GENDER DIFFERENCES OF ALTRUISM IN PUPILS

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ABSTRACT

The article analyzes the gender characteristics of the manifestation of altruistic motives in adolescents of Uzbek descent. Altruism is a behavioral trait that motivates us to help the people around us, not to be indifferent to the problems of our loved ones and society, and determines our level of spiritual maturity.The phenomenon of altruism is expressed in the works of Eastern scholars on the basis of the science of futuvvat, which accompanies it, in the interpretation of such qualities as generosity, mercy, ungrateful help.In addition, in the research of foreign psychologists, the essence of the moral, cognitive, social, psychological factors influencing the harmonization of behavior based on the motives of altruism with the system of personal values, taking into account ethnic characteristics.The article provides an empirical analysis of the manifestations of altruism in adolescence and early adolescence, taking into account age and gender aspects. Based on the analytical data, scientific conclusions were formed and pedagogical-psychological recommendations were developed for pedagogical psychologists and parents for the development of altruism in adolescents and early adolescents.

Keywords: *altruism, adolescence, gender differences, behavior, attitudes, psychological factors, morality, kindness.*

Introduction

The maturity of a person, the beauty of his inner and outer world, his moral maturity have been important for all times. The study and analysis of individual and social psychological factors influencing a person's morality has always been in the focus of scholars.In particular, today it is important to bring up young people who are struggling with "enlightenment against ignorance", who have developed immunity against the "evil of indifference", and the development of altruistic motives in them. If we look at our history, we can see that our Motherland has always been a country of truly selfless, altruistic people. Including , the motives of true altruism in spiritual form can be found in Alp Er Tunga, Shirak, Tumaris, Najmiddin Kubro, Jaloliddin Manguberdi, Temur Malik, Amir Temur, Zahiriddin Muhammad Bobur, Sergeant K. Suyunov, Major General S. Rakhimov, blacksmith Sh.Shomaxmudov. Our people, whose names are listed, fought for the peace and prosperity of the country, as the interests of society take precedence over personal interests, and there is a high sense of involvement in the fate of the homeland and the people. The study of the peculiarities of the development of altruistic motives in the upbringing of the younger generation in the same national spirit is one of the current issues.

Like all countries, Uzbekistan pays great attention to the moral development of young people, their upbringing on the basis of humanitarian ideas. As well as, in the strategic tasks proposed by President Sh.M.Mirzieyov to develop the country and strengthen its independence, one of the important tasks is to train a spiritually mature, harmoniously developed generation and competitive personnel and educate young volunteers who can help society solve social problems.In carrying out these tasks, "we rely on the national traditions formed over the centuries, the rich heritage of our ancestors" [1], and this is as important as educating the younger generation in the spirit of universal values based on Eastern education.

Oriental upbringing is reflected in the material and spiritual heritage of the ancestors, formed on the basis of the child's national self-consciousness, the contribution of his people to world civilization, the sense of pride in the dignity and prestige of other nations.Add to this, to be proud of the high dignity of the nation, not to be indifferent to its problems, to be passionate about their people, their nation, to preserve the material and spiritual heritage of their nation, to respect the customs, traditions and values of the people. to make and make them. b In the practical activity of love, the duty of a young generation is called.

The above points alone show the importance of focusing on the formation of a sense of respect

for our national values based on the development of moral motives in the child. Therefore, a pertinent question arises: “What are the moral criteria that determine the character, nature and worldview of Uzbek boys and girls,what are the motives for behavior that embodies national characteristics such as goodness and kindness, nobility and kindness, amenity and gentleness, hospitality and tenderness? will it be built? ”There are various approaches to explaining such behavioral motives. We want to describe about the importance of altruistic motives in the manifestation of these features.

Literature Review

Let us explain the concept of altruism before giving a degree of study of the problem of altruism. The concept of altruism is emanated from the Latin word "alter" - "others" and has been entered into science by the French philosopher O. Cont as a term against egoism. Altruism is an activity aimed at caring for other people for their own benefit [16].

In general, the concept of altruism as a separate phenomenon in psychology began to be scientifically studied only in the XIX century, and its psychological mechanisms were interpreted from different perspectives.But if we analyze the works of Eastern scientists, we will see that the issue of researching and promoting the motives of altruism began much earlier in the East.As, from the ancient manuscripts of the Avesta to the works of the Jadids, we can see that altruistic motives in personal behavior are expressed in a unique way.In particular, altruistic motives associated with patriotism, kindness and generosity are systematically explained on the basis of mysticism.

