

**RAG'BATLANTIRISH VA JAZOLASH FENOMENLARI TALABALAR
O'QUV FAOLIYATI SAMARADORLIGINI TA'MINLASH OMILI
MUAMMOSINING NAZARIY-METODOLOGIK ASOSLARI**

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Annotasiya

Zamonaviy psixologiyada ta'lim jarayonida talabalar o'quv faoliyati samaradorligini ta'minlashda rag'batlantirish va jazolash usullarini qo'llashning o'ziga xosligi talabalar tomonidan amalga oshiriladigan faoliyatning xususiyatlarini hisobga olishni talab qiladi. Maqolada rag'batlantirish va jazolash fenomenlari talabalar o'quv faoliyati samaradorligini ta'minlovchi omil ekanligi haqidagi savol ko'rib chiqiladi. Rag'batlantirish va jazolardan foydalanishdagi ziddiyatlar, shuningdek, ularning talaba yoshlarga ta'siri darajasi aniqlanadi.

Kalit so'zlar: rag'batlantirish, jazolash, ta'lim, ta'lim usullari va fenomen.

**ФЕНОМЕНЫ СТИМУЛИРОВАНИЯ И НАКАЗАНИЯ ТЕОРЕТИКО-
МЕТОДИЧЕСКИЕ ОСНОВЫ ПРОБЛЕМЫ ФАКТОРА
ОБЕСПЕЧЕНИЯ ЭФФЕКТИВНОСТИ УЧЕБНОЙ ДЕЯТЕЛЬНОСТИ
УЧАЩИХСЯ**

Аннотация

В современной психологии специфика использования стимулирующих и карательных методов в обеспечении эффективности учебной деятельности студентов в учебном процессе требует учета особенностей выполняемой студентами деятельности. В статье рассматривается вопрос о том, являются ли явления мотивации и наказания фактором, обеспечивающим эффективность учебной деятельности студентов. Выявлены конфликты в использовании стимулов и наказаний, а также степень их воздействия на студенческую молодежь.

Ключевые слова: мотивация, наказание, воспитание, методы и феномен обучения.

THE PHENOMENA OF STIMULATION AND PUNISHMENT THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF THE PROBLEM OF THE FACTOR OF ENSURING THE EFFECTIVENESS OF EDUCATIONAL ACTIVITIES OF STUDENTS

Abstract

In modern psychology, the specificity of the use of incentive and punitive methods in ensuring the effectiveness of students' learning activities in the educational process requires consideration of the characteristics of the activities performed by students. The article discusses the question of whether the phenomena of motivation and punishment are a factor that ensures the effectiveness of student learning activities. Conflicts in the use of incentives and penalties, as well as the extent of their impact on student youth, are identified.

Keywords: motivation, punishment, education, teaching methods and phenomena.

Relevance of the topic. Since the attitude towards a person is considered the most important value for any society in the world, focusing on the upbringing of the growing younger generation, maturing important human qualities, is becoming the most pressing problem. "Promotion and punishment are two sides of the same coin, the name of which is "education". In order for this medal to turn out to be gold, it is necessary to know the Basic Rules of promotion and punishment". Therefore, in the education of children, adolescents and adolescents in family, kindergarten, school and higher education institutions, incentives and punishment are used without training. Finding priority approaches to the maturation of an individual, the effective use of incentives and punitive methods to prevent deviations in his behavior is always a necessity for research.

In the world's leading psychological research, problems such as evolution of methods of stimulation and punishment, psychological peculiarities of the use of stimulation and punishment in modern families, punishment and stimulation as a way to regulate personality behavior in the socialization of the individual, psychological ridge of stimulation and punishment in the educational process, stimulation and punishment as a way to activate. Among them, students of a higher educational institution are among the most important studies to study the degree of

influence of stimulation and punishment in educational activities and the appropriation of educational materials, the relationship of educators with the student to stimulation and punishment, appropriation and according to the typological characteristics of the individual.

Main Part

When assessing the quality level of the educational process, the criterion for the effectiveness of educational activities serves as the best and main criterion. In each educational Ridge (Primary, general, secondary-special, Higher), an increase in the effectiveness of educational activities is set as the main task and goal. Factors affecting the effectiveness of educational activities have been one of the pressing issues in psychology on the issue of the dynamics of educational efficiency. A number of psychologists have cited their point of view on this problem.

M. V. Gamezo notes that effectiveness in educational activities can be a factor in the development of education, both as a sign of the productivity of teaching and the complete fulfillment of the tasks set in teaching. The highest performance in teaching efficiency means that technologies in education are also perfectly used. Gamezo also emphasizes that the educational process, its organization, its transfer should be directed to the manifestation of the individuality of the learner. It can be concluded that the educational effectiveness can be improved by being able to allow the learner to fully manifest their abilities. To do this, it can be noted the need to constantly use various technologies and methods in the educational process.

A. N. Leontev it is possible to show the productivity of a person's activity when each behavior enters into social relations with the team. Also in the effectiveness of the pedagogical process A. N. Leontev argues that it is necessary to note the importance of building social relationships as a key task. A. N. According to Leontev's reasoning, as a key issue in the effectiveness of training, this is the fact that the interaction of the members of the educational group and the stability of relations with the educator are ensured. Allows you to increase the effectiveness of oucv by several times if a stable relationship is established between the subjects of the educational process.

