

PSYCHOLOGICAL MECHANISMS THAT INCREASE THE EFFECTIVENESS OF THE EDUCATIONAL PROCESS

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Abstract: In this article, it is noted that the self-awareness of a person is considered an important sign of a person and the issue of behavior. In addition, opinions were expressed about psychological mechanisms that increase the effectiveness of the educational process

Key words: behavior, category, genetic factor, control system, stimulation, stabilization, psychological mechanism

It is known that one of the highest signs of human consciousness is self-awareness. Educational psychology studies the laws of the formation of a human personality in the conditions of a purposefully organized pedagogical process. Education is an important task of any society. Education is the process of systematically affecting the spiritual and physical maturity of a person in order to prepare him for social, spiritual and production activities.

1. Formation of behavior and habits as the main direction of personal education.
2. Factors affecting personality formation, psychological conditions.
3. Psychology of "difficult to educate" children.
4. Psychological mechanisms that increase the effectiveness of the educational process.
5. The main tasks of education in conditions of independence.

A person's self-awareness, in turn, is an important sign of a person. A person is a subject who knows the world around him and influences this world. What a person perceives and imagines is an object for him. From this point of view, a person's self-awareness is subjectively expressed in the feeling that he is "I". Since man is a social being, he has the ability to realize his identity. Only in social life, in various relationships with other people, a person's self-awareness, knowing himself as "I" is created and develops. Self-awareness includes knowing who one is as a person, understanding one's past and future, understanding one's rights and duties, and finally understanding one's virtues and shortcomings. The force that changes the nature of a person and affects the composition of his personality is the social factors, or in other words, the growth and change of the productive forces of society and production relations. In addition, it is the transfer of human experiences to children through the means of education.

Human personality is a very complex psychological category, which is gradually formed under the influence of certain concrete factors during a person's individual life. Human personality is formed under the influence of three factors.

the influence of the external social environment in which a person is born and raised;

Social education - upbringing, which is systematically given to a person for a long period of time;

Hereditary factors that are passed on to a person.

The role of the external, social environment and education is of decisive importance in the mental development of a person and the composition of his personal qualities. However, the composition of the human personality, as we mentioned above, depends not only on this factor, but also on a third factor. This factor is the effect of certain anatomical and biological characteristics through heredity. Some anatomical and biological characteristics are given to a person through heredity. For example: the structure of the body, color of hair and eyes, voice, manner of speaking, some actions can be given innately. However, it should never be forgotten that education is never given to a person through heredity, that is, qualities related to his mental characteristics. Finally, in rare cases, certain abilities, for example, musical and mathematical abilities, can be inherited. There must be certain conditions for the realization of such opportunities.

Talented scientists, engineers-inventors, writers and poets, state and public figures, talented artists, painters and other people who have grown up among our people today can prove that any conditions have been created for the realization of all the opportunities given to us by generation.

When children reach school age, a new content of personality formation begins. The high stage of personality formation is manifested in the periods of elementary school, adolescence and senior school age. An important moment of characterizing a person as a person, his dynamic characteristics are calculated and expressed through his status in society (economic, political, legal, ideological, i.e. his place in society). Status is based on a system of constant interactions. The social function of the role is the orientation to certain goals and values that activates the individual. Orientation to status, role, value constitutes the primary characteristics of a person and serves as a basis for its structure.

The definition of a person determines the characteristic of behavioral motivation and the structure of social behavior. It comes to the surface of the human character and inclinations in a highly effective way that combines the interaction of the primary and secondary qualities of the person. The main way of developing a person's personality is his life path in society and his social biography. It is necessary to pay attention to the following situations in the study of the development of an individual, a person and a subject.

The components of the research program with three different characteristics are the criteria for the practical and theoretical activity of a person. Because, in the activity, internalization and exteriorization take place in a good environment of historical experience. In the process of a person's goal-oriented socially useful activity, the so-called vital mechanisms and processes of the functional system of conscious activity arise. Thanks to these, a person not only acquires knowledge, skills and abilities, social experiences of a person, but also his perception, thinking, imagination, emotions and will, in a word, his conscious attitude to reality and his actions, which play a certain role in the life of a person and consist of each complex device, and are conditionally combined into four strongly interconnected functional stages:

The first is the management system:

The second is the stimulation system:

The third is the stabilization system:

The fourth is the indication system:

All these socially important qualities of a person determine the behavior and actions of a person as a highly conscious worker of social development.

The phylogenetic mechanisms that reflect the constant natural connection between analyzers play a major role in the formation of the first system. However, as we mentioned earlier, in the process of ontogenesis, the connection between phylogenetic analyzers is organically combined with temporal connections. In this case, within this system, it forms certain internal sensory complexes that are highly integrated into the perceptual system. Such complexes include speech, hearing, vision and sensorimotor complexes. All these complexes are in constant contact with each other in the course of a person's life-activity and create a sensor. Sensory - perceptive aspects of a person are constantly improving. The second system includes stable mental states.

These situations begin to form in the first years of the child's learning as a conscious subject of purposeful and useful activities. Temperament, intelligence, knowledge and attitude are among such traits. The third system is the system of stabilization of the person as a figure. Orientation, ability, independence and character are its components.

They determine the behavior of these persons as politically conscious, responsible figures of social development. These include the qualities of humanism, collectivism, optimism, and hard work. The role of the environment in which he lives, the society of people, is very important in the formation of personality. For example, it means that there are five hundred unique social environments that actively influence the formation of a person's personality in a neighborhood. Here a question arises: (how does the external environment affect the development of a person's personality?) First, various institutions in the social environment directly affect a person's mind and leave a deep mark on it. Secondly, the person himself helps the influence of the external social environment to be deeper and stronger. It is known that children, by their nature, are imitative from their early youth. By directly imitating all the actions of adults, children imbibe these actions, good and bad qualities. In the family, on the street, children closely monitor every action and interaction of adults. When talking about the role of the external social environment in the development of the human personality, it is necessary to emphasize that some unnatural phenomena fully confirm the decisive importance of the influence of the external environment in the development of the human personality. We are referring to the occasional accidental release of human children into the environment of wild animals. Even if such events are rare in life, they still happen. For example, Dr. Singh from India saw wolf cubs and two human cubs running on all fours in a forest near Calcutta. Then he hunts them down, finds their camp, and takes away their children. Amala names one of them and Kamala to the other. It is characteristic that the children, because they fell into the environment of wolves from a young age, did not differ from wolves in their behavior and actions. Without speech, thinking was also extremely limited. Children in the wolf environment, who are being re-educated with great difficulty, die from colds. This phenomenon fully confirms that in order for a person to develop as a person, first of all, there must be a human environment, that is, a social environment.

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According to the educational activity of students, the following methods of education are distinguished:

1. The method of explanatory instruction is a reproductive method, in which the activity is carried out by the teacher. Pupils learn and get to know each other during the educational process. This method is one of the most common methods, and there are improved methods of it, which is programmed learning.
2. In the reproductive method, the student performs activities, restores the knowledge given to the student in memory, and accepts the received knowledge as a copy.
3. The method of problem-based education is externalized by the teacher and has a productive character. Through this method, the student forms his knowledge and skills. One of the ways to improve this method is to organize working games.
4. The partial research method is a method that is externalized under the teacher's control, it has a productive character, in which the student creates.

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