One of the representatives of mysticism, Imam Muhammad al-Ghazali, said: “Humanity loves its land with what he has, even if it is a desert where no one lives. The Motherland is a place where love is deeply rooted in the heart, where a person is calm when he is in it, longs for it when it is far away, protects it when it is attacked, and is angry when it is humiliated. The homeland will also have rights.The first is the right to live in peace and gratitude while living in this Motherland. It is also the right of those born and raised in this country to miss it when they leave it, to be angry when it is humiliated, and to protect it when it is attacked. ”[8] The psychological mechanisms of grief for the Homeland mentioned here provide for the analysis of altruistic motives on the basis of psychological and social interaction.This is because the exchange of psychological feelings, such as loving and caring for the motherland without any interests, as well as the social role of "representative of the country" and the associated social responsibility are interpreted as the manifestation of one's patriotism. Such altruistic motives are explained in connection with the formation of a sense of moral duty and moral empathy in the research of E.P. Ilin [6]. The system of concepts of moral duty is a cognitive component of altruistic motives, and the feeling of moral empathy is an affective component, and they combine to lead to a sense of patriotism in the individual.

One of the geniuses of mysticism, we can see that altruistic motives are hidden in the "call to goodness" [11] in the works of Baburahim Mashrab. Particularly, in Mashrab's views we come across ideas that illuminate the feeling of empathy and empathy.The author says, "I cry when I see homeless people like me!" in verses such as we can see an analysis of the feeling of empathy in man. At the same time, it raises the issue of raising a child in a way that can empathize with the grief of the people.

Alisher Navoi, one of the brightest representatives of mysticism, glorified the feeling of love and devotion to the Motherland in the following verses:

Vatan tarkini bir nafas aylama,
Ani ranji - g'urbat, havas aylama [12].

Through these verses, the scholar explained the following altruistic motives of patriotism: The homeland is our social space. In this social space, our generation, our need to preserve our social status, to exchange mutual care, respect and love in interpersonal relationships will be satisfied. Therefore, a person feels peace of mind in his homeland, that is, a state of catharsis. Peace of mind, on the other hand, encourages him to feel empathy for those around him and to do socially useful things that are not discriminating against the homeland. Far away from home, instead of a state of

psychological catharsis, the feeling of concern for the condition of loved ones increases and a person begins to suffer mentally. Explanations of such altruistic motives can be found in the works of A. Navoi. A. Navoi widely propagated the issue of being kind and generous to his people and nation. Because kindness and generosity are the eastern characteristics of altruism. Specifically , A. Navoi in his work "Mahbub ul-kulub" sees generosity and chariness in the image of altruistic behavior in people. According to Navoi, generosity is the ungrateful help given to people in order to alleviate their problems. The scholar encourages people to be generous to one another. Such qualities as generosity, kindness, and cabbage are components of generosity. In describing these qualities, the thinker notes the following: “Generosity is the fruitful tree of the garden of man, but it is the sweet fruit of the tree; the wave, the river of the land of humanity, but it is the original pearl of the river of waves. Goodness, esteem is to bear the burden of a victim’s stiffness and save them from those hardships. Esteem is to lift the weight of someone’s hard thorn and open like a flower from the tip of the thorn and not to remember to someone about the work done, not to take about it in your mouth, not to wait thanks from the person and not to give disconcert to him. Mercy is the offspring of the homage, the twin cousin, whoever possesses these qualities deserves honor and respect. ”[15]

It is also clear from the above considerations that the role of generous people in human development and the development of society is incomparable. A. Navoi has not lost his significance in his works, as he refers to real-life examples in explaining the essence of the meaning of each behavior.

A person's patriotism is also determined by his kindness to his people. In this regard, Hussein Waz Kashifi in his book "Akhlaqi Muhsini" quotes the following: “One of the signs of the king's mercy and compliment is that he should love the citizens as his own children, and that he should not need what he does not like. In turn) they, that is, the citizens, must dedicate their lives and property to him, do not deprive the king of what he has, and devote all their abilities and thoughts to the stability of the country. Therefore, (the king's) mercy and compassion for the people must always increase. ”[18] Here it is argued that compassion is based on a sense of empathy, in the psychological approach of altruism, that is, in the research of Bateson, J. Aronfried [10]. In addition, the ideas of Hussein Waz Kashifi, which explain the motives of altruistic behavior, are analyzed in his work "Futuvvatnomai Sultani or the order of bravery." In this play, the issues of infinite generosity, courage and devotion of the human heart are covered. The author describes a person who, as a truly spiritually mature person, benefits others and is able to dedicate himself to the joy of those around him. On the basis of Kashifi's doctrine of femininity, the eastern description of the motives of altruism is analyzed.

