IMPROVING THE DIDACTIC SYSTEM OF USE OF HISTORICAL, SCIENTIFIC AND PEDAGOGICAL VALUES OF GREAT IMAGES IN HIGHER EDUCATIONAL INSTITUTIONS

Yuldasheva Nafisa Saidnazarovna
Tashkent State Pedagogical University

ABSTRACT:
Thanks to independence, we have been able to study our rich history, especially the comparative technologies of studying the historical, scientific and pedagogical values, heritage, genesis of great figures in the educational process, without any changes. Systematic work is being carried out to train spiritually and morally developed qualified personnel on the basis of the use of historical, scientific and pedagogical values of great figures, to accelerate the spiritual development of society, to strengthen the creative cooperation between literary and artistic creators. Improving the system of use of historical, scientific and pedagogical values of great figures in the context of education in scientific research institutions of the recent past, the development of a culture of independent thinking, innovations in science, culture, literature, art, interpretation of rare works of national literature, research is underway. At the same time, special attention is paid to scientific work on improving the didactic system of using the historical, scientific and pedagogical values of great figures, the definition of the scale of artistic and creative thinking, the coverage of development trends. Everyone tries to study with interest the historical, scientific and pedagogical values, heritage, genesis of great figures, scientific and theoretical basis of the principles of development of new Uzbek literature, the normative bases of respect for our great figures. The Action Strategy for the Further Development of the Republic of Uzbekistan states "Establishment of specialized research and experimental laboratories, high-tech centers and techno-parks at universities and research institutes, stimulation of research and innovation activities, creation of effective mechanisms for implementation of scientific and innovation achievements" priorities such as This plays an important role in improving the pedagogical mechanisms for the development of the didactic system of students of pedagogical higher education institutions.

Keywords: great figures, historical science and pedagogy, values, didactic system, heritage, genesis, independent thinking, culture.
Article Received: 18 October 2020, Revised: 3 November 2020, Accepted: 24 December 2020

Introduction

Mechanisms for improving the didactic system of using the historical, scientific and pedagogical values of the great figures of the peoples of the Far and Near East have been developed on the basis of optimal harmonization of forms of thinking, generalizing philosophical, pedagogical, psychological knowledge in accordance with the laws of logic. Methods of improving the didactic system of using the historical, scientific and pedagogical values of great figures in higher education have been gradually improved on the basis of differentiation of general disciplines and integration of motivational, cognitive-informational, operational-activity, emotional-volitional, evaluative-reflexive criteria. The model of improving the didactic system of using historical, scientific and pedagogical values of great figures in higher education institutions is based on the principle of concentration of teaching materials, improving research and creative activities through the effective application of facilitative learning environments.

Methodological recommendations for improving the didactic system and the development of cultural spirituality of the use of historical, scientific and pedagogical values of great figures in higher education institutions have been developed. The essence of improving the didactic system of using the historical, scientific and pedagogical values of great figures in higher education is to improve the pedagogical, psychological and methodological substantiation

and methods of developing the didactic system of teaching students' scientific and pedagogical views on the basis of teaching the subject "Methods of educational work". .

The reliability of the research results depends on the methods used and the theoretical data obtained from official data, the effectiveness of the analysis and experimental work is based on mathematical statistics, the results are confirmed by the competent authorities, as well as scientific and methodological research in the country and abroad.

This is due to the fact that the higher education institution is enriched with theoretical approaches to the development of didactic systems of students' use of scientific and pedagogical values, criteria and indicators for determining the level of didactic development of students and scientific and methodological recommendations to positive solutions to research problems.