The social situation also has a great influence as the main source for an increase in the effectiveness of certain activities of the individual. Look at this L.S.Vigotsky, J.G.Mead, J.Scholars like Piaje favor . According to these psychologists, in



increasing the effectiveness of pedagogical activity, it is necessary to form a favorable social environment and situation, similar to the development of other activities. Only then can the expected results in training activities be achieved. A certain condition is considered that the necessary efficiency can be achieved only if a favorable social environment in educational activities is formed. In order to increase the effectiveness of educational activities, we can include in the favorable social situation various elements, from the presence of the necessary material and technical base for education to the professional competence of the educator providing education. For this reason, the influence of a huge number of subjects (student, teacher, administration, etc.) is also required in ensuring the social situation. On the issue of improving the effectiveness of educational activities, the above-mentioned psychologists were supported by their opinions. V. Rubsov also notes several problems in the issue of social relations in the educational process :

Ребещниокова О. Воспитания азбука//<https://azbyka.ru/deti/zolotye-pravila-pooshhreniya-i-nakazaniya>

Словарь справочник по возрастной и педагогической психологии. Под редакцией Гамезо М. В. М. – 2001.

Леонтьев А. Н. Избранные психологические произведения. Под редакцией В. В. Давыдова, В. П. Зинченко, А. А. Леонтьева, А. В. Петровского. В 2 тт. – М. : Педагогика, 1983.

Выготский Л. С. Проблемы развития психики. Собр. соч. : В 6 тт. – Т. 3. М. , 1983.

- the question of how to organize an individual and group learning process;
- how to organize training groups;
- the issue of allowing the manifestation of individual characteristics of learners and their recording;
- the issue of effective organization of joint activities of educators;
- the issue of the correct and stable way of Teacher-Student Relations.

Only when the correct solution is found to the issues mentioned by V. Rubsov can a qualitative social situation be formed and this positively affect the effectiveness of training.

From the above information, it can be known that many factors and tools can influence the increase in the effectiveness of educational activities. For this reason, psychologists have given different opinions on the issue of improving the



effectiveness of educational activities. For example. D.B. Elkonin and V.V. Davidovs argue that in order to increase the effectiveness of educational activities, it is necessary to change the structure of the educational process. Even in the model of a specially developed educational mechanism developed by Elkonin and Davidov, a specific model of productivity of educational activities is formed.

In educational institutions, it is known to determine the effectiveness of training with the level of assimilation of students. It is argued that the level of acquisition is influenced by many of the following factors: material condition, physical condition, age, marital status, initial basal knowledge, ability to control one's own behavior, and other related individual as well as social factors. These factors and features make it possible to assess the level of effectiveness of educational activities.

In addition to the above factors, psychological characteristics and qualities such as intelligence level (ability to acquire knowledge, solve skills and skills in matters), creativity (ability to create new knowledge), learning motivation and self-assessment are also perceived by researchers as factors affecting the effectiveness of educational activities.

As an urgent issue, the issue of the effectiveness of educational activities has been the subject of several scientific studies and research in the world. This scientific research was carried out within the framework of educational processes in various fields as well as pedagogical activities. The following will dwell on international scientific research on educational effectiveness.

With the development of modern technologies, additional opportunities, methods of teaching in a new way will also develop in the educational process. As a confirmation of this idea, the organization of the educational process through high technologies can be shown as an example. Researchers from Kantho University (Vietnam) on the issue of organizing the educational process using information technology in an online form. This study analyzed the level of effectiveness of classes in foreign languages, in particular English online and offline form. One of the distinctive aspects of this research work is that studies conducted through the ZOOM platform as well as the Google MEET platform, where the levels of productivity of classes in the traditional style of classes are compared. The study analyzed the effectiveness of two forms of Education based on the following criteria:

1. The level of efficiency of the selected platform.
2. Competence level of teachers in both forms of Education.



3. The level of effectiveness of the form of education, depending on the choice of students

4. Student achievement.

5. Learning environment.

Another important aspect of the scientific research of researchers, in this research work, not only student-students engaged in educational activities, persons operating in production are also considered objects of research. This allows for a more comprehensive study of the effectiveness of teaching and mastering foreign languages. According to the result of this research work, S1 received a foreign language level of 1.01% from readers who studied foreign languages in the traditional form, while those who studied in the Online form did not achieve this result. Traditionalist students who achieved B1 level showed 59.12% and distance education students 59.04%. The traditional form of education from the results of the research work can serve as an important factor for the effectiveness of training. It has also been observed that in the study of foreign languages, the emotional impact of the traditional form of education as well as the level of influence on the cognitive sphere are high.

From the information considered above, it can be concluded that the issue of educational effectiveness is one of the pressing issues. The problem of improving academic productivity, stabilization is a problem that requires constant scientific research in the fields of psychology, pedagogy. For this reason, the requirement to learn from different sides is imposed on this issue.

Conclusion. It is clear that incentives are always a priority for students, getting them is much more pleasant than even a decent punishment. The educator must be careful both in using the incentive and in punishing the same. The student should be encouraged only to fulfill the rules of the educational institution or for their daily tasks, real success. Excessive stimulation, necessary for the activities of the student, teacher, society, forced stimulation can have a completely opposite effect. This incentive, from an educational point of view, is devastating for both the promoters and their environment. With the incentive, the student's actual changes, achievements and actions are recorded so that the incentive is aimed at improving the student's behavior.

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