

PSYCHOLOGICAL AND PEDAGOGICAL CHARACTERISTICS OF PERSONALITY FORMATION OF ACADEMIC LYCEUM STUDENTS

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Abstract:

This article discusses the analysis of the main directions of formation and development of the field of informatics education in academic lyceums. Based on pedagogical data, the author studied and analyzed specific aspects of the analysis of the main directions of the formation and development of the field of informatics education in academic lyceums on the basis of existing scientific literature.

Keywords: academic lyceums, informatics, field of education, analysis of main directions.

Introduction:

Currently, the socio-economic changes taking place in the society are directly related to the education system, and its most important component is the concept of continuous education and information of the society.

The transformation of production is a part of preparation of the modern production "leader" according to socio-psychological attitude, technical and technological culture, information culture and a new role in the system of production relations renewed from the logical point of view in the continuous process of his social and professional development requires solving a number of pressing problems.

Main part:

A modern specialist must have knowledge, skills and qualifications in a specific field of activity:

problem-oriented critical analysis ability;

to find ways and means of solving problems;

ability to organize people around to solve problems, work in a team;

able to plan not only his own activities, but also the activities of the entire team, situational and prospective thinking, predicting the result, taking responsibility for his own actions and decisions, that is, to a high level of professional competence in the field of design activities to have

Accordingly, the tasks of higher education are changing, which leads to a change in requirements for a future student from an academic lyceum graduate.

There are five groups of basic competencies, the formation of which is of great importance in the preparation of young people:

- political and social competencies that determine the ability to take responsibility, participate in joint decision-making, settle conflicts without violence, participate in the functioning and improvement of democratic state institutions;
- intercultural competence that promotes positive relations, mutual understanding and respect between people of different nationalities, cultures and religions;
- communicative competence, which determines having oral and written communication technologies in different languages, including computer programming;
- describing ownership of social and information technologies, understanding their application possibilities, strengths and weaknesses, the ability to critically react to information and advertising disseminated by mass media, etc.;
- competences related to continuous professional training, formation of continuous self-education as a basis for success in personal and social life, for example: willingness to continuously improve the level of education;
- the need to update and realize personal potential; the ability to independently acquire new knowledge and skills, the ability to develop oneself.

Basic competencies are necessary for human life and are related to his success in his professional activities in a rapidly changing society.

A person's competitiveness in the labor market is determined by basic skills and qualifications. Key skills include: learning, literacy, communication skills, flexibility, creative thinking, self-management, teamwork, adaptability, and the ability to influence others. All of the above is the basis of professional competence, that is, professional knowledge, skills and abilities that a student should have theoretically and practically.

Core competencies determine the implementation of specific and specific competencies. The same basic competencies ensure the productivity of different activities.

For professional competencies, the relationship between them is an important factor, because they manifest themselves in a new way every time, it depends on the experience, potential, which allows to combine individually learned actions, methods of solving problems into a whole.

Thus, professional competencies are defined by us as the ability and readiness of students to implement knowledge, skills, and practical experience in the real conditions of professional activity.

The problems of professional training of students of innovative educational institutions such as academic lyceum were considered in the works, and their analysis allows us to conclude that the task of forming professional competencies can be solved in the field of project activity only through personally oriented pedagogical technologies.

The academic lyceum is an open socio-pedagogical system designed for the implementation of socially charged tasks and goals. The academic lyceum implements general education programs at both the basic and higher levels of education in the continuous education system. In order to form a model of the personality of an academic lyceum student who is focused on entering a higher educational institution and can function adequately and effectively in modern society, we consider the opinions of psychologists about the concept of "person".

In psychology, personality is often defined as a system of relationships of a person to the surrounding world and to himself.

Endopsychism is determined by the neuro-psychic source of a person. This concept includes a whole set of basic psycho-physiological functions or abilities, which are usually defined by the terms "temperament", "character", "mental ability". The formation of endopsychism is based on the age-sex and individual-typical characteristics of a person. "The interaction of age-sex and individual-typical characteristics determines the dynamics of psychophysiological functions and the structure of organic needs."

Exopsychic manifestations are determined by a person's attitude to external objects and the environment, how a person reacts to certain objects, what he loves and hates, what he is interested in and what he is indifferent to. Exopsychic characteristics are formed on the basis of a person's position in society and the status of the society in which the person's personality is formed. Based on the status and in constant contact with it, systems are built: a) collective functional roles and b) goals and value orientations.

Exopsychic and endopsychic components of a person interact in the formation and development of each other's components. Each component can sometimes have a directly opposite meaning, depending on the combination of characteristics developed in this person. Exopsychic forms the needs of the program of a person's attitude to life and the world around him.

Needs include a clear sense of purpose, the achievement of which is associated with relief from an unfavorable situation. Constantly overcoming an unfavorable situation is one of the most important moments in a person's life. This overcoming is related to the perception of external interests predetermined by the conditions of the natural, socio-cultural and spiritual environment. External interests should be a necessary element of its formation.

A.N. Leontiyev considers needs to be the basic condition of human activity. He connects them with a certain object: material or ideal, and considers the object of need to be the motive of activity.

The individual needs of a person, as well as the needs of society, are manifested in motives, the main function of which A.N. Leontiyev considered the function of prompting to action. Motives are the force that motivates a person to act.

During life, a certain system of motives is formed in each person, some of them are dominant, others are subordinate. In psychology, this system is called the "motivational sphere of the

person". How a person's motivational field is formed depends on the conditions of his development.

