



WAYS TO TEACH ADOLESCENT STUDENTS SELF-AWARENESS AND SELF-MANAGEMENT DURING EXTRACURRICULAR EDUCATION

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Annotation: In this article, the ways of self-awareness and self-management of adolescent students in the process of extracurricular education and self-awareness and self-management are moral values. It is necessary to have a deep understanding and understanding of moral qualities, to correctly form a vision of moral qualities, to be able to distinguish between what is good and what is bad, and at the same time to be able to evaluate one's morals and character, to be able to see one's own shortcomings and advantages. In this case, the task of the teacher is to form the moral ideal of the students of teenage age. On the basis of this ideal, there are ideas and considerations that teenagers should set themselves the goals of self-awareness and self-management and strive to achieve them.

Key words: self-awareness, social environment, motivation to learn, independent education, pedagogy.

Self-awareness and self-control, deep understanding and understanding of moral standards, correct formation of the vision of moral qualities, ability to distinguish between what is good and what is bad, at the same time, one's own morals, It requires being able to evaluate one's character, seeing one's own shortcomings and advantages. In this case, the task of the teacher is to form the moral ideal of the students of teenage age. Based on this ideal, teenagers should set themselves the goals of self-awareness and self-management and strive to achieve them. It is advisable to use the interview method for this.

When conducting a conversation, it is necessary to strive for this, so that teenagers understand that a person creates himself, that correct moral ideas are formed in them, which help to create a positive spiritual ideal. It is very important to mentally and pedagogically prepare students for self-awareness and self-management. Therefore, attention should be paid to conversations that reveal the essence of self-awareness and self-management, their importance in personal development. The following topics can be chosen for such conversations:

Can a person create his own character?

How to start learning self-awareness and self-control?

How did great people work on themselves?

"What do I like and dislike about my character?" Essays on the same topics show how teenage students evaluate their inner world, self-analysis, evaluation, and how they understand some moral qualities.

According to the results of the essay "what do you know about yourself?" or "do you know yourself?" It is necessary to organize a special conversation on the topic and focus the students' attention on how important it is to understand morals and moral standards in order to understand their identity and self-management.

The results of the essay make it possible to determine the topics of a number of conversations aimed at creating a correct image of humility, independence, humanity and other qualities that help to form a positive spiritual ideal. When preparing these conversations, it is necessary to take into account the fact that teenage students understand themselves better indirectly through others.

"The main person in my life", "About my friend", "What qualities do you value in your friend" to expand the spiritual knowledge for self-knowledge and self-management and to gain a deeper

understanding of one's inner world Essays on topics such as " will help effectively. In many cases, students' opinions about their peers are very unique and arouse great interest among classmates. Usually, teenagers want to see the good sides in their friends. Reading excerpts from such essays will help them think and understand their inner world more deeply.

For a deeper understanding of spiritual standards, self-awareness and self-management, conversations about the lives of famous people and how they cultivated high spiritual qualities in themselves are of great importance.

Conversations about heroes, famous scientists, commanders, cosmonauts, sailors arouse great interest in students. Acquainting adolescent students with their biographies, revealing the complexity of their destinies and characters, the lack of innate, natural talent in developing a person to become a useful person for society, and for this purpose, consistently improving the mind and spirit. it is important to show the need to go.

Usually, students are not interested in the activities dedicated to the holiday specified in the calendar, moreover, such activities are conducted by the teacher himself. It should be done in such a way that the students themselves prepare and conduct such events, the teacher should give them complete independence. This allows the teacher to determine the level of self-awareness and self-management of each student.

In conversations about the lives of famous people, it is good to draw students' attention to how they worked on themselves. A vivid example of this is the life activity of prominent representatives of the Jadidism movement, A. Fitrat, A. Cholpon, Ms. Ofizoda, A. Avloni, Majidi, Elbek, Hamza, A. Qadiri and others, high It is possible to take his work on striving for the peak of spirituality and enlightenment. How much they worked on themselves, how demanding they were and their works, how they rewrote their works several times, how they were busy educating themselves until the last moments of their lives, the fact that they have drawn up programs and plans for self-improvement, all this has a great impact on the minds and emotions of teenage students, arouses lively interest in them, thinking, thinking, working on themselves encourages to realize the need.

After such conversations, it is advisable to conduct written works based on the conversations so that the students can understand the spiritual feelings more deeply, and think more seriously about the characters.

Conversations on moral topics, taken from the students' own lives, filled with evidence that reflects the positive and negative qualities of their personality, have a great impact on the understanding of the spiritual self, accelerate the process of self-realization, o activates students' work on themselves. It is difficult to find such opportunities in the life of students, and it is baseless to say that the students themselves look at them with disdain. Because in most cases, we do not pay attention to the exemplary actions of teenagers in front of our eyes. Usually, there are great educational opportunities in these activities, especially when students are developing positive self-esteem and self-esteem. Therefore, it is necessary to involve students in more useful work. Usually, the results of socially useful labor activities are not analyzed, they are limited to encouragement or criticism if the work is done incorrectly. In fact, the comparative analysis of the results of work, the actions and behavior of students during the work process serves to properly manage their morals and is an important factor in the development of correct self-evaluation. Also, comparative analysis is an important factor for students to control themselves.

Below are the topics of conversations that help to develop self-awareness and self-management skills:

What do you know about yourself?

Independence means self-management.

Create your own.

stability and stubbornness.

My shortcomings and how to deal with them?

What have I achieved?

Conversation about friendship.

What can I do if I try?

Monotony and indifference.

Selfishness and humanity.

What does it mean to be free?

What is humanity?