Improved qualification requirements for teaching social sciences, humanities, general and specialized disciplines, competencies for the preparation of future teachers for educational activities in the development of science programs are identified to increase the effectiveness of the process of developing the didactic system for the development of science and solving some problems and shortcomings. Pedagogy is explained by the development of a diagnostic system for the development of didactic systems for the use of historical, scientific and pedagogical values of great figures in students of higher education institutions. It is studied on the basis of the results of scientific research on the development of the didactic system of the use of historical, scientific and pedagogical values of students. Mechanisms for the development of the didactic system of students' use of historical, scientific and pedagogical values are summarized in accordance with the laws of logic of philosophical, pedagogical, psychological knowledge on the basis of the optimal combination of divergent and convergent forms of thinking P3-20170929727 "Improving the mechanism of diagnostics" (Handbook of the Ministry of Higher and Secondary Special Education No. 89-03-2299 of May 29, 2019). As a result, the didactic system of teaching scientific and pedagogical views has been improved. Mechanisms for the development of didactic systems for the use of historical, scientific and pedagogical values of students from the proposals and recommendations developed gradually on the basis of differentiation of general professional disciplines and integration of motivational, cognitive-informational, operational-activity, emotional-volitional, evaluative-reflexive criteria 5110900 - pedagogical pedagogy and psychology Used in the development of state education standards (Reference of the Ministry of Higher and Secondary Special Education No. 89-03-1577 dated April 30, 2018). As a result, the courses of pedagogy, methods of educational work are enriched with theoretical and practical materials on the development of the didactic system of using historical, scientific and pedagogical values. Factors of development of didactic system of use of scientific and pedagogical values of students In the process of teaching the subject "Methods of educational work" (motivation, need, teacher-student cooperation) intellectual qualities of the person (logical, analytical and alternative thinking skills) are identified, problem-solving and creative activities Recommendations for the use of opportunities, tools, forms, methods of application in the facilitative educational environment were used in the development of teaching methods of the subject "Methods of educational work" (Reference No. 89-03-1577 of the Ministry of Higher and Secondary Special Education dated April 30, 2018). As a result, the effectiveness of the development of the didactic system of teaching students' scientific and pedagogical

views in the process of facultative education has been increased.

The main part

In today's complex world, it is necessary to use the influential power of literature to find a way into the hearts of people, to inspire them to noble goals. Literature shows the heart of the people, the spirituality of the people. We will create all conditions for the study of ancestral heritage, the creation of great literature, - said Shavkat Mirziyoyev. Therefore, in order to further enrich the Alley of Writers ideologically and artistically, a new memorial complex was dedicated to the memory of such famous people as Babur, Ogahi, Berdakh, Muqimi, Furkat, Behbudi, Avloni, Cholpon, Qodiri, Tolepbergen Kayipbergenov, Ibrahim Yusupov, Alexander Feinberg.

Throughout their creative work, our devoted scholars have always expressed their views on current issues of literature with their literary critical articles, debates, speeches in literary dialogues on the modern literary process and the development of the history of Uzbek literature, with the aim of preserving many national values. The analysis of rare works of our national literature, its unique interpretation, literary portraits of dozens of representatives of this literature, and finally, the scientific and theoretical views on the principles of development of the new Uzbek literature are attracting the attention of the literary community.

During the past period, construction and beautification works have been carried out, and an integrated architectural ensemble of the Alley of Writers has been created on an area of more than 8 hectares.

In the past, there were statues of our few writers here. It was as if Alisher Navoi had not been followed by talented poets.

Around the magnificent statue of our ancestor Navoi, the statues of more than 20 famous poets and writers are placed in a holistic architectural and artistic composition, based on a logical solution. It was here that the building for the Writers' Union was erected.

One of the main tasks of the modern education system, which helps to modernize the education system and fully adapt it to the capabilities of the individual, is to develop and develop the qualities of initiative, independence and creativity in students. From this point of view, the modernization of the system of training specialists, one of the main conditions for ensuring the effectiveness of pedagogical activity - is to develop in them a creative approach to professional activity.

In his speech at the IV Congress of the Kamolot Youth Social Movement, President of the Republic of Uzbekistan Sh. Mirziyoyev touched upon the issues of working with young people, increasing their personal, professional and social activity in society. Special attention should be paid to.

