overcome depression using the examples of the characters in the work

3. The principle of practical approaches.
Applying theoretical knowledge to practice, that is, applying the knowledge learned in real life, is also an important aspect of literary education. This includes the following:

a) Practical training: Reading and analyzing literary works, performing creative tasks, and using questions and tasks to express personal thoughts.

b) Interactive methods: This method ensures active participation of students in the lesson and develops their creative, thinking, and communication skills. The use of the following methods in the lesson helps to make the lesson lively, meaningful, and creative:
1. Group discussion: Divide students into small groups and ask them questions about a work, article, or character. Each group shares their thoughts and comes to a common conclusion. For example, ask students to think through questions like, "So, what is the main idea of the story?" or "What did we learn from the character's decisions?" or "Is what our character did right?"

2. Acting as characters in a work of fiction: Students gain a deeper understanding of literary works by acting out the roles of characters. For example, allow students to role-play by asking questions such as, "Which character would you like to play and why?" or "What decision would you make if you were in their shoes?"

3.Create other versions: Give students the opportunity to create alternative versions of a literary work or story. For example, ask questions like, "What would have happened if the story had ended differently?" or "What steps would you have taken if you were the character in the work?" and encourage students to use their imaginations.

4. "Exchanging ideas": Divide students into pairs of two and ask them a question (for example, "What is the main idea of the story?"). Each student shares their thoughts first with their partner, then presents their overall thoughts to the entire class.

5. Peer review: Exchange ideas through peer assessment. Students can read each other's written work, provide critical feedback, and discuss how they can improve.

6. "Venn diagram" method: Help students create a Venn diagram to compare two or more literary works. This technique allows students to analyze the similarities and differences between the works.
These techniques allow students to not only absorb information, but also to express their ideas freely, communicate, and develop critical thinking.
In our opinion, identifying the features of creating a psychological climate in literature lessons that contribute to the personal growth of the student paves the way for the moderation of interactions in education. The content, nature and features determine the uniqueness of literature as a subject of study. Many texts can be used that help to fully understand the work being studied in context. These texts include biographical studies, journalistic and critical articles, memoirs, epistolary heritage, diary entries, etc. Without familiarizing yourself with them, it is impossible to have a sufficient idea of \u200b\u200bworks of art.

It should be noted that it is advisable to provide teachers with practical assistance in using textbooks, provide necessary guidance on analyzing works of art, and teach the work planned to be studied by a specific class for the specified period of time.

The pedagogical and psychological foundations of the use of theoretical information in literary education play an important role in the formation of students' knowledge and skills. These principles serve to organize the educational process effectively and interestingly, as well as to support the emotional, intellectual and creative development of students.

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WAYS TO USE NON-STANDARD TASKS IN MOTHER LANGUAGE LESSONS

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A B S T R A C T

The article discusses the methods of using non-standard tasks in native language lessons in primary education, the importance of these methods in developing students' thinking skills, perfecting language use, increasing creative approach and supporting independent thinking. It is analyzed whether these types of tasks teach students not only to read or write, but also to use their knowledge creatively and critically.

K E Y W O R D S

Non-standard exercise, non-standard tasks, creative work, task, conceptual thinking, independent thought.

INTRODUCTION

Nowadays, from the point of view of the development of education, one of the main tasks facing educational institutions is to provide students with solid knowledge and develop their independent thinking. Schools in general, and primary schools in particular, are primarily designed to develop the independent and creative thinking of young students, but an equally important aspect is the need to use non-standard exercises in the practice of teaching the native language. Non-standard tasks are tasks that differ from traditional and classical tasks and are aimed at developing students' skills such as creativity, critical thinking, independent expression, and the use of language in a modern context. These tasks often require the student not only to memorize information, but also to process it in a unique way, to use it in different situations. The result of this approach is the activation of the cognitive activity of the young student. The use of non-standard tasks in native language lessons in modern primary schools is currently gaining increasing importance, since the main purpose of such tasks is, first of all, to interest young students in science through the use of bright, unusual didactic material in the lessons, as well as the use of non-standard tasks that arouse interest in the lessons. It should be noted that the concept of non-standard tasks includes various features that allow us to distinguish non-standard tasks from traditional tasks used in primary school lessons.

The main distinguishing feature of non-standard tasks is their creative component, which helps to develop the imagination of younger schoolchildren, as a result of which children become inventive in using various language tools, acquire the ability to manage and critically evaluate their creative work, and become interested in correctly expressing their creative work. Among other features that allow us to distinguish non-standard tasks from traditional ones, the following can be distinguished:

- the manifestation of activity and independence by junior schoolchildren in searching for ways and solutions to the problematic task assigned to them;

- non-standard conditions and types of work;
- the multiplication of existing knowledge in unfamiliar conditions, their expansion and deepening in the subject;

The use of non-standard tasks in native language lessons in primary schools is due to the fact that this language, as a means of communication, is constantly developing in the face of changing conditions and the pace of modern life. Studying the role of non-standard tasks in teaching native language to schoolchildren, it can be noted that such tasks help to enliven the lesson, help to form a sense of surprise and interest in their implementation among younger schoolchildren, arouse positive emotions and give pleasure. The results obtained in completing the tasks also arouse interest among younger schoolchildren not only in the issues being studied, but also in the native language as a scientific discipline in general.

Various types of non-standard tasks can be used in native language lessons:

1. Creative tasks: Encourages students to express their thoughts. For example, the task "Choose the most important date in your life and write a story about the memories associated with it" allows the student to express their thoughts.
2. Conceptual Thinking Tasks: Students are asked to analyze, interpret, and propose new ideas based on information provided. For example, the question is, "Analyze the actions of the main character and compare his actions to the modern world." The student elaborates on his or her ideas.
3. Tasks to change the initial idea and approach: the teacher encourages students to analyze an event or situation from different perspectives. "If you had done this event differently, what would the outcome have been?"
4. Question-and-answer tasks: The student is required to analyze knowledge and think through their own thoughts and answer. "If you could choose a hero, how would you evaluate the most important event in his life?"
5. Creative approaches: Engaging students in creative work based on various language games, poems, stories, and situational situations. For example, "What do you think the future of folk oral art could be?" The use of non-standard tasks has a number of beneficial aspects, for example, firstly, it develops creative thinking, that is, it teaches students to develop new ideas and apply existing knowledge in new situations.

Secondly, it enriches the language. Students are forced to use a wide range of vocabulary and expressive means and use them to compose speech.

Thirdly, it increases independent thinking. It allows students to express their thoughts independently and form concepts.

Fourthly, it teaches an artistic and artistic-analytical approach. In this, students learn to express their thoughts artistically and analytically, which strengthens their reading and writing skills.

To effectively use non-standard tasks, teachers can use the following methods:

1. Adapting the lesson plan: Each task should be appropriate to the level of the students and the objectives of the lesson. Therefore, the tasks are selected based on the level of difficulty.
2. Creating interesting tasks: Tasks that attract students and increase their creative potential are selected and used in the lesson
3. Listening to students' opinions: Before completing the task, students are asked for their opinions and students who answer well are encouraged.

4. Evaluation and analysis: Students are evaluated on the tasks they have completed, and they are given the opportunity to analyze and process their work.

In primary school, in native language lessons, the teacher must first understand the goals and objectives of such work, that is, the purpose of non-standard tasks is to create an environment for the development of the creative abilities of young students and increase their interest in the subject of their native language. In primary school, in native language lessons, the list of non-standard tasks can be presented in various forms, including problem situations, online excursions, business and role-playing games, competitions, dramatizations, clusters, etc. For example, “Create a new world and give it a name. How do people in this world live and what language do they use? Write a short story about the world you created.” Write a creative text based on the assignment. Or, “If a famous event had happened differently, what would the results have been? Give a brief explanation about it,” the question is addressed and students’ personal opinions are heard.

The use of non-standard types of tasks in the framework of a modern lesson allows not only to increase interest in the subject being studied, but also to demonstrate various creative abilities, expand the worldview of schoolchildren, their skills and competencies. Modern research on this issue shows that it is necessary to pay attention to the development of the creative abilities of schoolchildren. For example, when studying the same parts of a sentence, the teacher may offer the student to draw a picture of fairy-tale characters or just small characters.

This type of work is very popular among young students, as drawing allows them to express their creativity, gives students a chance to relax and concentrate. These non-standard tasks and their use in a modern lesson increase the level of interest in science among young students.

Therefore, the use of non-standard tasks in native language lessons is important in developing students' thinking skills, improving language use, increasing creative approach and supporting independent thinking. Such tasks not only teach students to read or write, but also teach them to use their knowledge creatively and critically. The use of non-standard tasks in native language lessons in primary schools helps to develop students' thinking skills related to the creative activities of schoolchildren in collective and individual forms of education.

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METHODOLOGICAL SUPPORT OF TRAINING STUDENTS IN A DIGITAL EDUCATIONAL ENVIRONMENT IN PEDAGOGICAL PROCESSES ON THE BASIS OF A HIERARCHICAL APPROACH

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A B S T R A C T

This article presents the methodological support for the training of students in pedagogical processes on the basis of a hierarchical approach in a digital educational environment. It is also said that digitization of education is an important factor in teaching, increasing students ' interest in teaching and access to information, and the introduction of educational digitization systems is considered the main stage in the introduction of modern educational environments in higher education. In addition, it is theoretically justified that the introduction of automation and digitization systems in an informed society is a prerequisite for the implementation of effective and high-quality work in various sectors of the economy, and such a need is a prerequisite for the introduction of digital technologies into the higher education system.

K E Y W O R D S

Pedagogical process, digital technology, technical systems, hierarchical approach, teaching, scientific and methodological system, model, etc.

INTRODUCTION

The introduction of digital technologies into the educational process requires a complete improvement of not only higher education, but the entire educational system. It is important to understand that the introduction of digital technologies should affect not only the digitization of the educational process, but also the introduction of innovations in basic educational programs, as well as scientific and scientific research activities. Digitization of the educational process develops much more actively, primarily due to the fact that the introduction of digital technologies in the organization of the educational process (not only in higher education) is supported on a public and state scale. The introduction of digital technologies in education serves to quickly assimilate information from students, serves as an important tool in the development of curricula, base education programs, study schedules and other materials to ensure the educational process.

The digital education environment is a system for organizing and managing educational processes based on modern information and communication technologies. It has the following main aspects:
Distance learning opportunity-students can receive education regardless of geographical location;
Personalized teaching is an educational process adapted to the educational needs of each student;
Using interactive techniques-learning using multimedia tools, virtual laboratories and simulations;

Constant updating and development – constant improvement of educational materials through modern technologies.

Also, in the context of digital technology, digitization of education is an important factor in teaching and serves to increase students ' interest in teaching and information retrieval methods. The implementation of educational digitization systems is the main stage in the introduction of the modern educational environment in higher education institutions [1].

Analysis of thematic literature.

The classical concept of the methodological system, introduced by A.M. Pishkalo, is based on the understanding of it as a five-component structure, which includes the following: goals, content, methods, organizational forms and teaching aids. At the same time, the necessary condition is the interrelation of all components with the leading position of educational goals. These functional approaches have been studied to a certain extent in the research works of such outstanding scientists as N.V. Kuzmina, A.I. Arkhangelsky, Y.S. Branovsky, M.V. Shvetsky, N.I. Rizhova, I.M. Dudina and others. At the same time, when developing the concept of organizing a methodological educational system, for example, N.L. Stefanova expands its five-component structure and also offers an additional component - planned educational results.

I.M.Dudina, in her research, proposes a methodological system as an effective set of targeted, meaningful, promptly active, control, regulating, and evaluating. The operational and operational component includes: in control and regulation - such methods, forms, and means as control over the fulfillment of educational goals and objectives and self-management of students, assessment and self-assessment of effective learning outcomes, reflection and correction of learning objectives.

In this research work, a number of researchers note that, taking into account the results of education within the methodological system, there are different points of view that bring educational goals beyond its scope. For example, T.A. Boronenko, defining the methodological system, follows the interpretation of V.V. Kraevsky, who presents it as an integral model of educational activity, believing that it is necessary to include in its structure a technological block, including technologies for choosing the content, methods, forms, and teaching aids of training, i.e., technologies for determining interaction are interactive connections between all elements of the system.

Similarly, I.B. Gotskaya, in her research work, focuses on orienting the methodological system towards socially specific, corporate, individual, or individual needs for learning outcomes based on academic subjects. For example, I.B.Gotskaya believes that the development of the concept of the methodological system, in terms of clarifying its direction, satisfies the needs of the paradigm of knowledge and the methodological system of education for modern quality specialists of the information society at the present stage of evolutionary development as an open dynamic education system, in terms of the composition of its elements and the interrelationships between them in terms of change.