Results and Discussions:

A person's goals and motives are a complex, hierarchically developing system. In Leontiev's concept of behavioral motivation, motives differ from goals: goals are perceived by a person, and motives, as a rule, are not realized in reality. The relationship between motives and goals is very complex and dynamic: in some cases, they can diverge and even create a state of internal conflict.

Goals, like motives, are formed in the process of personal development. As a rule, they are determined by society. Whether a given person accepts society's goals, whether they become his personal goals, largely depends on the motivational field formed in him. The skill of the teacher includes the ability to take into account the characteristics of this field, the level and strength of motivation when setting goals.

Personal motivation is determined by its direction, including value orientations, motives, goals, meanings, ideals. The direction of the person determines the main system of relations of a person to the world and to himself; the semantic unity of his behavior and activity is the basis of self-development and professional skills.

Another important personal characteristic is "I-concept", i.e. the system of ideas about a person himself, on the basis of which his behavior is built. Self-esteem defines a person's level of assertiveness and includes self-awareness, self-love, self-esteem, self-confidence, independence, and the reflexive self. related to the processes of self-organization, self-determination, self-awareness.

Thus, in the structure of personality, we distinguish the following components as the main components: need-motivational field; orientation and self-awareness. We consider their level of formation as one of the criteria for evaluating the personality model of an academic lyceum graduate.

Another important indicator of the formation of a person is the level of his intellectual potential, on the basis of knowledge based on previous knowledge, a single view of the world is formed, foundations are created that allow the development of the culture of communication with information, the culture of obtaining new information. We single out the intellectual factor in the structure of personality as the main factor, because social functions, social behavior and motivation are always connected with the process of reflection of the surrounding world.

In psychology, there are different approaches aimed at determining the mechanisms of intellectual activity. Each approach is characterized by a certain conceptual line in the interpretation of the nature of the mind. Thus, the phenomenological approach considers intelligence as a separate form of the content of consciousness, the genetic approach defines intelligence as the result of increasingly complex adaptation to environmental requirements in

the context of human interaction with the outside world. In the socio-cultural approach, intelligence acts as a result of the process of socialization, as well as the influence of culture in general, defines active-process intelligence as a special form of human activity, educational approach - a product of purposeful activity. Education, informational approach, intelligence as a set of elementary processes of information processing in a stepwise approach, intelligence is defined as a system of multi-level cognitive processes; the regulatory approach defines intelligence as a factor of self-regulation.

Cognitive experience is the mental structures that ensure the storage, organization and transformation of existing and incoming information, thereby helping to increase the stable, regular aspects of its environment in the psyche of the perceiving subject.

Metacognitive experience (setting goals, planning, forecasting, decision-making) - provides synthesis and coordination of intellectual processes, as well as organization and regulation of intellectual activity formed on the basis of intellectual reflection as a thinking ability.

We believe that reflection is one of the main components of the formation of intellectual potential. Reflexio, from Latin, is a form of theoretical activity aimed at understanding one's own actions. Reflection is one of the mechanisms of cognitive activity.

Thus, cognitive abilities include the operation of areas such as factual and procedural knowledge regulated by high-level reflective thinking, which defines the space for metacognitive experience and problem solving. Intellect is a set of structures of mental experience, the composition and organization of which determines the direction of intellectual reflection.

R. Sternberg analyzed three intellectual styles that manifest themselves in preferred ways of solving problems.

Preference for the legislative style for creativity, invention, modeling, independence in work. Representatives of this way of thinking are not interested in details, they prefer to work within their own system of ideas, to develop a new approach to the problem themselves. This way of thinking is necessary for creating scientific projects, writing poetry, music, and creating original works in various fields of science and art.

Execution style - acting according to the rules, preferring to solve clearly structured tasks using certain tools. This way of thinking is useful when solving a problem or writing an article on a given topic.

The critical style prefers to work with ready-made systems, which, according to their opinion, need to be "fixed". Representatives of this style of thinking tend to analyze, criticize, evaluate and improve problems. This style of thinking evaluates something, writes a critical article, It is necessary to analyze the situation and give advice.

R. Sternberg [201] calls successful intelligence the ability to think in a way that develops a person's thinking and abilities and achieves success in his business, and is divided into the following types:

Analytical intelligence is the ability to consciously determine the direction of mental processes to solve problems.

Creative intelligence is the ability to form new ideas, based on them, and original approaches to solving problems in various fields.

Practical intelligence is the ability to effectively apply expressed ideas in life and creative practice.

The result of practical work allows us to emphasize that all factors: psycho-physiological, psychological and intellectual factors must have the right combination and balance in order to educate a creatively active, developed person. At the same time, we consider the personality of the student to be an open dynamic self-organizing system.

Conclusion:

In conclusion, in the design of individual development directions of students, it is necessary to distinguish individual opportunities, based on which it is possible to achieve self-organization and personal development through a certain exchange of information. .

We consider individual intellectual styles and the styles of intellectual behavior based on them as internal capabilities of the system.

Thus, the following can be distinguished as the main psychological-pedagogical features of personality formation of academic lyceum students:

- first of all, in the formation of professional competencies in the field of project activities, it is necessary to rely on the personality model of students, in which, in addition to endopsychic and exopsychic components, components such as needs, motives, personality orientation, features of the reflexive mechanism are also taken into account.
- secondly, the mandatory design of an individual educational course by the teacher for his student based on the generalized model of his intelligence;
- thirdly, it is necessary to teach students the ability to plan their educational activities taking into account the internal capabilities of the person, that is, to observe the intellectual behavior that creates great opportunities for the development of the person and, in particular, his intellectual potential.

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