Indeed, at the current stage of development of society and science and technology, when analyzing the educational process, its content, form, methods and tools, the impact on the training process, we found that the need for creative activity in future teachers is determined by:

First, socio-economic development requires a radical overhaul of the education system, methodology and technology of the educational process. In such an environment, the teacher's job is to create pedagogical innovations, master best practices and acquire skills to use them. This necessitates the development of creative abilities in future educators.

Second, the humanization of educational content requires the search for new organizational forms of teaching, technologies, that is, the introduction of innovations in education. One of the important conditions for the introduction of innovations in the educational process is

characterized by innovative training, creativity and creative activity of the teacher.

Thirdly, the development of active tendencies in future teachers in relation to the mastery of pedagogical innovation and its application in practice reflects the social, pedagogical and psychological relevance of the research problem.

It is obvious that the need to develop creative skills in students allows the formation of skills that develop under the influence of interactive relationships. This requires ensuring that the learning environment, teaching conditions and methods in higher education institutions become interactive.

Today, there are significant discrepancies between the requirements for the personality and activities of the teacher and the level of preparation of graduates of higher education institutions. At the same time, there are discrepancies between the current system of teacher training and the professional and creative characteristics of future teachers. As a result, there were barriers and gaps between teachers and learners, and the teacher's sole dominance in the learning process was decided. At the same time, they were mostly tied mainly to curricula and textbooks, with insufficient attention paid to the development of their creative activities. This, in turn, undermined the social status and prestige of the teaching profession, because the system of training future teachers was far from the needs of society and its acute problems. In this context, the formation of a free and person-centered interactive learning environment is considered to be one of the priorities of pedagogical research today.

In recent years, the main areas of pedagogical and psychological research are the humanization of education, person-centered education, individualization of teaching, optimization of forms of education, increasing the cognitive activity of students, improving the professional training of teachers in this process.

Interactive teaching methods and technologies play a special role in the structure of person-centered learning technologies.

It is one of the most effective forms of professional knowledge, skills and competencies development in future professionals, in which the independence of the individual, which is an important factor in the development of creative abilities in students, is ensured and developed.

The issue of activating the learning activities of students has been studied by different authors at different times, is scientifically based. The issues of changing the form, methods and means of teaching, adapting them to the individual characteristics of the student, the creation of special psychological and didactic conditions of education are studied separately.

We know that the word "interactive" is derived from English and means "interactive". Interactivity means to interact with someone in a certain order. That is why interactive teaching refers primarily to a dialogue-based learning process.

The teacher is an active organizer of the educational activity, and the student is manifested as the subject of this activity.

Methodological theories related to teaching methods were developed by DJ Dewey et al. [50]. They are advanced in didactics, that is, they have scientifically substantiated the idea of cooperation. MM Rubinstein [126] and others rejected the passive methods of teaching and encouraged the use of interactive methods in the teaching process.

Although the idea of using interactive methods in the teaching process was scientifically based in the fourteenth century, it entered the educational process in the 1970s and began to be used by advanced teachers.

The idea of organizing the educational process on the basis of pair or group teaching was put forward in the XII century, and in the late

twentieth century on the basis of this idea became the basis for the formation of the following model: knowledge-experience-learner. The educational paradigm that illuminates the essence of this model is called group teaching, to design the content of new courses, to improve the curriculum, to expand the learning opportunities of the subjects of the educational process, as well as to use convenient tools for evaluating their activities.

What are the characteristics of teaching? In this system, the regular interaction of the teacher and the student plays an important role, because every student has unique opportunities and needs.

Students interact with the physical, social, and educational content being studied. All three of these activity manifestations participate in the learning process in a variety of forms. Including:

1. physical - students change jobs, move, communicate, write, listen, draw, engage in creative activities;
2. social - ask questions, give answers, exchange ideas;
3. cognition - they make changes to the ideas expressed by professors, supplement them, find solutions to problems independently, appear as a source of professional experience.