In the future, this idea was developed in the research work of L.V.Shelekhova, who identifies the interconnected components of the methodological system and introduces structural, procedural, methodological, technological, and criteria components. In the context of the orientation of education towards the development of the student's personality, G.I.Saransev emphasizes the importance of a comprehensive consideration of the content of training, along with the age characteristics and personal goals of students.

Research Metadology

In the context of the development of e-learning and distance learning technologies, modern approaches to improvement are developed in accordance with the requirements of the period in the organization of hierarchical training of methodological educational systems, including the course of technical systems in specialties of various directions. For example, digital technology is the use of electronic computing tools and software to transfer, process and store data more quickly and more conveniently. Especially since the beginning of the XXI century, digital technologies have become widely used in practice in everyday life. This is due to the emergence of a huge number of electronic devices (gadgets), the development of the Internet and the software market. Digitization of education is carried out in several directions:

The flow of the document is transferred from paper to electronic. Equipping educational institutions with digital equipment-increasing the number of computer audiences and improving them, placing interactive whiteboards, connecting to the high-speed Internet.

It is recommended to use information communication technologies in the auditorium and in educational activities. For example, presentations, electronic tests, virtual tours, and games can be used during classes.

Educational portals and communication networks are created. Part or part of the transition to distance education.

In higher education, sufficient attention is paid to the use of digital technologies and traditional pedagogical technologies in the process of teaching students in pedagogical psychological research. Thus, N. P. Goncharuk and YE.I.In his article “models for the integration of digital and pedagogical technologies in the process of training future engineers”, khromova identified possible methods for integrating pedagogical technologies with modern digital technologies in the conditions of an informed society and developed methodological aspects of combining traditional technologies and online educational methods in considering the advantages of mixed training[4].

Analysis and Results

In the modern conditions of digitization of education, when the teaching system is updated in terms of the transition of hierarchical teaching of the course with the technical system to an effective system in different areas of specialization, which ensures the comprehensive personal development of each student, along with the theoretical foundations of the organization of the methodological training system, the following:

- creating conditions for the student's personal development by realizing his personal goals, needs and capabilities;

-scientifically based determination of the logically consistent sequence of Organization of the educational process and the formation of a variable content of educational content in a didactic way;

- relevance of the educational content and structural structure of Science in the context of interdisciplinary relations and future professional activity;

- realization of the subjective position of students by activating their personal capabilities, actively engaging in the educational process and increasing their cognitive motivation;

- to independently receive education in the process of solving science and professional tasks develop opportunities for self-education, self-organization and self-reflection;

- Organization of a personal educational trajectory;

- ensure personal and collective project activities;
- the introduction of modern pedagogical and digital technologies should include rules.

In the modern conditions of digitization of education, the theoretical foundations of the organization of the modern methodological educational system in Ravish in accordance with the requirements of the period in terms of the transition to an effective system, which ensures the comprehensive development of each student, therefore. with the result of the above analyzes and the grounds, the following model is proposed and supported(Figure 1):

- creating conditions for its comprehensive development through the implementation of personal goals, needs and opportunities of students of different specialties;
- to determine the didactically expediency of the logically linked sequence of the organization of the educational process and scientifically substantiate the alternative content of the educational content;
- the relevance of the content of the educational content of Science in the context of interdisciplinary interaction and future professional activity;
- realization of its subjective position by activating the personal capabilities of students, actively engaging in the educational process and increasing the cognitive motivation of students;
- to develop the possibility of independently obtaining t'lim in the process of solving science and professional problems, self-organization and self-regulation;
- Organization of an individual educational environment;
- introduction of separate and collective project activities;
- includes such cases as the introduction of modern pedagogical and digital technologies.

Advantages of the methodological system: The quality of education increases - efficiency increases due to the clear definition of each stage; Flexibility - the educational process can be adapted to individual learning needs; Innovative approaches - the opportunity to use modern technologies is created; Continuous monitoring - the educational process is continuously monitored and improved.

As a result of considering this issue, in our research work, it can be noted that the interpretation of the concept of a methodological system is different, but there is a common opinion among researchers about the importance of designing it as a holistic, open, dynamically developing, accessible system in accordance with the requirements of the times in higher education and operational modification in the context of the digital transformation of modern education.

Conclusions and Recommendations

Digital transformation of all aspects of the information society, development of the digital economy, development and improvement of the efficiency of organizations and enterprises, training of personnel in the field of information technologies, training of specialists in the field of information technologies are of great importance for the economic stability of the country. It is estimated that the number of specialists needed in the field of information technologies will increase several times in the coming years. The need to introduce innovative developments in the field of digital technologies, expand the sectors for the provision of digital services and software development reflects the growing need for highly qualified graduates in the field of information technologies who can solve design problems.

In such conditions, the requirements of employers for graduates of higher education institutions are constantly increasing. Therefore, higher education institutions need to monitor industry development trends in order to train highly qualified competitive specialists, and to promptly identify and take into account the requirements of all industry sectors for qualifications and personnel training of leading

employers and industry employers' associations in the context of the introduction of digital technologies. At the same time, professional activity in the standards is defined through generalized labor functions, labor functions, labor actions, necessary skills, and necessary knowledge.

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OPPORTUNITIES TO INCREASE COMPETITIVENESS OF COMPANIES THROUGH HUMAN CAPITAL DEVELOPMENT

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A B S T R A C T

This article analyzed concepts related to "human capital", its origin, actuality and content. This research analyzed the use of comparative analysis, integration, analysis and synthesis. In addition the author gave suggestion over concept of using criteria related to human capital, depending on the state, society and business entities, and gave conclusion concerning direct link among concepts related to human capital.

K E Y W O R D S

Labor force, labor resource, human resources, human factor, human capital.

INTRODUCTION

Any economic system has its own economic laws and corresponding economic categories. These economic laws and categories are valid in a certain space and time. Since the emergence of humanity, up to the present day, various economic concepts and categories have been developed to assess the impact of humans on economic processes at various levels. XVIII-In the 19th century, people considered man as a personal factor of production and recognized him as labor force, labor resources, and on this basis, the category of labor force, labor resources appeared in the economy. Today, the scope of human influence on economic processes has expanded. The rapid development of science and technology has put knowledge, skills, and abilities of human beings in the first place. Directly, man has become the driving force of economic development. Man is no longer an additional resource of production, but a unique resource that organizes production with his own abilities and creates new innovations. As an employee, a person began to participate in the management of enterprises through the system of sharing the results of his labor, ownership, and profit. This laid the foundation for the emergence of the concept of human capital in the economy.

In order to understand the essence of the concept of human capital in modern conditions, the main goal of this article was to theoretically analyze the content of the concepts of labor force, labor resource, labor potential, human resources, human factor, related to it.

To this day, debates and disputes continue over the content and essence of these concepts. However, although these interrelated concepts are the basic categories of economics, it is necessary to identify the differences between them.

Another important point. The above economic concepts have not lost their significance, but even their naming in modern economics requires a new interpretation.

Currently, the theoretical issues of human capital and related concepts are covered in the literature of the following foreign scientists: V.V. Adamchuk, G. Boryagin, V.A. Galkina, B.M. Genkin, M.M. Khaykin, A.Y. Kibanova, Rofe A.I, Tits S. N, Becker G.S, Kapelyushnikov R.I, Gruzkov I.V., Gruzkov V.N, Koritsky A.V and our own scientists: Abdurakhmonov K.Kh, Ulmasov A, Vakhobov A, Saidov M, Bakiyeva I.A, M. Pardayev, Abdukarimov B.A, K. Saidov, M. Mukhammedov, D. Aslanova, R. Seitmuradov, S. Iskhakova.

Based on the theoretical, legal, and practical aspects of the issue, we found it appropriate to briefly analyze the economic concepts presented above.

First of all, about the concept of labor. If we pay attention to the term labor, then labor is considered the main factor of production in any society. Through it, man brings the benefits of nature into a state of ready consumption. With the formation and development of commodity-money relations, labor also became a commodity. This was clearly manifested at the stage of the development of human society in the capitalist system, because during this period people, first of all, as individuals, secured their freedom and owned their labor power. However, in many economic literature, the concepts of labor and labor are considered synonymous. As we know, labor is a conscious, goal-oriented process of people. Labor is a person who participates in this labor process with his mental and physical abilities. In our opinion, these two economic concepts have completely different meanings. The labor process requires the inclusion of the subject of labor, means of labor and labor force. The most important factor of labor is labor, but labor itself cannot be labor force. The concept of labor force has not lost its significance even today, and is not clearly defined by age or other criteria. So, if we look at the labor force in a narrow sense, it can be understood as the employees of an enterprise, and if we understand their number in a broad sense, it can be understood as the total population of a country who has the ability and right to work and who produces some consumer value with their own abilities.

The third important concept is labor resource. Some literature associates the emergence of this concept with the political processes of centralized management of the economy during the Soviet era. Other Russian economists attribute the introduction of this concept into science to academician S.G. Strumilin[1].

Regarding this concept, Russian scientist M.M. Khaikin said that the part of the population living in a certain territory and engaged in socially useful labor, possessing the necessary knowledge, mental abilities, and physical development, constitutes the labor resource of the country[2].

In this regard, the well-known economist Pardayev M. defines labor resources as the number of working-age population (women 16-55 years old, men 16-60 years old). Those who are not working due to disability or other reasons at this age are not included in the labor resource. Thus, labor resources are understood as the active part of the population that can work at a certain age limit. [3].

In addition, A. Ulmasov and A. Vakhobov also brought similar ideas to this term, namely, "the ability to work is not available to everyone, therefore, labor resources are allocated from the population, which consists of people who are able to work. Labor resources are workers who have entered working age but have not yet reached retirement age[4].

During the years of independence in our country, there have been changes in the structure of this concept. Our republic has switched to the population classification system recommended by the International Labor Organization, according to which the country's labor resources are divided into two parts, namely, economically active and economically inactive. According to it, the economically active population includes all employed and unemployed persons in need of employment. The

economically inactive population includes students, unemployed persons, and third-group disabled persons.

The economist K. Abdurakhmanov gave a very detailed definition of these economic terms in his textbook “Labor Economics”. That is, labor resources are the able-bodied part of the country's population, capable of producing material goods or providing services with their mental, physiological and intellectual qualities. They include not only the economically active population, but also people who are currently unemployed and unable to find work, including those who are studying while separated from production”[5]. The above definitions mean that the concept of labor resources, if we take it at the macro level, is much broader than the concept of labor force, and, unlike it, is limited by a certain criterion, namely the age of a person.

Fourth, Labor potential is an economic concept that represents the total volume and quality of labor resources available in a region or company. It is part of human capital and determines the economic activity and production potential of a society. Labor potential includes not only the available labor force, but also its quality, skills, level of education, and experience.

Labor potential is characterized by the following aspects:

1. Number of labor resources: The total number of labor resources in a region or company. This refers to the working-age population (people) as well as the number of available jobs.

2. Assessing the quality of labor resources: The skills, education, specialization, and experience of the workforce. Highly skilled and well-educated workers enhance their labor potential and increase their production efficiency.

3. Demographic status: The age structure of the population and factors such as the age, gender, education and health of people participating in the labor market play an important role in shaping labor potential. For example, people who are young and in good health are more willing to work and constitute a productive workforce..

1. Social and economic factors: Social, economic and political conditions also affect the formation of labor potential. Factors such as labor demand, job availability, labor protection systems and wages affect the potential of the labor force.

2. **Technological development and innovation:** New technologies and innovations can improve the quality of labor resources. For example, learning new technologies and developing digital skills can increase employee productivity and enhance labor potential.

Ways to increase labor potential:

1. Education and training: Improving the skills of employees, learning new knowledge, and adapting to technological changes increase labor potential.

2. Work motivation: Motivating employees and increasing their interest in work contributes to the effective functioning of labor potential**.**

3. Social protection and conditions: Providing workers with social protection, health care, and good working conditions increases labor potential.

4. Introduction of technology and innovation: The study of new technologies and their use in production processes creates the opportunity for the effective use of labor potential.

Human capital development plays an important role in increasing a company's competitiveness. Companies can develop human capital and improve their competitiveness through the following areas:

1. Education and training: Providing company employees with continuous training courses, seminars, and trainings helps them update their knowledge and skills and learn new technologies and methods. This leads to higher efficiency and quality by employees, which increases the company's competitiveness.

2. Motivation and reward system: Encouraging employees and recognizing their successes helps increase their motivation. A good reward system, bonuses, and career growth opportunities keep employees loyal to the company and increase their productivity**.**

3. Encourage innovative thinking and creativity: By developing human capital and encouraging creativity and innovative thinking, a company can create new ideas, products and services. This will lead the company forward in the market and increase its competitiveness**.**

4. Develop teamwork: Developing good teamwork ensures that employees work effectively with each other. This helps optimize the company's internal processes, reduce errors, and increase overall work efficiency.