Fuzuli's views on patriotism based on altruistic motives are also noteworthy: "I have one life, and if I had a thousand lives, I would have spent it all for the Motherland" [14]. In this view, we can see that M. Snyder's research is a clear manifestation of the system of values associated with "unselfish devotion to the interests of society" [10], the main idea of psychologically justified altruism.

In general, altruism as a psychological phenomenon embodies the pursuit of perfection and patriotism, kindness, compassion, kindness and benevolence, the ability to give up something for others in order to "overcome tensions" in interpersonal relationships. In the works of Eastern scholars, a unique interpretation of the motives of altruism in the upbringing of children and their development is highlighted.

Theory And Methodology

In psychology, there are various conceptual approaches that explain the motives of a person’s altruistic behavior. Scholars have given different interpretations to the concept of altruism. Especially , Dj Seglow [6] argues that altruism is a free movement of the subject to help others voluntarily. VV Solovyov [17] proposes to understand altruism as "moral solidarity with other people." According to NV Grishina, "altruism, in contrast to other independent motives based on one's own interests, is based on the need to care and love

others, to sacrifice oneself for the group, to feel responsible" [9].

Research aimed at studying the motives of altruism has been conducted in three methodological areas within all disciplines. These are:

a) research in the field of perfect human features (based on the ideas of Eastern scholars, philosophers);

b) the direction of study as a criterion of moral behavior (based on the views of J. Wright);

c) research direction as the highest example of personality development (based on the research of L.Kolberg and T.Laikon) [7].

Indeed, in all of these areas, altruism is seen as the pinnacle of a person's acmeological development.

From this point of view, altruism as a psychological phenomenon embodies the aspiration of the individual to perfection and the actions of empathy, kindness and benevolence to overcome tensions in interpersonal relationships, to give up something for others. But altruism manifests itself in a person's behavior in a uniquely individual way. Accordingly, the following types of altruism are distinguished in psychological sources:

Altruism, which results from feelings of sympathy and empathy, is altruistic behavior that results from compassion for others. This is more likely to occur as a result of a sense of emotional attachment to relatives, close people.

Moral altruism is the part that acts as an "internal censorship" of the individual. This is more likely to be related to a person's inner moral institutions and conscience, beliefs.

Self-sacrifice is characterized by the self-sacrifice of a person, and there are two sides to it: the positive side gives a bounty to a person who is valuable to him, and the negative side gives up on himself.

Rational altruism is an attempt to find a balance that does not harm one's own interests and the interests of others. Every altruistic movement that is performed is observed.

F. Assizsky, who made an in-depth analysis of individual views on altruism, analyzed several manifestations of the manifestation of altruism in the person [7]:

The parental view is that it is unique to all humanity and involves a parent taking care of their child. This condition can also be called "parental instinct". In some cases, this instinct is also characterized by self-sacrifice.

Mutual assistance is the act of helping someone without expecting the same help from them. This type of altruism is observed among close relatives, true friends and lovers. These actions are often influenced by norms and social expectations.

In this form of moral altruism, a person simply acts on the principle of "doing good" to others, and this is ingrained in his system of values. We often refer to this category of individuals as volunteers.

Demonstration is an altruistic behavior that is performed in order to assert one's social status in public.

Compassion is an altruistic attempt made because of emotional sensitivity and strong reflection on people.

G. Spencer distinguishes 2 types of altruism: "Justice is a social activity that is important for maintaining social balance in society. Charity is the act of voluntarily reaching out to others. "[4]

Altruism in a person as a psychological phenomenon is associated with certain altruistic emotional experiences, attitudes, and personality orientations that govern a person's behavior. According to BI Dodonov, in order for a person to develop an innate tendency to altruism, he first exhibits altruistic emotional experiences. This situation leads to the formation of an altruistic position in the person, the full understanding of this process by the person leads to an altruistic orientation in the person [5].

So, there are different views on the manifestation of altruism in the individual and its formation in the individual. While some psychologists interpret altruism as a special human trait and believe that it is formed as a social psychological trait, others view it as a genetic trait that results from natural selection.