The following can be mentioned as components of the learning process:

1. the content of the subject;
2. formation of educational impact;
3. student learning activities;
4. control of students' educational activities;
5. evaluation of the results of students' learning activities;
6. feedback TB.

The components of this system are closely interrelated. They cannot exist independently of each other. Therefore, all components of interactive learning should be analyzed in relation to each other.

The formation of influence on students is carried out in accordance with the theoretical material within a particular subject. The educational impact is created through the description of the new learning material. Practical assignments, exercises, examples, methodical instructions, instructions, explanations, demonstrations of the materials studied are of great importance.

Students' learning activities are strengthened in the process of their comprehension, memory, thinking about learning materials, applying their knowledge in practical activities.

A distinctive feature is that in this system, students' learning activities are self-controlled. The results of the control are taken into account in assessing the level of knowledge of students. On this basis, feedback influences the effective implementation of the next educational activity. Thus, another distinctive aspect of interactive teaching is reflected in the possibility of making quick adjustments to students 'activities through feedback in the process of a particular learning activity. This is primarily due to the level of knowledge of a particular student, the mistakes he makes, his needs.

It is known that in the traditional educational process, professors did not have the opportunity to control the level of knowledge of each student. The teaching process allows professors to quickly manage the learning activities of students.

In the process of teaching, the traditional authoritarian style changes. As a result, professors become consultants. The tasks of this process are to create favorable conditions for students to express themselves, to open a wide way for students to take the initiative, to allow them to solve problems independently, to create the necessary material and technical base for collecting new information.

Through the use of modern technologies, it is possible to motivate students to be creative, to

distinguish between organizational, content-related, process-oriented, orienting situations in the teaching process. Each of these cases corresponds to a specific idea. The first aspect of the educational process is content-based generalizations, coordination of educational materials, integration of educational disciplines, strengthening of didactic units.

Another characteristic feature of historical values is characterized by the creation of goodwill, solidarity, emotional and spiritual commonality in the interaction of students. In the process, professors do not provide students with ready-made knowledge, but encourage them to explore independently.

Unlike traditional teaching, interactive teaching changes the interaction between students and professors. In particular, the activity of the professor is replaced by the activity of students. The task of educators is to encourage students to take initiative. Professors act as advisors who provide information to students and assist them. Do interactive methods have a common character here? The question arises. It is important to note that interactive teaching methods can never replace lecture sessions. However, they provide an opportunity for the successful mastering of lecture materials, and in the process serve to form in students the skills of thinking, attitude, behavior.

In this regard, interactive teaching methods have the following specific advantages in increasing the effectiveness of the educational process:

a) Arouses students' interest in the learning process;

b) encourages the active participation of each student in the learning process;

c) Affects the emotions of each student;

d) Provide opportunities for students to effectively master the learning materials;

e) has a multifaceted impact on students;

f) allows for feedback;

g) Forms in student’s ideas, attitudes, experience of creative activity;

h) develops life and professional skills in students;

i) Facilitate a change in student behavior.

They exchange information with each other, communicate, have the opportunity to enrich their valuable areas. In the process of interactive learning, students appear as equal subjects of the process of interaction.

Students are active as subjects of independent development. Students will be able to enrich their professional experiences by expressing their personal attitudes towards new information. For example, this can be clearly seen in the application of methods aimed at developing creativity in students. In the process of enhancing their professional experience, the inner strengths of the students were demonstrated. This opens the way for large-scale improvisation in the application of forms of activity in the interactive learning process. In the process of interactive teaching there is a favorable pedagogical environment for the development of creativity in students. All students in the group play an important role in the realization of the inner strengths of each student. Therefore, in the process of interactive teaching, the basic principles and components of the collective learning process are clearly demonstrated.

As a result of the analysis of many scientific sources, we have been able to identify the specific features of interactive teaching in the process of vocational education. Interactive teaching methods and technologies are focused on meeting the educational needs of students. Including:

The content of the teaching process should be related to the needs of future teachers to acquire professional knowledge. This requires a clear consideration of students' personal strengths, perspectives, and levels of knowledge.