5. Develop leadership skills: Good leaders contribute to the success of the company by guiding and inspiring employees. With the help of leadership courses and leadership training, the strategic thinking and decision-making skills of company leaders can be developed.

6. Develop technology and digital skills: Technology and digital skills are very important today. Giving employees the opportunity to learn new technologies, introducing them to modern applications and platforms will help the company grow rapidly and increase its competitiveness.7. Improve company culture and internal communication: A well-organized internal communication system and a positive company culture increase trust and loyalty among employees. This, in turn, improves the working environment and helps ensure the competitiveness of the company.

Effective management and development of labor potential helps to increase the economic growth and competitiveness of a company or country. By developing human capital, a company can see its employees as a more valuable resource and, by fully utilizing their potential, provide more competitive and successful products or services to the market.

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AN IMPROVED METHODOLOGY FOR DEVELOPING STUDENTS' SPEECH BASED ON A LINGUISTICALLY FOCUSED APPROACH

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A B S T R A C T	K E Y W O R D S
This article discusses the linguistically focused approach and an improved methodology for developing students' speech based on a linguistically focused approach.	Speech, linguistic, linguistically focused approach, communicative approach, development of civilized speech.

INTRODUCTION

Developing students' speech based on a linguistically focused approach is a methodology based on linguistic and didactic methods aimed at ensuring students' speech culture and perfect mastery of the language. A linguistically focused approach allows students to learn the language as a whole system, not just in terms of grammar or vocabulary, but based on the general principles of organizing speech activity.

The methodology for improving this approach includes the following key components:

1- Establishing the foundations of a linguistic approach:

- Understanding language as a uniting system as a central element of speech development.
- Helping students understand grammatical, lexical, phonetic, and stylistic structures.
- Enhancing students' language acquisition through various forms of speech activity (topical conversation, story, description).

2- Using interactive methods:

-Use group work, role-playing, and dialogue-based methods to develop students' speech.
- Help students express their thoughts coherently and fluently.

3- Implementing a communicative approach:

- Speech is not only about using language correctly, but also about helping students in practical communication (in everyday life, social situations).
- In managing speech activity, teaching students various ways to use language usefully and effectively.

4- Developing civilized speech:

- To guide students in developing a culture of speech based on national and universal culture.

- To help them understand the communicative role of language, to teach them to adapt to speech situations.

5-Providing an individual approach:
Organization of the educational process taking into account the individual characteristics of students. Development of materials and methods adapted to the personal interests and needs of students in the development of speech.

6-Use of information and communication technologies:
Using modern technologies, such as language learning programs and online platforms, in teaching a linguistically focused approach.
Providing students with opportunities to use language in online communication.

Linguistically focused approach – This is an approach to language learning that focuses on understanding how a language works as a whole system, rather than studying it solely in terms of its grammatical, lexical, or phonetic aspects. In this approach, all components of a language (grammar, lexical, phonetics, stylistics, etc.) are interconnected, and language learning is carried out in a systematic manner. At the same time, not only speech means are taken into account in the process of language learning, but also speech activity, social and cultural contexts.
The main principles and goals of a linguistically focused approach can be as follows::

1. Systematic language learning:
Language is not studied only as a set of separate grammatical rules or vocabulary, but also the relationships between all its components are taken into account.
Speech activity, semantic (meaning) and pragmatic (using the learned language in communication) aspects of language are studied.

2. Communicative approach:
The linguistically focused approach focuses on learning language from a practical (communicative) perspective. This approach focuses not only on grammatical accuracy, but also on how language functions in communication, social situations, and culture. Rather than just learning to use language correctly, students also learn to be effective and flexible in the process of communication.

3. Directing students to speech activities:
When teaching speech, it is necessary to teach students to express their thoughts clearly, fluently, and logically.
The importance of using speech in different contexts, expressing ideas coherently, and using different genres of language in communication is emphasized in order to achieve clear and effective communication.

4. Taking into account the cultural and social context:
Special attention is also paid to understanding the cultural and social role of language in learning. When teaching speech, it is important to use language appropriately in social and cultural situations in communication and to explain to students the importance of language in society.

5. Individual approach:
The language learning process is organized taking into account the individual needs and abilities of each student.
In a linguistically focused approach, the individual characteristics of students, their motivation and interests in learning the language are taken into account.

6. Interactive methods:
Methods and activities that encourage students to communicate with each other (dialogues, role-playing games, group work) are used. Interactive methods in the development of speech ensure the use of language in practical, real-life situations, rather than just theoretical study.

7. Linguistic and didactic integration:
In the process of learning a language, linguistic (linguistics) knowledge and didactic (teaching methodology) principles are combined. Methods and materials are developed that are appropriate for the level of language acquisition of students.
This methodology helps students master the language effectively and comprehensively, guiding them to understand not only grammatically, but also the importance of language in society and personal communication.
The use of a linguistically focused approach to language learning is not limited to mastering its grammatical foundations, but also takes into account the role of language in communication and society, the organization of speech activity, and its socio-cultural aspects. This approach directs students to comprehensively and systematically study the language and use it effectively.

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PSYCHOLOGICAL AND PEDAGOGICAL ASPECTS OF SOCIAL ADAPTATION OF THE INDIVIDUAL

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A B S T R A C T

this article covers the factors of the psychological and pedagogical aspects of the social adaptation of the individual and what to pay attention to on the way to increasing their accessibility to communication and the specific characteristics of the child.

K E Y W O R D S

Personality, childhood, factor, socialization, thinking, speech, communication, emotion, adaptation, aspect, education, community, emotion, psychology.

INTRODUCTION

The Resolution of the President of the Republic of Uzbekistan No. PQ-4312 dated May 8, 2019 “On approval of the Concept for the Development of the Preschool Education System of the Republic of Uzbekistan until 2030” set out priority tasks such as creating conditions for the comprehensive intellectual, aesthetic and physical development of preschool children, increasing the coverage of children with quality preschool education, and ensuring equal access to it. In recent years, great importance has been attached to reforming the preschool education system in advanced countries of the world. A number of works are being carried out in leading scientific centers of the world on the study of the relationship between a person and his social environment. As a result, it is encouraging to consider upbringing and education, which continues from the moment of birth to the end of life, as a holistic, indivisible system and to put it into practice. The formation of a person's psychology is also influenced by the relationships of certain social groups to which he belongs. In the process of such interaction and communication, along with the influence of individuals on each other, there is an impact on their views on society, work, people, their own personal qualities, and social attitudes.

Living in a certain social environment, a person acquires a specific place, reputation, and role there. A person is not only an object of social relations, but also a subject and active participant in them. A person is a specific person, a representative of a certain state, society, group (this group can be social, ethnic, religious, political, age-related, etc.), a person who is able to establish conscious relationships with those around him, to act consciously, to demonstrate his own human image in all relationships, and also has his own individual and social characteristics. The idea that the influence of the social

environment is at the top among the factors shaping a person is becoming more and more clearly proven day by day. Because the environment determines the way of life of every living being. There is a human race that draws strength from each other and lives on each other. However, the stability of the social environment largely depends on the person himself. If each person grows up under the influence of a positive environment from a young age, he will give only positive energy to the environment.

A child who feels love will spread love in the future, therefore, socialization is a process that explains the process by which a person enters the social environment, assimilates into it, accepts and complies with the norms of the external social environment. The concept of "socialization" is related to two concepts that are close in meaning: "education" and "adaptation". Socialization is much broader than the process of upbringing, because its meaning and content include situations that cannot always be molded and are not always understood by the individual. Adaptation can be considered a component of socialization, its mechanism. Socio-psychological adaptation, that is, the experience gained by a person through getting used to and adapting to social relations, is a form of general socialization. In the process of socialization, a person learns social norms in society, learns to perform various roles, and develops skills for behaving in public. In this sense, the socialization of a person is based on his knowledge and understanding of social existence.

The sources of socialization include:

experience gained in childhood - this process occurs in parallel with the formation of mental functions and the manifestation of primary social norms of behavior;

social institutions - the education and upbringing system; these include places that provide education from the family to higher educational institutions and higher levels, work teams;

the influence of people in the process of communication and cooperative activity. This refers to the communication and interaction of people with each other in both formal and informal settings.

In each role that a person performs throughout his life, the norms, rules, and behavioral criteria of the social existence that surrounds him are reflected. Every person throughout his life performs a huge number of different roles, all of which leave a worthy mark on his socialization experience. Therefore, in this process, each person strives to find his place in society and, depending on his performance, achieves one or another position. Socialization is a continuous and multifaceted process. This process is especially intense in childhood and adolescence. The process of socialization of a child, his formation and development as a person, occurs in interaction with the environment. Despite the fact that social adaptation has a continuous nature, it is usually associated with periods of radical changes in the individual's own activities and the social circle surrounding him. The adaptation process takes the form of active influence on the social environment and the passive acceptance of the goals and values in the environment with compromise. Social adaptation is one of the main socio-psychological factors of the socialization of the individual.

The process of social adaptation is associated with the inner world, spirituality and psyche of the individual and has an individual characteristic. That is, for some people, adaptation to the rules of a particular community is easier, while for others this process is somewhat more difficult and slow. This process, on the one hand, is associated with the individual characteristics of the individual, and on the other hand, it is explained by the correspondence of the norms, rules, attitudes and traditions adopted in the community to the inner world and psychological characteristics of the individual. Preschool age is a stage of developing the social space of human relationships through communication with close

adult relatives, as well as through play and lively relationships with peers. The initial stage of socialization in personal development is becoming a member of a team. It is important that team members are able to set high moral standards for themselves. The content of the team's life and activities becomes a personal need for each team member. The process of education in the team should be carried out on the basis of self-education. However, this does not diminish the role and place of the team in the further development of a particular individual. The tasks that are implemented on the basis of adult communication are much more complex and responsible. At this stage, absolutely favorable conditions are created for setting promising, high and complex requirements for the team.

A.S. Makarenko attached great importance to the internal characteristics of the relationships that arise between team members and singled out the following most important features that are formed in the team:

1) Understanding one's own worth based on pride in one's team.
2) Friendly unity established in each member of the team.
3) Activity leading to educated, productive action.
4) Managing emotions and practicing communication etiquette.

These ideas, emphasized by an experienced pedagogical scientist, are of great importance in the organized communication of the educator with the children's team and in the selection of requirements for children. The following criteria for socio-psychological adaptation can be distinguished.

The indicator can be divided into two criteria: objective and subjective. The first group includes indicators that indicate the student's achievements in work, the fulfillment of set tasks and requirements, as well as his position in the team and its status. Subjective criteria include interest in his work and the desire for constant development, as well as constructive cooperation with other people and the presence of decent self-esteem.

In conclusion, I can say that social and psychological adaptation in the modern world is a complex education that takes into account individual personality traits and position in society.

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SCIENTIFIC-THEORETICAL-METHODOLOGICAL BASES OF THE USE OF MODERN PEDAGOGICAL TECHNOLOGIES IN EDUCATION

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A B S T R A C T

The scientific-theoretical-scientific basis for the use of modern pedagogical technologies in education, information and communication technologies (ICT), modern pedagogical technologies in education, the introduction of modern pedagogical technologies in education creates unique opportunities, and a number of problems are discussed.

K E Y W O R D S

Blended learning, mixed learning, gamification, personalization, active learning, personal safety, privacy issues.

INTRODUCTION

Modern pedagogical technologies in education are a set of various methodological and technological tools designed to make the educational process effective, interactive and interesting for students. These technologies include new approaches, innovative tools and methods in teaching, learning and information delivery. Let's consider some of the following modern pedagogical technologies:

1. Information and Communication Technologies (ICT) - involves the use of computers, the Internet, multimedia, and interactive learning platforms in the teaching and learning process. There are many online resources and interactive programs for teachers and students.

2. Blended learning - combines traditional and online forms of learning. In this model, students receive learning materials online, but classes are also held face-to-face.

3. Flipped classroom - the model encourages students to study new materials before class (online videos, articles), and during class the teacher analyzes and discusses the material with students.

4. Virtual and augmented reality (VR and AR) technologies allow students to learn in a virtual environment, separating them from the real world. This provides a high level of interactivity in education.

5. Gamification - Enriching the learning process with game elements (e.g. rewards, grades, achievements). This motivates students and makes the learning process more interesting.

6. Mobile learning (m-learning) - Learning via mobile devices, which allows students to access lessons or materials from anywhere and at any time**.**

7. Collaborative learning - In this method, students work together, share ideas, and solve problems. Technology facilitates communication and collaboration between students in this process.