In psychology, altruism is viewed as a social behavior, and there are three different approaches to explaining its motives: psychological (social interaction), social (social norms), and biological (evolution).

There are three different approaches that explain the motives of altruistic behavior.

These are biological, social and psychological approaches.

- **In the biological approach,** altruism is seen as a biological need, and altruism is seen as instinctively manifested in human behavior. The essence of altruism is that people are focused on the preservation of their offspring, that is, the biological need of parents to preserve their offspring is based on the care of their offspring, the individual's care for his countryman.
- **The social approach** is based on the idea that an individual commits altruistic behaviors as a result of social interactions, i.e., the interaction of social norms, sanctions, a sense of social responsibility, and social roles. At the same time, every person of Uzbek descent, under the influence of social roles and social responsibility, begins to express their national characteristics, including patriotism, in their behavior.
- **The psychological approach** explains that mutual interest is at the heart of any interpersonal relationship in society. Accordingly, atruism is the mutual exchange of psychological feelings and socio-psychological values such as love, respect, care [10].

Only when altruism fully reflects a person's behavior can it become a system of perceived values and absorbed into the meaning of a person's life. Altruism can manifest as a psychological phenomenon in people's daily communication and activities.

Generally, the conceptual approaches outlined above explain the motives of altruism. In this context, EE Nasinovskaya argues that [13] altruistic motives may be directed not only at the community for which the individual is familiar, but also at strangers. Altruism is a condition related to a person's inner world and manifests itself in a variety of situations. Factors that explain the fact that altruism manifests itself in a variety of situations related to a person's inner world have been highlighted by psychological researchers.

In fact, according to the mechanism of manifestation, altruism exists in all people, but it occurs in behavior under the influence of various emotional conditions, personality traits, conformity. Above, we have witnessed that different scholars have approached the issue from different perspectives, citing an analysis of the impact of different factors influencing the manifestation of altruism. Similar information can be found in the sources cited by EP Ilyin. In particular, the textbook "Psychology of Help: Altruism and Selfishness" [6], edited by EP Ilyin, analyzes the altruistic behavior of the individual as a mechanism to protect the "I" from various negative emotional effects. The source cites altruistic dependence as a psychological defense mechanism. In such a situation, a person projects his egoistic impulses by caring for other people and tries to satisfy his own needs regardless of the fate of others. For example, a person who is jealous of many things because of his miserliness will be very generous to those close to him. In this case, the altruist's personal "I" replaces the analogous "I" of another person.The main reason for this is the needs in the personal self, which are not realized under the influence of social norms, national mental characteristics or upbringing. As a result, when the same needs arise in another person, the person tries to satisfy his needs through his own selfish desires.

In the above case, egoism and altruism can be mixed to varying degrees. A. Freud [6] considered that it is both altruistic and selfish for parents to formulate their children's life plans on the basis of their own desires. This is because parents see their children in goals and desires that they cannot achieve, even though the child may not want it.

In conclusion, the problem of altruism and its motives has been analyzed in detail by foreign psychologists.

Experimental Work

The mechanisms of manifestation of the phenomenon of altruism in students have their own characteristics. To this end, we found it appropriate to study the gender differences in the manifestation of altruism in students. Our study involved 232 students of 6th and 8th grades of secondary schools No. 304 in Sergeli district of Tashkent, No. 13 in Bukhara, Bukhara region, No. 60 in Namangan, Namangan region. The subjects used a questionnaire to diagnose the socio-psychological institutions of the individual on

the scale of "Altruism-egoism" developed by OF Potemkina. At the same time, we first identified the altruistic attitudes of students, taking into account that any behavioral motives are based on socio-psychological attitudes. Of the 155 adolescents who participated in our study, 72 were boys and 83 were girls, and 77 of our first 77 adolescents were boys and 44 were girls. The results are shown in the table below [2].

Table 1: Gender Differences Of Altruism In Pupils

Testers	Manifestation of altruism		t – statistical difference indicator
	Boys	Girls	
Adolescents	5,41	5,62	-0,79
First adolescents	6,27	5,47	2,23*

Comment: * p≤0,05; ** p≤0,01.

Discussion

The data in the first table show that there were no important differences between the results of boys and girls. According to the results, there were no significant statistical differences between the rates of adolescent girls and boys. However, a significant statistical difference (r = 2.23; * p≤0.05) was observed between the indicators of boys and girls in early adolescence. The reason for the lack of statistically significant gender differences in the appearance of altruism in our adolescent students can be explained as follows: altruistic behavior in both girls and boys during adolescence.