In the modern teaching process, students gain additional confidence in their own strengths,

assimilate universal values, and develop a sense of responsibility for their own learning activities.

With the help of trainings, working games, students are able to determine their position on a regular basis. Because the form of teamwork requires regular determination of one's position, determination to defend one's point of view. As a result, general decisions are made in agreement with the team members, and students develop the skills to work as a team, to demonstrate their abilities in the process.

Students themselves independently demonstrate their creative abilities, actively master professional qualities.

Students consistently acquire the skills they have acquired and the skills to apply the professional qualities in their future activities.

The process of teaching historical and scientific-pedagogical values allows students to organize their activities in different areas of education. Including:

Organizational direction: organization and holding of interactive sessions, trainings, discussions, business games, press conferences;

Activity direction: identification of individual ways of working on problems, drawing up a schedule of student actions, setting up independent activities of students;

Reflection, i.e. analytical direction: analysis of errors, making corrections to plans and actions.

Based on the points made above, it can be said that interactive teaching is a special form of organizing and developing students 'cognitive activities. The collaborative activities of students in the learning process allow them to contribute to the mastery of learning materials. They exchange knowledge, ideas, ways of acting with each other. Such learning activities are carried out in a mutually beneficial environment, creating a favorable pedagogical environment for students to acquire new knowledge. As a result, they are able to develop their communication skills. Communication skills include listening to the opinions of peers or classmates, comparing and evaluating different points of view, participating in discussions, and finding common solutions to problems. They acquire the ability to work in a team, while at the same time feeling protected, understanding each other and having the opportunity to achieve personal success.

It should be noted that the process of interactive teaching requires the necessary pedagogical, methodological, psychological knowledge, skills and abilities from professors. By having such training, professors are able to organize an interactive process that is conducive to teaching.

Accordingly, the development of students' spiritual abilities on the basis of methods and technologies of using the historical, scientific and pedagogical values of great figures, improving the necessary pedagogical conditions for the formation of a free and creative educational environment, integrated design of educational activities in higher education the basis of the problem of increasing the effectiveness of spiritual maturity and ability through the implementation of the pedagogical system in practice.

CONCLUSION

Based on the analysis and results of scientific and pedagogical research, we came to the following conclusions:

1. Teaching methods and technologies play a special role in the formation of creative abilities in students. The process of interactive teaching, aimed at developing creativity in students, has its own specific content, tools, pedagogical conditions, features and methods.

2. Factors that develop students' creative abilities: the development of creative thinking skills, the formation of creative activity, strengthening the research process and problem-solving areas; to focus on the development of

students' professional skills and abilities on the basis of working on interactive methods and technologies, including independent creative activity, independent learning, self-education, self-knowledge, self-realization, independent work of students activation, in the process of achieving their creative thinking; creating a favorable creative and collaborative environment for students to demonstrate their creative abilities.

3. It is necessary to systematically study the pedagogical needs, interests, areas of special importance of students, while identifying effective ways to overcome the counter-prognostic, thesaurus and interaction barriers encountered in the organization of their creative activities.

4. The organization of the teaching process on the basis of ideas, concepts and best pedagogical practices that serve to meet the creative interests and needs of students serves to form a meaningful-action approach to the development of creativity.

5. On the basis of the development of students' creative skills, it is expedient to pay special attention to the development of their specialized, ie pedagogical creative competence, with the widespread use of modern information and communication technologies, innovative strategies, interactive teaching methods and technologies.

6. It is necessary to develop creatively oriented educational programs to ensure the effectiveness of the reproductive, creative-research and innovative stages of development of creative abilities of students in higher education institutions and to assess changes in the development of creative skills and abilities of students.

7. Improving curricula and technologies aimed at continuous development of creative competence of teachers of higher education institutions, as well as the creation of modern information and methodological support for the development of creative abilities of students will increase the efficiency of the process.