The nature of the conversation depends on the individual characteristics of the students, and mainly on their self-awareness and the development of some spiritual qualities.

If conducting a conversation about unanimity is aimed at a weak student or, on the contrary, at students who lack this quality; or if conducting a conversation about accessibility and flexibility is assigned to students who lack organizational skills, the effectiveness of educational work will increase even more. This creates the necessary mood in students and serves to form relevant qualities. Of course, conducting the conversation in the spirit of openness and sincerity is a guarantee of success.

Conversations on the subject of sophistication are of great importance in teaching self-awareness and self-control. The sense of sophistication is very important in self-awareness. The characteristic of art and its non-repetition is that it awakens creativity in a person, develops his fantasy and imagination, awakens the desire for beauty.

It helps to reveal the essence of beauty in the aesthetic-educational environment and create the criteria of beauty and beauty, highness and lowness. In the aesthetic observation, it teaches to see the essence of beauty in the moral standards of a person, the values of society. All this helps to form high aesthetic taste and rich spiritual needs. Essentially, aesthetic education is one of the important tasks of spiritual education - it forms in students a personal positive attitude to the moral norms and values of society.

Of course, each pedagogue has a form of educational work known to him ("meeting with beauty", literary evening, "open conversation", etc.). The main issue is to enrich them with content and increase their effectiveness.

The influence of fiction on the process of self-realization cannot be replaced by anything. The works of art affect the student's emotions, imagination, intellect and will, open wide opportunities for the education of humanity, imbibe the best human qualities, and serve for their maturity. Ideal images in works of art combine with the emotional and intellectual activity of the student and help him to form his own ideal. The ideal serves as a program of action, the main factor in the upbringing of the positive qualities of a person in the mind of a teenager.

Individual conversations are also of great importance in the self-awareness and self-management of the adolescent student. Such conversations are effective if they are held when doubts appear in the teenager's heart, when he is strongly dissatisfied with his behavior. The feeling of regret leads the teenager to think about his shortcomings and analyze his morals in the appropriate direction. At such times, children need sincere conversations from adults. In such conversations, the teacher should know how to hide the educational meaning of the word from the student. They are particularly affected by conversations that touch their personal pride and ego.

In order to effectively use conversations, which are an important means of self-awareness and self-management skills in teenagers, it is necessary to take into account the following requirements:

- organize interviews based on specific tasks facing the educational process;
- frequently assigning conducting of interviews to the students themselves, not only to strong, but also to students who do not have the appropriate qualities;
- taking into account the great educational possibilities of conversations about the lives of famous people;

- use examples of classroom life (opposite) in conversations about self-awareness and self-management. Acknowledging the good work of students without losing sight of it;
- building individual conversations on the basis of full trust and respect for the student. Do not turn them into admonitions, do not force them to agree with the conclusions, do not try to make them understand that their behavior is bad.

Discussions are a more complex form of educational work than conversations. Discussions require a certain level of self-awareness and advance preparation. Their difficulty is that it is impossible to attract all students to the scope of the discussed issues at once.

At the moment, discussions are one of the most important forms of work, because discussion implies an open exchange of ideas between all participants. The advantage of discussion over other forms of teaching self-awareness and self-management is that it has a great opportunity to ensure the activity of each student. In the discussion, regardless of who he is, he is given the right to express his opinion and point of view. Students learn to prove their opinions while proving their opinions.

So, discussion requires students to have certain knowledge and self-awareness.

Taking into account the fact that teenage students are not always able to clearly express and defend their views, they understand themselves better by comparing themselves, the initial discussions are based on the movies watched together, the characters of favorite books, and the lives of people with interesting fates. better done. Because in this case, the effectiveness of debates held among high school students will be high.

The success of the debate largely depends on the choice of the topic. Pre-set questions reflecting the topic of the discussion increase the students' activity. In particular, questions that cause conflicting opinions and can be interpreted in different ways in life cause intense debates and disputes.

the questions should encourage substantiated answers. For example, "What does it mean to live a good life?" The following questions can be included in the discussion:

Who do you consider a glorious person? Are there such people among your friends, in your class at school?

Is it possible to judge a person based on his appearance?

What does it mean to be free in one's actions?

Commitment to duty and loyalty. Is there a contradiction in this concept?

How to evaluate a person who behaves well at school and is rude and deaf at home or vice versa?

What do you think is the most disgusting human flaw?

Is there a difference between being human and being called human?

To what extent can a one-sided person be interested in others?

What does being modern mean?

What are the characteristics of your ideal?

Who do you want to be like from literary heroes or people around you?

An important condition for organizing discussions is sincerity, correct interaction with teachers. If before the discussion, a small conversation or survey is conducted to determine the interests and wishes of the students, their activity will increase during the discussion. It encourages students to think about the discussed problem earlier, increases their interest, mentally prepares them for activity.

It is necessary to teach the rules of discussion during the preparation interview. The developed rules can be hung in the classroom earlier. Discussions about specific aspects of personality or moral qualities will be more effective and targeted.

The topics of the debates may be different, but all of them should serve the purpose of teaching the student to understand his identity and self-control. below, we will cite the topics of discussions aimed at this goal as examples:

do you know your character

The new man is in my imagination.
Does the modern man need humility and service?
I want and need.
what kind of person can be called beautiful?
A conversation about modern poetry.
What is will?
How to be an interesting person?
Conscience is your spiritual guiding star.
Humility is a sign of spiritual purity.

Reflections help to develop beliefs and understand the environment. They shape not only the views of adolescents, but also public opinion, as they require the ability to defend the comparison of personal views with the views of others. They conclude and make new plans.

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