8. Big Data and Learning Analytics - Using big data to analyze and improve the learning process. Teachers optimize teaching methods by observing student activity and analyzing learning outcomes.

9. Personalization - Using a personalized approach to teaching, creating individual learning materials and methods for each student. With this method, each student can choose their own learning pace and style.

Modern pedagogical technologies in education mean the use of various new methods and tools to make the educational process effective and interesting. Their main goal is to ensure the active participation of students, develop independent thinking of students, improve the quality of education and train qualified specialists who meet the requirements of the time. Below we will consider some modern pedagogical technologies:

1. Human-centered pedagogy - In this method, the teacher organizes the educational process taking into account the needs, interests, and individual characteristics of the student. The student is involved in learning in accordance with his abilities and interests.

2. Active teaching methods - Modern pedagogical technologies provide teachers with methods that ensure active participation of students.

• Active Learning: Students engage in problem-solving, brainstorming, group work, and hands-on activities.

• Cooperative Learning: Students collaborate and solve problems together, thereby sharing knowledge and developing collective thinking.

3. Use of technological tools

• Interactive whiteboards: Modern technological tools are used to increase interaction between teachers and students.

• Virtual and augmented reality (AR/VR): Students learn to read and learn interactively in a virtual environment. This makes the learning process interesting and effective.

• Educational platforms: Students will have the opportunity to receive distance learning through online educational platforms. This technology makes the education system more flexible, especially during the pandemic.

4. Flip learning – In flip learning, students access online materials (video lessons, articles, and other materials) to teach the lesson at their own pace. During the lesson, students discuss, practice, and work individually with the teacher.

5. Gamification is the use of game elements (points, levels, prizes) to motivate students and engage them more actively in the learning process. This makes the learning process interesting and unique for students.

6. Software and mobile applications - Through mobile applications, students can assess their knowledge, take tests and take interactive exercises. This, in turn, develops students' independent learning skills..

7. Personalization (Personalized Learning) - Personalization refers to developing teaching approaches that are tailored to the unique learning rhythms and needs of students. The teacher analyzes the knowledge level of each student and provides individually tailored lessons and materials.

The introduction of modern pedagogical technologies in education, while creating unique opportunities, also poses a number of problems. Below, we will consider the main problems in the use of modern pedagogical technologies in the educational process:

1. Lack of technological resources - The technological tools necessary for the effective use of modern pedagogical technologies, namely computers, interactive whiteboards, Internet access and other electronic devices, are not available in every educational institution. Especially in schools in remote areas, these resources can be very limited. This becomes a major obstacle to making education competitive and modern.

2. Technological incompetence of teachers - Many teachers are not ready to use modern pedagogical technologies. This is due to the low level of teachers' skills in working with technology or the lack of time and opportunities to learn them. Also, the process of teaching new technologies often requires additional resources and time.

3. Resistance to new technologies - Many teachers and education systems have a conservative view of new technologies. They rely more on traditional teaching methods and are afraid to fully implement technologies. This, in turn, limits the widespread use of modern pedagogical technologies.

4. Limited access to the Internet and technology - Many educational institutions, especially in rural areas, have serious problems with internet connectivity and the effective use of technology. Low internet speeds and limited access to computers or mobile devices by students hinder the effective implementation of the educational process.

5. Implementation of personalized learning - Modern pedagogical technologies provide for the personalization of education, that is, teaching according to the individual needs and abilities of each student. However, to implement such an approach, teachers need more time and resources, which often leads to difficulties in implementation.

6. Managing student motivation - Teaching with modern technologies can ensure that students are active and engaged, but for some students, these new methods may not be interesting or may be

difficult to learn. Creating motivation to learn new technologies and maintaining students' interest in learning can also be a challenge in itself.

7. High costs for students and teachers - The implementation of modern pedagogical technologies requires high financial costs. Costs such as installing new technologies in educational institutions, purchasing software, and training teachers often become a huge burden on the budget of the education system.

8. **Difficulties in assessing the quality and effectiveness of the educational process** - Assessing the effectiveness of the use of new technologies can cause difficulties in traditional assessment systems. New methods and criteria are required to measure student knowledge. At the same time, technologies create uncertainty in measuring the quality and effectiveness of learning compared to traditional assessment methods.

9. Personal security and privacy issues - Learning through modern technology, especially the use of the internet and online platforms, can put students' personal information at risk. Ensuring students' online safety and protecting their information becomes a key task for educational institutions.

10. **Curriculum flexibility -** The use of modern technologies sometimes requires changes to the traditional structure of the curriculum. This can be inconvenient for teachers, as well as making it difficult to train students in the new system and convey new methodologies to them.

Conclusion

Modern pedagogical technologies help make the educational process more effective, interesting and interactive. These technologies allow teachers to choose teaching methods that suit the needs of students and implement learning more deeply.

Modern pedagogical technologies bring education to a new level. They help students develop their knowledge in a more complete form, increase motivation and more actively involve them in the educational process. They also provide teachers with convenient and effective tools for managing the educational process.

Although problems with the use of modern pedagogical technologies in education exist in many education systems, their correct and effective implementation can significantly improve the quality of education. To solve these problems, educational institutions, teachers and the government must jointly mobilize resources to integrate technologies and organize high-quality education for students.

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SCIENTIFIC AND THEORETICAL BASIS FOR THE DEVELOPMENT OF STUDENTS' LINGUOMETHODOLOGICAL THINKING BASED ON THE PRINCIPLES OF AN INTEGRATIVE APPROACH

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A B S T R A C T

The article examines the possibilities of developing students' linguistic and methodological thinking based on the principles of an integrative approach, principles of an integrative approach, linguistic and methodological thinking.

K E Y W O R D S

Principles of an integrative approach, linguistic and methodological thinking, critical thinking, cross-cultural approach, multidisciplinarity.

INTRODUCTION

The development of students' linguistic and methodological thinking based on the principles of an integrative approach is one of the pressing problems of our time. This topic is aimed at making the process of learning a language simpler and more effective for students, and is based on several approaches and principles.

1. Principles of an integrative approach

The integrative approach is based on the coordinated and complementary use of various methods and approaches in language learning and methodological pedagogy. When studying this approach, it is necessary to pay attention to the following principles:

Principle of joint development: An integrative approach to language learning involves the integration of different disciplines (linguistics, methodology, psychology, sociology) to help students understand not only the grammar of the language, but also its social and cultural context.

Another important principle is a systematic approach: According to this principle, it is necessary to study all stages of language acquisition in a systematic way. In this case, all language learning processes (speaking, listening, writing, fluency) should be interconnected and develop together.

2. Linguistic-methodical thinking

Linguistic-methodical thinking is a student's deep theoretical and practical thinking about learning and using a language. It is aimed not only at teaching the language, but also at mastering it, shaping students' attitudes towards the language and methodologically improving them based on didactic approaches. This thinking includes the following aspects:

The relationship between language and methodology: When learning a language, students should not only master the structure of the language, but also know the methodological approaches. This will help them effectively master the language and apply it in practice.

Critical thinking: The student must critically evaluate their acquired language skills and strive to solve problems independently. This process leads them to actively participate not only in the theoretical aspects of language organization, but also in the practice.

3. Putting the integrative approach into practice

The application of an integrative approach in practice plays an important role in developing students' linguistic and methodological thinking. The following methods and approaches can be used:

Interactive methods: Using group work, discussions, role-playing, and other interactive methods allows students to learn the language in practice.

Cross-cultural approach: Students can learn about other cultures while learning a language and thus understand the cultural context of the language.

Use of technology: Language learning can be made more effective and interesting through modern technologies, such as online platforms, mobile applications, and other digital tools.

4. Developing effective learning strategies for students

Using the principles of an integrative approach, the following strategies can be developed to develop students' linguistic and methodological thinking:

Exercises aimed at developing thinking Exercises designed to stimulate students' thinking in learning the language and methodology.

Project-based learning: Students independently develop projects in language organization and put them into practice by solving problems together with a team.

Integrative approach — It is a systematic and comprehensive approach that ensures the interconnection of various aspects and elements in educational, scientific and practical fields. The aim of the integrative approach is to facilitate the achievement of common goals by integrating different fields of knowledge. The essence of this approach is aimed at ensuring that various scientific and practical processes work in an interconnected and complementary manner.

Basic principles of an integrative approach

1. **Systemic approach:** The most basic principle of the integrative approach is the systemic approach. According to this principle, all processes and elements should be interconnected and coordinated. If a

single process or component is studied in isolation, it will be difficult to fully understand its impact and significance. Therefore, all elements should be studied as a whole.

2. Multi-disciplinary: An integrative approach requires the integration of several disciplines, knowledge, and methods at the same time. For example, in the process of language learning, it is necessary to take into account not only the grammatical aspects of the language, but also cultural, social, and psychological factors.

3. Interrelationship: It is important to consider the relationship of each subject or area of study with other subjects. As a result, the student will not only gain knowledge in one area, but also expand his interests and skills.

Practical orientation: An integrative approach allows for the application of theoretical knowledge to practical activities. According to this principle, the knowledge learned should be applied in real life by the student or researcher.

The importance of an integrative approach in education

An integrative approach provides the following important aspects in the educational process:

• • **Multidimensional learning:** Through an integrative approach, students learn multiple areas of knowledge at the same time. For example, when learning a language, it is important to consider not only grammar, but also its cultural, social, and contextual aspects**.**

• **Deepening understanding:** An integrative approach strengthens the connection between concepts and knowledge in the process of language learning. This helps students better understand and fully absorb the material being studied.

• **Integration of practical and theoretical knowledge:** An integrative approach encourages the application of theoretical knowledge in practical activities. For example, in linguo-methodological thinking, language learning and its practical use become complementary processes.

Applying the integrative approach in practice

1. **1. In education:** An integrative approach helps students learn and teach more effectively in educational processes. In this case, the student not only acquires knowledge, but also learns to apply what he has learned in real life. For example, in language learning, attention is paid not only to grammar, but also to the development of vocabulary, phonetics, and practical language skills.

2. In research: The integrative approach is also used in scientific research, as it allows for the study of the relationship and interaction between different disciplines. This approach ensures that scientific research is broader and deeper.

3. In vocational education: The integrative approach is also useful in vocational education, as it teaches students to apply theoretical knowledge in practice. For example, in the process of learning a language, the student also delve deeper into its cultural and social aspects**.**

An integrative approach (or integrative approach) is a method based on the integration of different disciplines, methodologies, and approaches, aimed at solving complex problems by harmonizing them with each other. The main principles of the integrative approach are as follows:

1. **Multidimensionality –** This principle implies the integration of different fields and directions. For example, it is necessary to understand a person not only biologically or psychologically, but also taking into account social and cultural factors.
2. **Equality and mutual respect –** In an integrative approach, each field, method or approach is equal and worthy of respect. The purpose of this principle is to recognize the uniqueness and advantages of each science or methodology.
3. **High-level integration –** This principle involves in-depth analysis and identification of interconnections when integrating several approaches. It is necessary to take into account not only the external compatibility of the approaches, but also their internal connections and interdependence**.**
4. **Openness and flexibility –** An integrative approach means being open to new ideas, methods and approaches. It is also emphasized that the approach can be flexibly changed as problems and situations change.
5. **Acceptance of the person as a whole –** An integrative approach considers the person not only as their mental or spiritual state, but also as their social and cultural life, and their interactions with the external environment.
6. **Holistic approach –** It is necessary to see the problem or system as a whole, not just as its individual parts, but as their interactions and as a whole system.

The integrative approach is used in many fields, such as education, psychology, medicine, social work, etc. The main goal of this approach is the process of combining different knowledge and methods to achieve comprehensive and deeper solutions.

The integrative approach mainly ensures the coordinated application and practice of various knowledge and methods. Through this approach, students' knowledge and skills are further expanded, and their success in language learning is higher. The integrative approach in pedagogy creates opportunities for students not only to learn knowledge, but also to use it effectively.

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DEVELOPMENT OF LOGICAL COMPETENCES OF FUTURE PRIMARY SCHOOL TEACHERSDEVELOPMENT OF ELECTRONIC METHODOLOGICAL SUPPORT

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A B S T R A C T

This article is based on a creative approachdevelopment of logical competencies of future primary school teachersImproving electronic methodological supportThe methodology and, as a consequence, effective methods for developing logical competencies of future primary school teachers are described.

K E Y W O R D S

Creative, cognitive, logical competence, logical thinking, development, professional staff, ability to think, creativity.