Adolescent girls and boys begin to assimilate socially accepted patterns of behavior in society and try to put them into practice in order to assert their “big Meni”. We know that the family has always focused on cultivating in girls the qualities of caring for others and the image of a "loving mother, caring spouse", while in boys the emphasis is on the formation of qualities of courage and perseverance.

According to G.N Kamenova and M.T Kudryashova, girls are naturally responsible for the care of the biological offspring. From the moment a girl is born, she has a motherly instinct and an instinct to take care of her children. There is a gender stereotype that women are nurses, chefs, educators and midwives, and men are the guardians of the family. For this reason, our young men and women try to apply these patterns of behavior in order to optimally assimilate these models of behavior and to be recognized as the “great self” [6].

A similar situation was observed in a study led by E.P. Ilin, who interpreted the situation as follows: in girls, this is more in the form of “caring help”, which means that they care about the personal and emotional needs of others and help them achieve their goals. appears as giving. In boys, it is in the form of "heroic help", which involves performing unusual and risky actions, behaving like a real hero [3].

Based on the above analysis, it can be concluded that, despite the fact that the motives of altruism in adolescent boys and girls are reflected in the influence of gender stereotypes, the main goal is to form and develop a positive attitude to the "I".

During early adolescence, however, a statistical difference was found between the tendency of boys and girls to exhibit altruistic behavior. The results showed that boys were more prone to altruism than girls. Girls in early adolescence, as an age-related trait, have a good understanding of other people's emotions, feel them, understand its root causes, and have the ability to identify the emotions of others. Over this period, girls are able to analyze their emotions, understand the emotions associated with what they say, what they do, try to control their emotions based on their own value system. Because girls are more focused on interpersonal relationships, they tend to first observe and analyze their emotions when entering into interpersonal relationships with those around them, and then compare that emotional state with their own behavior.

Based on the above considerations, we conclude that because girls in early adolescence are emotionally literate and at the same time emotionally sensitive, they are better

able to understand, analyze, and put themselves in the place of others, and are therefore quick to help others. It is due to the fact that only when we understand the essence of the emotions of a person in need of help, we lend him a helping hand.

We know that in the upbringing of boys, emphasis is placed on the formation of strong-willed qualities in them. In particular, boys develop such qualities as perseverance, purposefulness, responsibility, and courage. Perseverance depends on a person's level of confidence in achieving goals, motivation to succeed, and willpower to overcome difficulties. Purposefulness means that a person moves steadily towards a set goal. Responsibility, on the other hand, is a willpower force that requires a sense of responsibility and a sense of responsibility for the safety of others. The same traits are necessary for altruistic behavior. Cuz of a person who rushes to help must be strong in the face of obstacles, steadfast in his goal and able to feel responsible for the consequences of his actions. Girls are treated a little differently in upbringing.

Mentioned above considerations, we can conclude that there are gender differences in the tendency to altruism in early adolescence, which is due to the inner psychological characteristics of the individual.

Conclusion

Showed on the above analytical data, we form the following conclusions:

1. Altruism is one of the most important criteria for the acmeological development of a person, and its representation is determined by biological, social, psychological factors.

2. In the pedagogical and psychological views of Eastern thinkers on the perfection of personality, behavior, the qualities that characterize the phenomenon of altruism, formed on the basis of national characteristics, are described. In particular, the Eastern description of altruism in the works of Eastern scholars (Kaykovus, Navoi, Kashifi, Fuzuli, Ghazali) is analyzed in detail in the interpretation of positive behavioral elements such as kindness, goodness, generosity, kindness, generosity in futuvvat science.

3. No significant statistical difference was observed in the age dynamic characteristics of altruism susceptibility in adolescents and early adolescents. But, the forces that drive altruism at this age are different. This may be related primarily to sensitive developments in their age characteristics and social experience. Empathy, self-motivation, motivation to succeed, and willpower are the psychological factors that encourage altruism in adolescence, while empathy, emotional knowledge, and intellectual qualities are predominant in adolescence. No gender differences were observed among adolescents prone to altruism. However, significant statistical differences were identified during early adolescence. Accordingly, it was found that emotional role in the implementation of altruistic behavior in girls, that is, emotional awareness, understanding and analysis of other people's emotions, is dominated by the role of volitional traits in boys.