3. It is necessary to systematically study the pedagogical needs, interests, areas of special importance of students, while identifying effective ways to overcome the counter-prognostic, thesaurus and interaction barriers encountered in the organization of their creative activities.

4. The organization of the teaching process on the basis of ideas, concepts and best pedagogical practices that serve to meet the creative interests and needs of students serves to form a meaningful-action approach to the development of creativity.

5. On the basis of the development of students' creative skills, it is expedient to pay special attention to the development of their specialized, ie pedagogical creative competence, with the widespread use of modern information and communication technologies, innovative strategies, interactive teaching methods and technologies.

6. It is necessary to develop creatively oriented educational programs to ensure the effectiveness of the reproductive, creative-research and innovative stages of development of creative abilities of students in higher education institutions and to assess changes in the development of creative skills and abilities of students.

7. Improving curricula and technologies aimed at continuous development of creative competence of teachers of higher education institutions, as well as the creation of modern information and methodological support for the development of creative abilities of students will increase the efficiency of the process.

REFERENCES

[1] Karimov I.A. High spirituality is an invincible force. –T .: Manaviyat, 2008. - 176 p.

[2] Karimov IA Uzbekistan on the threshold of independence. - T .: Uzbekistan, 2011. - 440 p.
[3] Karimov I.A. Serving for the happiness and great future of our motherland is the highest happiness. - T .: Uzbekistan, 2015. - 235 p.
[4] Mirziyoev. Sh.M. Together we will build a free and prosperous, democratic state of Uzbekistan. Speech at the joint session of the chambers of the Oliy Majlis dedicated to the inauguration of the President of the Republic of Uzbekistan /Sh.M. Mirziyoev. - Tashkent: «Uzbekistan», 2016. -56 p.
[5] Mirziyoev. Sh.M. Critical analysis, strict discipline and personal responsibility should be the daily rule of every leader. . - Tashkent: «Uzbekistan», 2017.-104 p.
[6] Mirziyoev. Sh.M. Ensuring the rule of law and the interests of the people is the key to the country's development and the well-being of the people.
[7] Mirziyoev. Sh.M. Speech of the President of the Republic of Uzbekistan on June 30, 2017 at the IV Congress of the Youth Social Movement of Uzbekistan "Kamolot" entitled "Physically and spiritually mature youth - our support and backbone in achieving our noble goals"
[8] Abdukarimov X. Professional pedagogical activity. - T .: “Teacher” NMIU, 2010.- 160 p.
[9] Abduqodirov A.A. et al. Innovative technologies in education. Talent Fund, 2008.-P.145.
[10] Avloni, Abdullah. Turkish gulistan or morality. - T .: Teacher, 1992. - 160 p.
[11] Adizov B.R. Theoretical foundations of creative organization of primary education: Ped. fan.dok.dis. abstracts.– Tashkent: 2003. - 44 p.
[12] Azizxodjaeva N.N. Technology of teacher training. - T .: TDPU named after Nizami, 2000. - 52 p.
[13] Azizxodjaeva N.N. Pedagogical technologies and pedagogical skills. - T .: Finance, 2003. - 192 p.
[14] Al-Bukhari, Abu Abdullah Muhammad ibn Ismail. Hadith. Al-Jami as-Sahih (Reliable Collection). 4 books. Book 1 / Translated from Arabic by Z. Ismail. - T .: Qomuslar bash tahririyati, 1991. - 560 p.
[15] Alekseev N.A. Person-centered learning: theory and practice: Monograph. - Tyumen: Publishing house of the Tyumen State University, 1997. - 216 p.
[16] Altshuller, G.S. Find an idea: Introduction to TRIZ - the theory of inventive problem solving / G.S. Altshuller. - 2nd ed. - M: Alpina Business Books, 2008 .-- 400 p.
[17] Alimov.N.N. Methodology of preparation of students of professional colleges for technical creative activity (on the example of teaching general professional disciplines) dissertation for the degree of candidate of pedagogical sciences.-Tashkent. 2009, -233 pages.
[18] Amur Temur's teachings / Compilers: B.Ahmedov, A.Alimov. Collection. - T .: Navruz, 1992. - 64 p.
[19] Andreev V.I. Pedagogy of creative self-development. An innovative course. Book 1. -Kazan: Publishing house of Kazan University, 1996.-570 p.
[20] Arzikulov D. Improving professional skills through psychological and pedagogical trainings // Vocational education j. - T .: 2002. 4-son. - 28-b.
[21] Asomova R.Z. Career motivation and its dynamics. Psychol. fan. nom.dis ... abstracts. - Tashkent: 2002. -28 p.