INTRODUCTION

Todaydevelopment of logical competencies of future primary school teachersThe main goal is to form from the young generation comprehensively developed individuals, necessary for the development of our society. A mature person embodies spiritual and physical maturity.Development of logical competencies of future primary school teachersIn this case, the key role is played primarily by oral folklore, folk tales, stories, legends, books reflecting visual expression. In addition, the program will be guided by the legacy of Eastern thinkers, poems and ghazals, examples of artistic creativity. If we turn to the socio-political, philosophical and educational views of such scholars as Ahmad Yasawi, Bahauddin Naqshbandi, Al-Bukhari, Abu Rayhan Beruni, Abu Ali ibn Sina, Muhammad al-Khwarizmi, Abulkasim Firdausi, Amur Temur, Alisher Navoi and Zakhiriddin Muhammad Babur,development of logical competencies of future primary school teachersThe work becomes more perfect[1].

Literature Review

For example, in the work of J. Raven, published in 2002: "competence consists of a large number of competencies, many of which are independent of each other. Some competencies relate more to the cognitive sphere, while others to the emotional sphere. These competencies effectively manage themselves and complement each other."[1] put forward the idea. Competency-based education is a topic that today causes various conflicts, contradictions and different opinions due to its insufficient scientific and methodological development. At present, a stable definition of competence has not been

[1]4R Aven, J. Competence in modern society: identification, development and implementation [Text] - Moscow: Cogito Center, 2002. – 150 p. . – With . 18-27-28

developed. The terms "competence" and "competency-oriented" are interpreted differently. Including D.N. Ushakov"The Great Explanatory Dictionary of the Modern Russian Language"The dictionary defines competence as follows: “competence is the range of authority, the range of issues acquired through the knowledge and experience of a given person,” that is, the totality of knowledge that a person can reason about and possesses in a particular field of activity.[2]In the dictionary of foreign languages, competence is defined as "the presence of knowledge that allows one to express an authoritative opinion about something and to conduct a discussion." The explanatory dictionary of foreign words gives a different definition of competence: "competence is awareness in a certain area of knowledge within the framework of certain issues", "competent is a state of awareness in a certain area, possession of awareness, that is, competence."[3].

According to M.M. Vakhobov, “education based on a competency-based approach is education aimed at developing students’ competencies for the practical application of acquired knowledge, skills, abilities and competencies in personal, professional and social activities”.

According to B.K. Khodjaev, “competence serves to integrate the student’s efforts towards self-development and mastering new personal experience.”

N.A. Muslimov [12] emphasizes that competence is not the acquisition of individual knowledge and skills, but the mastery of integrative knowledge and actions in each independent area.

- Research Methodology

The term “competence” was first mentioned in scientific literature in the 1950s and 1960s. American scientist N. Chomsky in his works “Syntactic Structures” and “Aspects of the Theory of Syntax” interpreted competence as a person’s ability to perform some activity [2].

In the scientific literature there are different views on the definition of the concept of "competence" and the term "competence". F. Delamar and J. Winterton describe competence as standard behavior, behavior required by a certain activity, and competence as the degree of compliance with this requirement, that is, the final result of demonstrating competence [1

This innovative environment includes a set of standard and non-standard educational and test tasks that reveal the level of development of the natural-scientific worldview of students in higher mathematics and the possibility of determining the effectiveness of this process. In the course of our research, the following methodological system for organizing independent studies in physics for undergraduate students was developed (see Table 1):

[1]5Ushakov D. N. Big reasonable dictionary modern Russian language / - M.: Alpha print, 2008. - 1239 With. -755- b .

[3] Shaposhnikov, K. V. Contextual approach in the process of formation of professional competence of future linguists-translators: author's abstract. diss. ... candy. ped. science / – Yoshkar-Ola, 2006. – 26 p.

Table 1

Methodological system for organizing independent work of students

No.	Components of the methodological system	Specific provisions of this component
1	Paradigm of the educational process	Principles of student-centered learning, differentiated learning, personal, competency-based approach
2	Identical goals	The tasks of independent work of students in physics include the development, monitoring and evaluation of learning objectives based on Bloom's taxonomy.
3	Didactic principles	Theory, Science, coherence, systematicity, unity of practice, logical sequence, consistency.
4	Educational content	Practical skills, experimental skills, theoretical knowledge, basic and physical competencies in the subject of mathematics
5	Learning tools	Natural-visual, hypermedia education, verbal exhibition tools and information
6	Learning technologies	problem-oriented, reproductive, partially research, independent work, assessment technologies
7	Forms of training	Lessons, extracurricular activities, laboratory work, practical work, excursions, physics workshop, extracurricular activities
8	Innovative educational technologies	Small group and pair work, collaborative integrative learning, problem-based learning and design technologies

The formation of educational tasks (tests, questions, laboratory tasks, a set of exercises for independent completion) presupposes the acquisition by students of a certain level of practical skills, theoretical knowledge and experimental qualifications, ensuring their independence in acquiring knowledge[2].

Thus, it can be said that the integration of information technologies in education allows for an individual approach to students and thus promotes differentiation of learning, and the integration of information technologies in the natural sciences in general and in higher mathematics in particular makes the learning process more effective.

- Analysis and results. The purpose of using research and creative project assignments is to prepare teachers for innovative activities by developing their intellectual, creative, research abilities and professional competencies. The use of research and creative project assignments in the process of advanced training gives students the opportunity to regularly and fully participate in classes, independently work with information sources, organize their activities based on an innovative approach, and develop a desire and interest in mastering educational material[3].

Research and creative project assignments form and develop the following competencies in students: Research competence: searching for information, its evaluation, analysis, comparison, establishing relationships between phenomena and conducting intellectual research;

professional competence: mastery of the methodology for the effective use of innovative technologies in the educational process when carrying out pedagogical activities;
communicative competence: expressing one's opinion, giving a presentation, proving, listening to the opinions of others, analyzing and responding;
social competence: teamwork, organization of joint activities, work in small groups (see Figure 1).

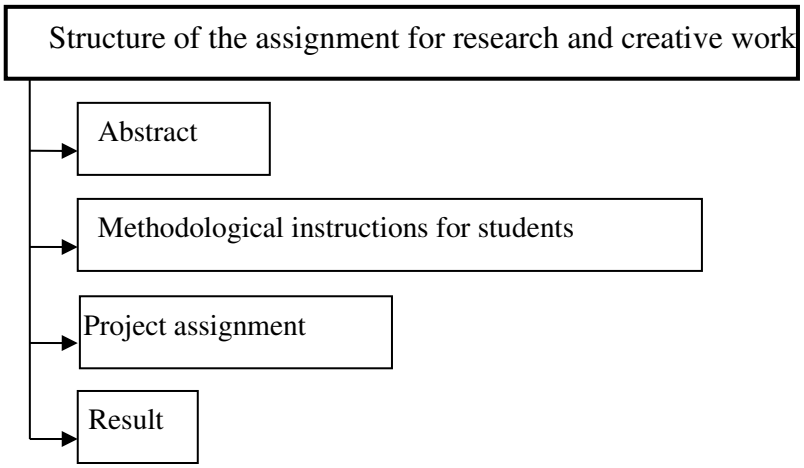

Figure 1. Structure of the assignment for completing a research and creative project

The system of research and creative project assignments should include assignments of various types, volumes and complexity, allowing students to acquire new knowledge and skills in a certain area, as well as theoretical information. It is important that research and creative project assignments are focused on independent learning and practical application of the acquired knowledge[4]. This will activate the pedagogical activity of students and, in turn, will improve the quality and efficiency of the process of advanced training.
Particular attention should be paid to the last parameter – "efficiency", which is measured through motivational, educational, cognitive and other criteria, which, in turn, are measured by the following indicators:
motivational criterion (stable cognitive motives, extracurricular and academic cognitive interests, conscious professional interests related to cognitive interests; value of knowledge);
"intellectual and cognitive criteria (independently set goals and objectives; make assumptions about the connections and patterns of one's actions when designing the possibility of independent learning; form conclusions based on reasoning; possess logical thought processes; use various methods of cognition; gradually introduce thinking techniques)" [5].
"information and communication" criterion (own capabilities and education) realizing the possibilities of space to be; speech words build; information work with);
emotional-volitional and regulatory criteria (from the conditions of organizing training) satisfaction, relationship satisfaction, enough positive self-esteem and level of assertiveness, with training related feelings, independent educational opportunities Cognitive reflection of actions to solve design problems, general anxiety level, personal learning The fact that he chose his own actions responsibility for the process and results control do);
in the learning process student subjectivity criteria (goals and ways to achieve them) when determining initiative, independence the desire for knowledge, the development of one's own

personality importance and significance, independent experience in design, research, business management [13]experience)" (see Figure 2):.

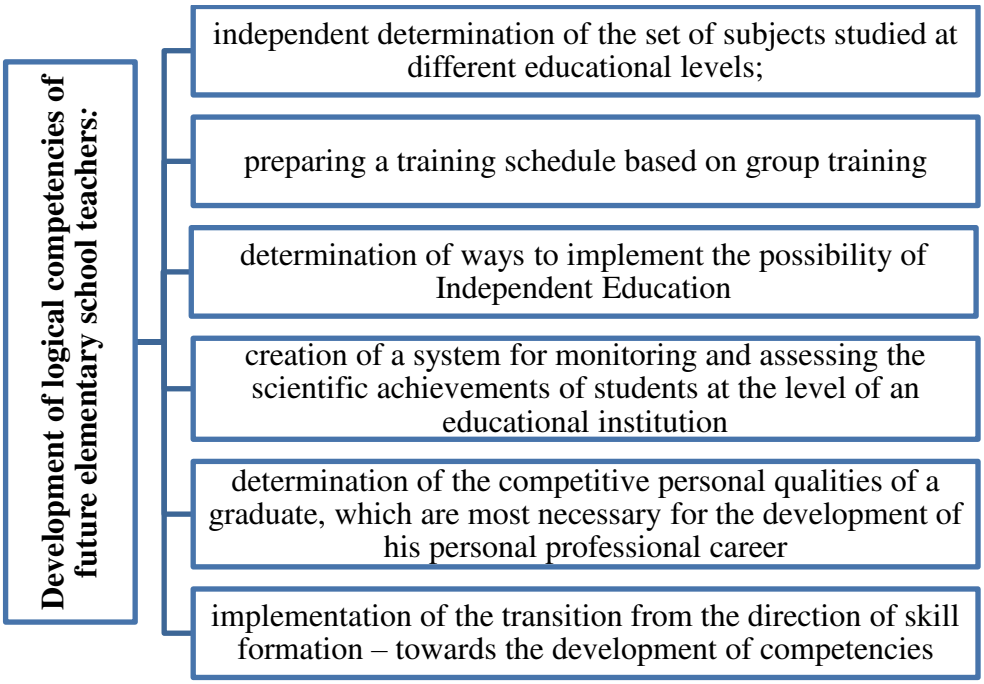

Figure 2. BDevelopment of logical competencies of future primary school teachers

Enhanced by us Self-paced learning model functionality opportunity to get education within the framework The following factors influence the effectiveness of training using the credit-modular system:

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COORDINATED POLYMERS: SYNTHESIS, STRUCTURE PROPERTIES AND POTENTIAL APPLICATIONS

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A B S T R A C T

This article covers the issues of synthesis of coordinated polymers, their structural properties and potential applications. During the study, types of structure of metal-ligand-based coordinated polymers, their physicochemical properties and functional capabilities were analyzed in depth. Solvothermal, gel reactions and modular approaches were used as synthesis methods. The resulting polymers were analyzed by X-ray diffraction, FTIR spectroscopy, thermal analysis, and BET surface measurements. The results of the structural analysis showed that the coordinated polymers exhibited microporous and nano-sized structure. The possibility of using polymers in gas storage, catalysis and drug transportation were also experimentally evaluated. The results of the study show that coordinated polymers are recognized as promising materials in modern materials science and industrial chemistry.

K E Y W O R D S

Coordinated polymers, metal-ligand bonds, microporous structure, spectroscopic analysis, catalytic activity, gas storage, drug transport, materials science.

INTRODUCTION

As a result of the accelerated development of science and technology in recent years, the need to develop new generation materials is becoming more and more intense. In particular, such factors as environmental problems, stability of energy supply, efficiency of industrial processes increase the demand for modern materials. Among such materials, coordinated polymers (or metal-organic carcasses – MOF) are considered one of the relevant directions for modern materials science and chemical technologies [1]. Coordinated polymers are porous, crystalline structures formed by the coordinated bonds formed between metal ions and organic ligands, and their distinctive features are determined by high surface area, banded structural geometry, possibility of functional modification, and environmental safety [2]. Such structural properties allow for wide application of these materials in gas storage, separation, selective catalysis, drug transportation, ion exchange, and sensor technologies. MOFs have been widely recognized as functional materials due to their high degree of flexibility, interatomic spatial arrangement, and the possibility of easy structural modification. The specificity of coordinated polymers lies in the ability to precisely control the structure and properties by adjusting their components – i.e., metal centers and ligands. Each metal ion can form a different coordinate geometric configuration, which ultimately serves to determine the structure-specific relationship [3]. The electron density of the ligands, oxygen or nitrogen donors, their position, and

steric effect are decisive factors in the structural approach. Also, structural compatibility, coordination symmetry and the degree of porosity are among the most important parameters determining their physicochemical functions. Another important point is that the synthesis processes of these materials are driven by various technological approaches – solvothermal, gel phase, diffusion crystallization or mechanosynthesis techniques have significant influence on polymer bonding and structural stability. Therefore, the synthesis of coordinated polymer structure under control is one of the important issues both from a practical and scientific point of view.

Nowadays, these materials are widely used in various scientific and industrial projects on a global scale. For example, MOFs play an important role in the development of high-density storage of hydrogen and carbon(IV)-oxide gases, filtration of toxic gases, and separation systems based on ion selectivity [4]. Moreover, these materials are widely used for the transport of bioactive substances, activation of catalytic reactions, and nanostructured drug delivery systems. Meanwhile, MOFs are being evaluated as alternative materials replacing metal catalysts. The level of porosity and superficial activity in the structure of MOFs makes them highly efficient molecular filters. The properties of polymers are particularly related to their electronic structure, sorption capacity and ion exchange potential. The structures created by the use of coordinated polymers serve to transport medicines in medicine, develop biocomposite nanomaterials, and improve pharmaceutical efficiency. The structure and functional properties of these materials are studied in depth using modern instrumental analysis methods such as FTIR, UV-Vis, X-ray diffraction, BET surface measurement, TG / DSC thermal analysis [5]. At the same time, thanks to these techniques, the porosity level, surface area, adsorption-desorption kinetics of MOFs are determined, which serves to increase the efficiency of their practical application. This article systematically covers the scientific foundations of the synthesis of coordinated polymers, their structural features and practical application. The purpose of the article is to study in depth the properties of modern materials synthesized on the basis of coordinates links, to identify their structural relationship and to assess the possibilities of their widespread application in the field of energy, pharmaceuticals and environmental protection [6].

METHODOLOGY AND LITERATURE REVIEW

Various methods and scientific approaches are used to define the synthesis of coordinated polymers and their physicochemical properties. In the synthesis of these materials, the focus is focused on the formation of structures enriched with their porosity, crystallinity properties and functional groups. During synthesis, techniques such as solvothermal, gel-phase, diffusion crystallization and mechanosynthesis are widely used. In the solvothermal method, the reaction components react at high temperature and pressure in a closed vessel, which ensures a higher crystallinity level of the product and a better structure order [1]. In the gel-phase method, however, a slow reaction occurs, which allows to control the synthesis process, i.e. to precisely organize the bonding steps between ions and ligands. The diffusion crystallization technique promotes a spatial growth between polymers. Hereby, through a slow change of concentration of solvents, the products are gradually formed in crystal form. Mechanosynthesis techniques, on the other hand, have become environmentally and economically advantageous in recent years and are based on the implementation of solvent-free synthesis by inter-friction of solids [2].

Modern instrumental analysis methods are applied to study structure and physicochemical properties of coordinated polymers. Using Fourier-transform infrared (FTIR) spectroscopy, the vibrational

frequencies of metal-ligand bonds are determined, indicating the presence and strength of the bonds. And through ultraviolet-visible (UV-Vis) spectroscopy, the electron transitions between the ligands and the metal center are detected. This analysis helps to determine the structure structure by giving electronic spectra specific to the coordination environment of complexes [3]. X-ray diffraction (XRD) method is a key tool for the spatial analysis of crystalline structures. By this method, phase dimensions of crystals, geometry, elementary cell parameters, symmetry and order order in the structure are determined. Also, by the thermal analysis method – TG/DSC – thermal-stability and the temperature of step-by-step decomposition of materials is measured. These analyses play an important role for evaluating the degree of practical suitability of the synthesized coordinated polymers. Another important method of analysis is the Brunauer-Emmett-Teller (BET) method, which provides accurate information about the surface area and porosity structure of polymers [4]. Especially, by evaluating the adsorption-desorption isotherms, the possibility of a material to act as a molecular filter is analyzed. The BET method is widely used in the evaluation of sorbent quality materials, since surface area, microporosity level and gas conductivity properties determine sorption effectiveness.

According to the literature analysis, the physicochemical properties of coordinated polymers directly depend on their structural parameters. Many scientific studies show that the tensile state of the metal center, the electrodonor property of the ligands, and the coordinating geometry have direct influence on the selectivity, stability and reactivity of a polymer [5]. For instance, complexes formed with high stress metal ions are often more stable and catalytically active. And the donor atoms of the ligands determine the reactivity of the metal ion. And by means of structural modifications, materials with new physicochemical properties can be obtained. In some cases, the ligand exchange kinetics also have influence on the reaction mechanisms. Therefore, the scientific basis of the method used in the process of synthesis, its impact on the resultive structure and the potential for its application should be thoroughly analyzed.

The methodological approaches and literature analysis described in this section constitute the main scientific basis of the article. Studies show that in order to create highly efficient coordinated polymers, it is necessary to optimize the synthesis conditions and carefully choose the analysis methods. This will not only expand the theoretical base of knowledge, but also allow applying it in practice. The widespread application of polymers in the fields of materials science, environmental protection, energy systems and biopharma shows their scientific value and promising [6].

RESULTS AND DISCUSSION

As a result of the researches, the synthesis of coordinated polymers was successfully carried out and their physical and chemical properties on the basis of modern instrumental methods were thoroughly investigated. The samples synthesized on basis of solvothermal and gel-phase techniques were distinguished by high crystallinity, structured order, and porosity parameters. FTIR spectroscopy analyses showed the formation of metal-ligand bonds in the synthesized polymers. In particular, ligand-specific functional groups (–NH2, –COO–, –OH) proved that the oscillation lines are intensified and their displacement occurs in coordination with metal ions. In the UV-Vis spectra, ligand–metal transitions and d–D transitions were clearly observed, confirming the optical activity of the polymers.

The XRD analysis results showed that the coordinated polymers produced highly spatial-ordered, crystalline structures, which had direct influence on their porosity and selectivity properties. The X-

ray diffraction diagrams contain key peaks, which indicate the symmetrical spatial organization of the coordinate frameworks. TG/DSC analyses revealed that samples have had high thermal stability in the range between 300–450°C. These results confirm the temperature tolerance of coordinated polymers and the possibility of their application in industrial conditions.

The results of the BET surface measurements proved the presence of a large surface area in the synthesized samples. The resulting polymers have a surface area in the range of 800–1200 m²/g, which makes it possible to use them as high-performance sorbents or as catalysts. Adsorption-desorption isotherms have demonstrated the presence of microporous and mesogporous structures, which plays an important role in gas storage and separation processes.

The table below summarizes the basic physicochemical properties of the synthesized coordinate polymers:

Table 1. Physicochemical parameters of coordinated polymers

Pattern	Crystallity Degree	FTIR tebranish (sm^{-1})	PAGE surface (m^2/g)	Thermal stability (°C)
KP-1	High	1650, 1380	1180	420
KP-2	Average	1610, 1400	940	390
KP-3	High	1640, 1360	1250	450

The experimental results show that the properties of the coordinated polymers vary depending on the synthesis method, the ligand nature and the valent state of the metal ion. Structures with a high degree of crystallinity showed large surface area and superior thermal stability. Also, the electron density and position of the ligands were significantly influenced by the sorption and catalytic activity of polymers. These conclusions indicate the need for ligand selection and optimization of the synthesis parameters in polymer design.

These results confirm the possibility of a real-world application of coordinated polymers. Particularly effective results were observed in gas storage, selective separation, catalysis, and drug transport. Therefore, this type of material is considered as one of the important directions for environmentally friendly technologies.

CONCLUSION

Based on the results of the research, it can be said that coordination polymers are a complex structure of the modern materials science with high practical potential. By optimized approaches of synthesis processes, e.g. by solvothermal and gel-phase techniques, the material obtained by such features as high crystallinity, large surface area and thermal stability. Structure and physicochemical properties of polymers were analyzed in depth by using modern instrumental analysis techniques such as FTIR, UV-Vis, XRD, TG/DSC and BET. According to the results of the study, significant changes were observed in polymer selectivity, sorption efficiency and catalytic activity in relation to the parameters of synthesis.

The general analysis of the results revealed the areas of application of the coordinated polymers. In particular, high efficiency was demonstrated in gas storage and separation, selective catalysis, ion exchange systems and drug transport. During the study, it was proved that it is possible to achieve the targeted physicochemical properties by controlling the structural parameters of polymers. This serves as an important theoretical framework for future scientific research and a practical roadmap for the

design of materials with an industrial focus. The created coordinated polymers form the basis of environmentally friendly technologies and energy-saving processes.

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THE IMPACT OF SPATIAL VISUAL TASKS IN DESCRIPTIVE GEOMETRY ON ARCHITECTURE STUDENTS' PROBLEM-SOLVING ABILITIES

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A B S T R A C T

This article presents a theoretical analysis of how spatial visual tasks in the discipline of Descriptive Geometry influence the problem-solving abilities of architecture students. Drawing on psychological-pedagogical and methodological frameworks, it explores the role of spatial reasoning, graphic cognition, and decision-making processes in architectural education. The research is grounded in the theories of J. Piaget, L. Vygotsky, P. Galperin, and H. Gardner, highlighting the cognitive and pedagogical potential of spatial exercises. The paper theoretically substantiates the effectiveness of Descriptive Geometry as a tool for developing professional competencies and enhancing intellectual performance among architecture students.

K E Y W O R D S

Descriptive Geometry, spatial reasoning, visual tasks, problem-solving, architectural education, graphic cognition, theoretical foundation.

INTRODUCTION

In the context of rapid globalization and the intensification of technological processes in the modern world, the field of architecture and construction is undergoing dynamic transformations influenced by the expansion of information and communication technologies and the emergence of multifaceted approaches to design aesthetics. Under these evolving conditions, it is becoming increasingly essential for students of architecture to develop competencies in spatial thinking, problem-solving, visual perception, and geometric modeling—skills that collectively define their professional aptitude. In particular, the discipline of Descriptive Geometry plays a pivotal role in architectural education as it not only teaches the syntactic foundations of graphic representation but also fosters the ability to analyze positional and metric relationships between objects, comprehend projection laws in depth, and model objects through spatial imagination. At this stage of education, spatial visual tasks—such as analyzing two- and three-dimensional forms, constructing projections, and creating new spatial representations through rotations and transformations—are extensively utilized to prepare students for professional architectural practice. These tasks enable learners to understand the structural composition of objects, recognize their geometric characteristics across various projections, and mentally visualize complex shapes for accurate representation in drawings. Psychological and pedagogical literature highlights that individuals possessing well-developed spatial thinking skills

exhibit superior abilities in resolving complex problems, engaging in creative reasoning, and performing multidimensional analyses. In this regard, spatial exercises in Descriptive Geometry not only promote theoretical understanding but also cultivate practical reasoning and readiness for problem-solving in real-world architectural contexts. The knowledge and competencies acquired through this subject serve as a solid foundation for future architectural design, structural planning, and the development of engineering drawings. Problem-solving ability is recognized as a manifestation of independent thinking, analytical reasoning, the generation of innovative solutions under given constraints, and the exploration of alternative outcomes—all of which are intrinsically linked to spatial cognition and are most effectively developed through spatial visual exercises. Therefore, the selection and methodological organization of such tasks in the teaching of Descriptive Geometry are of critical importance in enhancing educational quality. Exercises involving isometric, dimetric, and trimetric projections, views and sections, revealing internal structures through cuts, constructing images of rotated and tilted shapes, and complex drawings that demonstrate spatial interrelationships between objects—each of these contributes to activating students' intellectual capacities to visually comprehend and solve spatial problems. Furthermore, the integration of modern computer graphics, Computer-Aided Design (CAD) systems, and interactive 3D visualization tools enables students to engage in both two-dimensional and three-dimensional modes of thinking and modeling, thereby necessitating innovations in teaching methodology and the adaptation of tasks to suit individual cognitive development. Recent analyses confirm that investigating the impact of spatial visual tasks on architecture students' problem-solving abilities is a pedagogically and psychologically relevant issue, as the discipline not only nurtures spatial thinking but also forms practical skills essential for resolving real design challenges. Simultaneously, such competencies are integral to fostering students' creative potential, developing unique design strategies, and generating advanced architectural concepts. International educational practices have also underscored the value of integrating Descriptive Geometry with computer graphics in curricula to expand students' modes of thinking. Based on these considerations, the primary aim of this study is to examine, both theoretically and empirically, the extent to which spatial visual tasks employed in the teaching of Descriptive Geometry influence the problem-solving abilities of architecture students, to evaluate their effectiveness within the learning process, and to propose innovative pedagogical approaches for enhancing architectural education through this discipline.