[22] Asmalov A. Ecology, psychology and historical-evolutionary approach to human development. Bulletin of higher schools. // J. # 1. 1992.
[23] Askarova A.M., Khayitboyev M., Nishonov S.M. Pedagogy. - T .: Talin, 2008 .-- 287 b.
[24] P.R. Atutov Polytechnic education of schoolchildren: Rapprochement of general education and vocational schools. M .: Pedagogika, 1986 .-- 176 p.
[25] Examples of moral hadiths. - T .: Fan, 1990. - 172 p.
[26] Ahmad Yassavi. Devoni hikmat.- Tashkent .: Ghafur Ghulam Publishing House of Literature and Art., 1992.-342 pages.
[27] Batyshev S.A. Dialectics of Creativity - Moscow: 1984 .-- 228 p.
[28] Batyshev S.Ya. On general vocational education // Soviet pedagogy. 1991.- No. 6 - S. 66-70.
[29] Banina TS, Vavilova LN Modern methods of enhancing learning. - M .: Academy, 2008 .-- 176 p.
[30] Barron, F. & Harrington, D. (1981): Creativity, intelligence and personality. In: Annual Review of Psychology. Vol. 32, pp. 439-476.
[31] Belyaeva A.P. Didactic principles of vocational training in PRU: Methodical manual.-M .: Higher school, 1991.-208 p.
[32] Bespalko V.P. The term pedagogical technology. - M .: Pedagogika, 1989 .-- 168 p.
[33] Behbudiy M. Selected works. - Tashkent: Manaviyat, 1997. –232 p.
[34] Boymurodova G.T. Technological system of professional and personal training of primary school teachers. Ped. fan. nom.dis. Abstracts.– Tashkent: 2009. - 24 b.
[35] Bondarevskaya E.V. Humanistic paradigm of personality-oriented education // Pedagogy. -M., 1997. - No. 4. p.11-17
[36] Borisova E.M. Professional self-determination: personal aspect: Author's abstract. diss. ... doct. psychol. sciences. - M .: 1995 .-- 41 p.
[37] Bochkina N.V. The situation of choice in the educational process // Innovative technologies in the educational and cognitive process of schools and universities. -Volgograd: Change, 1993 .-- p. 90-95.
[38] Verbitsky A.A., Platonova T.A. Formation of cognitive and professional motivation. - M .: Pedagogy. 1986 .-- 124 p.
[39] 40. Volkov I.P. Lessons of creativity // Education of schoolchildren, 1987, №1, p. 20-23.
[40] Vygotsky L.S. Psychological pedagogy. -M., 1991. p. 170
[41] Vyrshchikov A.N., Sergeev N.K., Serikov V.V. Active teaching methods in preparing a future teacher for pedagogical activity in the context of the restructuring of public education (guidelines). - Volgograd. - 1986 .-- 27 p.
[42] Guildford J. Three sides of intellect / J. Guildford // Psychology of thinking / edited by A.M. Matyushkin.-M .: Progress, 1965. - P. 525.
[43] Grebenyuk O.S. General pedagogy: Course of lectures / Kaliningrad University. -Kaliningrad, 1996.- 107s.
[44] Davletshin M.G. Psychology of the modern school teacher. - T .: Uzbekistan, 1999. - 30 p.