METHODOLOGY AND LITERATURE REVIEW

The methodological foundations of this research are grounded in modern pedagogical and psychological theories, focusing on the development of spatial reasoning, problem-solving abilities, graphic cognition, and visual perception in students through the teaching of Descriptive Geometry. In contemporary interdisciplinary educational discourse, Descriptive Geometry is increasingly conceptualized not merely as a tool for graphic representation but as a discipline encompassing didactic-philosophical, cognitive-analytic, and intellectual-cultural components. Theoretical studies by prominent Uzbek scholars such as Sh. Murodov, L. Hakimov, A. Kholmurzaev, Y. Yuldashev, and S. G'ulomov emphasize the integrative role of Descriptive Geometry in fostering spatial thinking, interdisciplinary understanding, graphical analysis, decision-making, and conceptual modeling skills. Russian researchers such as G. V. Kolmogorov, V. V. Goryainov, A. G. Gusev, and I. A. Knyazev have contributed significant methodological insights into the psychological dimensions of graphic

cognition, highlighting the relationship between spatial visualization and abstract reasoning. These works frame Descriptive Geometry not just as a means of knowledge transmission but as a catalyst for activating logical reasoning, creative imagination, and constructive problem-solving. Psychological frameworks such as J. Piaget's theory of cognitive development stages, L. Vygotsky's sociocultural theory—particularly the concept of the "zone of proximal development"—Bruner's enactive-iconic-symbolic model, and H. Gardner's theory of multiple intelligences provide crucial methodological underpinnings. Vygotsky's theory informs the scaffolding of tasks in Descriptive Geometry by progressively increasing complexity to align with individual cognitive zones, enhancing readiness for spatial problem-solving. Rudolf Arnheim's seminal work "Visual Thinking" (1969) also offers valuable theoretical grounding, portraying visual representation as deeply intertwined with abstract cognition and problem-solving processes. The didactic approach to Descriptive Geometry positions the learner not as a passive recipient but as an active constructor of knowledge, aligned with constructivist, activity-based, and competency-based methodologies. The theory of interdisciplinary integration emphasizes that teaching Descriptive Geometry in conjunction with mathematics, computer science, architectural design, and physics cultivates holistic spatial reasoning and conceptual problem-solving. Supporting analyses from scholars such as T. M. Kravchenko, E. V. Toropova, E. A. Romanova, B. Sultonov, and G. G'oziyev further underscore the value of task-based, cognitively demanding instruction in promoting higher-order thinking. Problem-oriented tasks in Descriptive Geometry—such as deriving a section from a given view, reconstructing a third projection from two, or generating new spatial forms through rotation—activate cognitive mechanisms required for solving graphic-analytical problems. Modern didactic theories also highlight the role of visual tasks in stimulating creative thought, treating each graphic problem as an intellectual space for generating novel solutions. These insights are embedded in the activity-based instructional theory of P. Y. Galperin and N. F. Talyzina, the classification of didactic technologies by G. Selevko and I. Lerner, and S. Arkhangelsky's theory of learner-centered education. The integration of information and communication technologies such as CAD, SketchUp, AutoCAD, Revit, and ArchiCAD has further transformed Descriptive Geometry education, enabling the transition from two-dimensional to three-dimensional modeling and enhancing the cognitive depth of spatial learning. International researchers—including N. H. Soboleva, S. I. Kuznetsov, C. Freksa (Germany), M. Nemirovsky (USA), and A. A. diSessa (Italy)—have also contributed substantially to the theoretical understanding of spatial reasoning, visual modeling, and the pedagogical utility of digital tools in graphical problem-solving. Collectively, these theoretical perspectives affirm that the integration of spatial visual tasks within the framework of Descriptive Geometry has a robust theoretical basis for enhancing architecture students' cognitive capacity, particularly their ability to solve spatial problems. This necessitates continuous research in the field, the modernization of teaching methodologies, the revision of academic curricula, and the strategic integration of innovative technologies to optimize pedagogical effectiveness.

RESULTS AND DISCUSSION

Based on a thorough theoretical investigation, the influence of spatial visual tasks employed in the discipline of Descriptive Geometry on the problem-solving abilities of architecture students is analyzed in light of diverse pedagogical and psychological frameworks. Given the intrinsic nature of Descriptive Geometry, which necessitates spatial reasoning and graphic analysis, such tasks inherently

require students not only to accurately depict geometrical objects but also to mentally rotate, transform, dissect, and reconstruct them through visual modeling. This process cultivates an activity-based cognitive approach, enabling students to theoretically navigate and resolve complex design challenges. According to J. Piaget's theory of cognitive development, engagement with tasks in Descriptive Geometry accelerates the transition from concrete operational to formal operational stages of thought, where abstract reasoning, symbolic representation, and projective logic are enhanced. L. Vygotsky's sociocultural theory, particularly the concept of the zone of proximal development, explains how spatial tasks—when scaffolded by an instructor or more capable peer—stimulate advanced zones of cognitive operation, thereby improving students' preparedness for independent problem-solving. Howard Gardner's theory of multiple intelligences further validates the significance of Descriptive Geometry, highlighting its pivotal role in strengthening visual-spatial intelligence—a core cognitive domain in architectural professions. Theoretical findings suggest that spatial visual exercises directly reinforce students' logical thinking, analytical approaches, spatial modeling capabilities, and capacity to justify project-related decisions. Rudolf Arnheim's seminal work "Visual Thinking" posits that visual imagination is not merely a representational tool but a foundation for high-order problem-solving and abstract thought—a premise that supports the theoretical power of spatial tasks in this discipline. Likewise, the unity of thought and action, as explored in the works of S. L. Rubinstein, B. G. Ananyev, and A. V. Brushlinsky, affirms that performing Descriptive Geometry tasks activates an inseparable link between intellectual processing and practical cognition. The theory of step-by-step mental action formation developed by P. Y. Galperin suggests that when geometric visualization tasks are taught in gradual stages, learners develop perceptual processing mechanisms involving multiple steps—perception, mental reconstruction, planning of graphic operations, cognitive simulation, and analytical reflection. These mechanisms collectively enhance the learner's strategic approach to problem-solving. In the context of problem-based learning theory, as outlined by E. I. Passov and I. L. Lerner, spatial tasks in Descriptive Geometry are characterized as cognitively engaging challenges that ignite intellectual activity and foster intrinsic motivation to seek creative solutions. Each spatial task, in essence, constitutes a graphic problem that develops the learner's ability to conduct visual analysis, reconstruct models, simulate abstract projections, and generate novel conceptual solutions. Constructivist pedagogical theory further emphasizes that a student's success in graphic problem-solving is influenced by prior knowledge, understanding of projection laws, spatial visualization proficiency, and accumulated analytical experience. Hence, spatial tasks integrate diverse knowledge domains and cognitive competencies, demanding a comprehensive and interdisciplinary approach to problem resolution. This complex cognitive engagement prepares students to manage multifaceted problems typical of architectural practice. Theoretically derived results indicate that well-structured, scaffolded spatial tasks foster stable and profound cognitive development in students—enhancing not only their immediate problem-solving capabilities but also long-term skills in graphic reasoning, conceptual modeling, and creative decision-making. Contemporary pedagogical literature increasingly recognizes spatial thinking as a pinnacle of cognitive development, involving integrated processes of perception, attention, memory, logical deduction, and imaginative reasoning. Findings further reveal that the gradual, methodologically informed teaching of spatial tasks significantly contributes to developing the cognitive, professional, and decision-making competencies required of future architects. Consequently, the discipline of

Descriptive Geometry must be re-evaluated not merely as a technical subject, but as a cognitive-pedagogical instrument capable of fostering high-level intellectual growth in architectural education.

CONCLUSION

Based on the comprehensive theoretical analyses and interdisciplinary scientific perspectives presented above, it can be conclusively stated that spatial visual tasks used in the teaching of Descriptive Geometry serve as a crucial methodological tool in the development of architecture students' problem-solving abilities. These tasks significantly enhance students' spatial reasoning, deepen their understanding of projection principles, and foster the ability to independently analyze metric and positional relationships between geometric forms. Furthermore, these exercises activate cognitive mechanisms that enable students to mentally model complex geometrical structures and translate them into meaningful design solutions. Far from being simple drawing exercises, spatial visual tasks in Descriptive Geometry constitute didactic instruments that cultivate deliberate, analytical thinking and equip students to address both theoretical and practical design problems. Drawing from Jean Piaget's theory of intellectual development stages, L. Vygotsky's sociocultural learning theory, Howard Gardner's theory of multiple intelligences, P. Galperin's step-by-step concept formation, and the activity-based cognition frameworks proposed by S. L. Rubinstein and A. V. Brushlinsky, this research confirms that Descriptive Geometry possesses a robust scientific foundation for shaping essential cognitive competencies. Each spatial task can be viewed as a cognitive catalyst that stimulates the learner's problem-solving potential, especially when it involves abstraction, flexible reasoning, mental visualization, and graphical reconstruction. The study also shows that a student's preparedness for decision-making, self-directed reasoning, and capacity to engage in complex visual manipulation is directly influenced by a systematically structured, theoretically grounded Descriptive Geometry curriculum. It was further demonstrated that spatial visual tasks—when designed and delivered in a purposeful, stepwise manner—not only reinforce knowledge of geometrical laws but also develop strategic problem-solving abilities, logical reasoning, and visual-mathematical creativity. Analyzing international educational trends reveals a shift in how Descriptive Geometry is perceived: no longer merely a technical discipline, it is now integrated with digital cognitive tools and viewed as a foundational subject in developing architectural thinking. Accordingly, several methodological conclusions can be drawn from this theoretical research. First, the teaching of spatial visual tasks must be aligned with the cognitive and professional needs of architecture students. Second, the methodological design of these tasks should correspond to the learners' developmental stages in projective cognition and their evolving graphic literacy. Third, tasks must follow a differentiated structure—progressing from simple to complex, from concrete to abstract—while promoting increasing levels of learner autonomy and critical reasoning. Such tasks must include a logically organized internal structure that involves problem identification, hypothesis generation, visual justification, evaluation of alternative solutions, and graphical implementation of the final choice. Fourth, the instructional use of Descriptive Geometry tasks should aim not only to build graphic competence but also to develop broader cognitive capacities including communication, reflection, creativity, and strategic thinking. In summary, the theoretically grounded and methodologically optimized system of spatial visual tasks in Descriptive Geometry should be recognized as one of the most effective didactic and psychological means for advancing architecture

students' ability to solve complex problems and for nurturing the intellectual agility required in professional architectural practice.

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IMPROVING MECHANISMS FOR MANAGING THE QUALITY OF EDUCATION IN GENERAL SECONDARY SCHOOLS

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A B S T R A C T	K E Y W O R D S
This article discusses modern and convenient methods for improving the management of the quality of education in general secondary schools and makes proposals for implementing these mechanisms in practice. It promotes the use of innovative forms and methods of education in the educational process in general secondary schools.	Education, management, leader, mechanism, methodology, institution

INTRODUCTION

Improving effective mechanisms for managing the school education system is the most important condition for raising the spiritual, moral, and intellectual development of the growing younger generation to a qualitatively new level, and also contributes to the use of innovative forms and methods of education in the educational process. At the same time, a critical analysis of the state of affairs in this area revealed several problems and shortcomings in the organization of school education system management, practical coordination of the activities of state general secondary educational institutions (hereinafter referred to as general educational institutions), and financing of measures to improve their material and technical condition.

METHOD

Modern pedagogical science, in addition to striving to study management ideas comprehensively and from different perspectives, develops guidelines for their application in educational practice. Today, in pedagogical science, it is impossible to imagine solving management problems without a systematic approach methodology. The introduction of such an approach serves to prevent random and unexpected situations in management. In the systemic approach, an educational institution is considered as a system, that is, as a complex system operating in the external environment. In this case, it is necessary to imagine the object as a whole, that is, as a whole, according to the content and essence of its connections and means. When studying an educational institution, is divided into several parts with special characteristics, and the characteristics of the connections and interdependence between them are determined since each part contributes to the change of the whole system.

In a broader sense, the systematic approach is the methodological foundation of the theory of scientific knowledge, a science that occupies a position between the methodology of philosophy and the methods of natural scientific research..

The systematic approach as a science does not provide specific new concepts but includes technologies embodied in the study of an object based on such concepts as integrity, generality, universality, and differentiation, that is, integrated technologies of research. In order to further improve the school education system by introducing new management mechanisms and quality standards into the educational process, increasing the prestige of the teaching profession in society, and improving the material and technical condition of general education institutions: The following are identified as the main areas of reform of the school education system. To raise general secondary and extracurricular education to a qualitatively new level, to educate a comprehensively mature generation, to ensure the spiritual, moral, and intellectual development of students; To strengthen the coordinating role and responsibility of the Ministry of School and Preschool Education of the Republic of Uzbekistan (hereinafter referred to as the Ministry) in implementing a unified state policy in this area, as well as to clearly define and regulate the tasks, functions and powers of ministries, departments, and local executive authorities in this area;

To introduce modern principles of personnel policy formation in the public education system through the implementation of advanced and transparent organizational and legal mechanisms for the selection, training, retraining, and advanced training of management and teaching staff; To improve material incentives and social protection of employees of public education institutions, to create appropriate conditions for their effective work; Further develop the network of legal entities engaged in activities related to the provision of non-governmental services in the field of general secondary and extracurricular education (hereinafter referred to as non-governmental general educational organizations) by creating the necessary organizational, legal, technical, and economic conditions, and effectively introduce various forms of public-private partnership in this area; Introduce advanced foreign experience into the school education system, modern pedagogical technologies, including innovative teaching methods, into the educational process, create a new generation of educational and methodological literature, carry out fundamental and applied scientific research; Widely introduce modern information and communication technologies into the management system of public education institutions, achieve transparent and effective public control, including ensuring the connection of all institutions to telecommunication networks, create a source of information accessible to all, and introduce an electronic rating system for assessing their activities; First of all, it is necessary to distinguish the levels of the educational process, and then determine the management features of each of them.

In general, to manage the educational process, it is necessary to use the full management cycle: obtaining information about its results, analyzing it, identifying problems and formulating goals for the further development of the educational process, planning to achieve them, organizing themselves and students (and in general at school - the entire school community) to implement the plan, monitoring the results, based on the analysis, both the process itself and its management should be regulated. To determine the essence of educational management, it is necessary to identify the initial unit of analysis of the management process, which combines all aspects of management. Such a unit is called a management situation.

From the point of view of pedagogy, it can be called an educational-pedagogical situation. The educational-pedagogical situation combines a set of conditions in which the teacher and the student actively participate as subjects of pedagogical educational activity. These conditions and a set of conditions constitute a real environment (educational and educational situation), in which decisions are

made about how to influence the student to facilitate his transition from the initial state to a qualitatively new one.Decision-making is related to the purpose of management activities and is aimed at eliminating any contradictions and solving problems. In addition, special attention should be paid to the activities of leaders in schools. The main task of the management of educational institutions is to create the necessary conditions in the team to achieve positive results in organizing the educational process, to prepare competitive graduates, and to develop a holistic education system. Based on this, if we consider the school and the educational process as a whole system, interconnected, their management should also be systematic. We can see the content and essence of the systemic approach to analyzing the specific characteristics of educational institutions based on the following principles: Goal-orientedness of the activities of subjects; Complexity - the fact that the object is a complex of interconnected constituent parts; Integrativeness - the mutual unity of internal and external factors serving movement and development; Interdependence - the existence of the object as a separate system and as a constituent part of a higher-order integrated system; Communicativeness - the fact that it has the properties of interaction with the external environment and other systems; As a systemic object of management activity, an educational institution has the following specific features: integrative qualities, none of the constituent parts taken separately have such qualities; constituent components, which are organizational parts of the school; structure - these are the established connections and relationships between the constituent parts; functional characteristics of the system and its individual components;

Based on the above understanding of the essence of management and the stages of management activity, the following job description is proposed: educational management is the provision of motivation and reflection tools in the targeted direction of self-development and self-development in conditions of mutually directed and interdependent interaction between the teacher and the student.

Summary

The conclusion is that the type of management of a schoolchild's education can be programmatic and situational according to the algorithmic nature of the implementation of management actions, and command and reflexive according to the source of the emergence of management actions. There is an intermediate between these polar types. Such a division of types of management of education, of course, has a formal character. In improving the quality of education in schools and managing it, we can achieve changes and developments only if we pay attention not only to the activities of the leader but also to other factors.

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DEVELOPMENT OF ELECTRONIC-DIDACTIC CAPABILITIES FOR IMPROVING THE METHODOLOGICAL TRAINING OF FUTURE PRIMARY SCHOOL TEACHERS

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A B S T R A C T

The article examines the theoretical foundations of problem-based learning, the development of electronic and didactic opportunities for improving the methodological training of future primary school teachers in higher education institutions and, at the same time, the use of problem-based learning in mathematics lessons. Improving Blended Learning Methods in Digital Learning Environments The article highlights the content of the use of digital technologies in the process of expanding the possibilities of independent learning in digital education, and also determines the level of effectiveness of the results obtained on the basis of experiments.

K E Y W O R D S

Problem-based learning, digital education, blended learning, cognitive, creative, talent, motivation, innovation, creativity, critical thinking.

INTRODUCTION

Today The use of information and communication technologies for the organization and management of the educational process in higher education institutions provides opportunities for the prompt provision of information resources, collection of information about the educational process, improvement of each student's knowledge at all stages of the educational process, continuous monitoring of the quality of education and other opportunities. Today, one of the main indicators of education is ensuring the ability of students to think independently, acquire creative skills, and promptly learn about innovations in their field, which in turn implies the training of qualified personnel for future innovative activities. They have achieved many achievements in the field of computerization of education. In this regard, research on the creation, presentation and effective use of information resources by each specialist in their professional activities based on computer tools and capabilities is of great importance[8].

The results of the observation show a shortage of software products aimed at high-quality teaching in the field of education, as well as a lack of in-depth research on the creation of high-quality information and didactic support for the education system, recommendations on software and its use, as well as the process of creating information and didactic support based on software[9].

Currently, a number of studies are being conducted to improve the presentation of teaching and methodological materials in the educational process. Of particular importance in this regard are the

issues of the introduction and use of modern pedagogical and information technologies in the educational process[10].

- Literature Review

U.Sh. Begimkulov conducted research on the creation of electronic information resources for the higher education system, management of the educational process using electronic educational resources, computerization of educational processes, creation of a unified information and educational environment of the educational process [3].

In the research work of N.I. Taylakov, issues of creating a new generation of educational literature for the continuous education system, the main provisions on the form, organizers, types and use of educational literature of the new generation are presented [5].

A number of scientific works of A.A. Abdukodirov provide valuable information on the means and methods of organizing the use of computers in the professional training of future teachers of physics and mathematics, on the use of computers in the educational process, on distance learning and technologies for organizing it [2].

The research of M. Aripov is devoted to the use of information technologies in the educational process, increasing their efficiency, organizing, implementing and developing distance learning [1].

The study of F.M. Zakirova describes the use of virtual didactic maps in classrooms, methods of teaching computer science, the creation of electronic educational resources and requirements for them [6]. “Methodological thinking,” asserts N.E. Kuzovleva, “is a relatively independent and specific activity, which is considered as a means of controlling all actions that underlie the scientific research and educational activities of the teacher, and acts as a necessary resource for the implementation of these actions” [4].

Research Methodology

In a globalized society, as in all areas, one of the main sources of development of higher education institutions is information, since information plays a leading role in setting strategic goals and objectives, using emerging opportunities, making informed and timely management decisions, coordinating the actions of existing divisions of higher education institutions, and directing their activities to achieve common strategic goals. Thus, the rapid development of information and communication technologies and the trend of education modernization indicate the need to develop modern approaches to the implementation of independent learning using a programming environment, taking into account the professional training of students. One of such approaches is the development and use of pedagogical software products for independent learning of students, the theoretical and practical material of which is aimed at developing the professional competence of students. Methodical thinking is reflected in editorial skills[11]. Organization of initial classes and scientific and methodological work is considered an important form of methodological training of students of "editorial" faculties. The introduction of research work of future primary school teachers should be aimed not only at training personnel for scientific work, but also at the formation of scientific knowledge on all practical issues that graduates face in various fields of education. The methodological literature describes various student units: research teams, student clubs, targeted intensive training of specialists, creative student teams, student design bureaus, student associations, problem groups, student scientific circles, problem circles, etc. Editorial work in higher education

institutions is aimed at working with students, a scientific council of scientists, student scientific circles, seminars for talented students are organized[12]. Based on the analysis of scientific and methodological research on the problem of improving the methodological training of future primary school teachers, the following main and important areas of didactic and electronic-didactic opportunities were identified (Table 1):

Table 1.

Didactic possibilities	**Electronic and didactic possibilities**
Development of teaching skills	Interactive educational resources
Developing competencies for working with children of different ages	Information and Communication Technologies (ICT)
Development of creative abilities	Multimedia technologies
Using innovative teaching methods	Evaluation and monitoring tools

The didactic possibilities for improving the methodological training of future primary school teachers are very broad and varied. The main manifestations are:

Analysis and Results

The creation of an electronic information and educational resource that forms an electronic didactic environment consists of the following stages: preparatory process; setting goals; creating and planning content; developing a software product; determining the scope of application and effectiveness of the developed software product. The most important stages of creating an electronic information and educational resource that forms an electronic didactic environment are presented in Table 2.

Table 2. **Stages of creation of information and educational resources**

Tr	Stage	Content
1.	Content stage	At this stage, the formation of information and educational resources takes place, creating an electronic didactic environment and the content of its information support.
2.	Organizational stage	At this stage, in addition to the technical aspects of creating information and educational resources that form an electronic didactic environment, statistical data on users of the electronic didactic environment are collected and analyzed in order to clarify the categories of users, develop mechanisms for systematization and updating of existing resources, integrate existing resources in educational institutions, organize distance learning, and determine the demand for information and educational resources.
3.	Methodical stage of delivery	At this stage, the development of a methodology for using electronic didactic environment technologies in the educational process and the provision of consulting services will begin.

In accordance with the developmental objectives of training, it is advisable to effectively use the developmental potential of a lesson on a specific topic, forming certain knowledge, skills and abilities in students [16]. The main goal of monitoring the knowledge, skills and abilities of students is to identify their achievements and successes, indicate ways to improve them and, on this basis, create conditions for active creative activity of students. Improving the methodological skills of future primary school teachers in an electronic didactic environment requires the use of appropriate

educational forms, methods and means[11]. At the initial stage of the survey, preliminary data are collected on the problems of improving the methodological skills of future primary school teachers in an electronic didactic environment, at the stage of assessment and correction, problems are clarified, at the stage of independent assessment, additional training sessions are selected and a program for improving the methodological skills of future primary school teachers is developed (see Table 3):

Table 3 Forms, methods and means of teaching

No.	Improving the methodological training of future primary school teachers in an electronic didactic environment	Forms of training	Teaching methods	Educational tools
1.	Initial phase of examination	Visual and explanatory lessons on international assessment programs	"Flipped Learning", "Boomerang", "Problem-based learning", "Event-based" technologies	Visual tools electronic multimedia resource
2.	Evaluation and correction phase	Problem-based lessons based on the problem-solving process	"Flipped Learning", "Boomerang", "Problem-based learning", "Event-based" technologies	Text and visual tools, electronic multimedia resource
3.	Independent Evaluation Phase	Programmed lessons on task types related to cognitive domains in problem solving learning	"Flipped Learning", "Boomerang", "Problem-based learning", "Event-based" technologies	Audiovisual aids, electronic multimedia resource
4.	Final qualifying round	Non-standard lessons on improving the methodological training of future primary school teachers in an electronic didactic environment	"Flipped Learning", "Boomerang", "Problem-based learning", "Event-based" technologies	Auxiliary and modeling tools, electronic multimedia resource

The content of improving the methodological training of future primary school teachers using electronic didactic resources should include the following blocks:

In accordance with the developmental objectives of training, it is advisable to effectively use the developmental potential of a lesson on a specific topic, forming certain knowledge, skills and abilities in students [20]. The main goal of monitoring the knowledge, skills and abilities of students is to identify their achievements and successes, indicate ways to improve them and, on this basis, create conditions for active creative activity of students. This goal is associated, first of all, with the quality of assimilation of educational material by students, that is, with the level of mastery of knowledge, skills and competencies provided for by the curriculum. On the other hand, this is associated with clarifying the main purpose of control, studying the relationship between mutual and self-control, forming the need for mutual and self-control. In essence, this goal is aimed at developing positive personal qualities in students, such as a sense of responsibility for the work performed.

Conclusion/Recommendations

It is necessary to improve the content and cognitive aspects of the educational materials used in teaching the discipline "Methodology of Teaching Mathematics" in higher education institutions by

harmonizing them with electronic didactic environments and supplementing them with practical content. It is necessary to develop methodological recommendations, scientific and practical recommendations for improving the methodological skills of future primary school teachers in an electronic didactic environment and ensure their implementation in higher education institutions when training relevant specialists.

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