The following important points should be considered in the formation of altruistic behavior in pupils:

For teachers and psychologists:

- Analysis of qualitative changes in cognitive, emotional, motivational and behavioral changes in the mental and personal development of children of all ages;
- Strengthening the motivation of adolescents and early adolescents to prepare for the acquisition of socio-ethical knowledge;
- Orientation of adolescents and young adults to socially important activities (involvement in project creation, participation in volunteerism, involvement in creative activities);
- Supporting children's active initiative, creating a friendly environment based on group interaction;
- Expanding students' knowledge of mutual assistance during coaching hours and systematically promoting the impact of altruism on human psychology and interpersonal relationships in the group;
- It is necessary to carry out individual and group psychocorrectional work with adolescents and early adolescents with low levels of altruism.

For parents:

- Establish a relationship with the child based on mutual love and understanding. Accept the child as an individual, analyze your own behavior, and strive to be a “personal role model” for the formation of rational altruism in the child;
- Improving the emotional environment in the family, fostering a sense of social justice, resilience and empathy in the child's value system through the formation of positive attitudes in the child;
- Use the model of interaction in family relationships and regularly encourage the child's social activity, moral behavior.

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CHARACTERISTICS OF COPING STRATEGY IN STRENGTHENING STRESS STABILITY IN STUDENTS

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ANNOTATION

Today's intense processes place a huge responsibility on the modern student personality. We know that studentship is not only a "golden age" of human life, but also a time when one is exposed to a number of stress genic factors related to daily and academic activities. Problems and obstacles for the student's body and psyche to learn a new social environment, new requirements, new values or the reconstruction of this system, the emergence of new needs, their satisfaction - all this can be a factor of serious stress for the student. But each student perceives a certain situation differently depending on their individual, personal, cognitive characteristics, which determines his level of resistance to stress. A student's perception of changes in his or her life not as a threat to himself or herself, but as a quality of developmental opportunity, and treating them with openness and interest are among the characteristics that ensure his or her resilience to stress. In order to accurately analyze the extent to which these features are affected, of course, special psychological research is required. This article presents and analyzes the results of an empirical study of the role of coping strategies in modern student attitudes toward stress, in particular the national psychological features of the relationship between problem solving, seeking social support, and problem avoidance strategies and stress resilience.

Keywords: *stress, stress resilience, stress tolerance, patience, endurance, student, stress propensity, coping, coping behavior, coping strategy, passive coping, active coping, feature, quality, problem, problem situation, problem solving, support, seeking support, avoiding trouble, active position, passive position, national characteristics.*

INTRODUCTION

Globally, stress and stress resilience is one of the most pressing issues in the field of psychology. Extensive research is being conducted on the issues of reduction, competitiveness of training, socio-psychological prevention of stress-prone individuals, ensuring the effectiveness of effective methods of psycho-correction. These studies serve as a theoretical study of the complex study of the psychological characteristics of stress manifestations, the study of behavioral issues in the process of activity of stress-prone youth.

One of the main issues on the agenda of our state is to bring up students studying in our country as competitive and well-rounded professionals, to create all conditions for the education of our enthusiastic young people who have a passion for higher education, self-employment and knowledge. In this regard, it is expedient to deepen scientific research in such areas as a comprehensive study of the psychological determinants of increasing stress resilience in students prone to negative complications of stress, identifying opportunities for stress-resistant behavior through simultaneous exposure to their cognitive, affective, conative and physiological areas.

ANALYSIS OF THE LITERATURE ON THE SUBJECT

Although the problem of stress has been studied by many authors, the number of studies devoted to the study of stress resilience is not very large. But in any case, specific research has been done in this area.

In the work of some authors in this field, the resistance of a person to stress is related to its purposefulness, future plans for a certain period, the impact on the organization of their activities (L.I.Antsyferova, L.G.Dikaya), stress management, stress The issue of the influence of personal factors on stability (V.I.Medvedev, V.E.Milman, V.D.Nebylitsyn, G.S.Nikiforov) is widely covered in research work. Foreign psychology also focuses on the manifestation of human behavior in difficult life situations and behavior known as "coping-strategy", emphasizing that the likelihood of developing stress during frustration is related to personality traits, which are a factor in a person's resilience to emotional stress. Lasarus, S.Folkman, R.Thoits).

Identification of specific aspects of pre-exam and post-exam emotional state in students on

the issue of stability to stress related to the student period (E.P.Ilin), increase of pre-exam and post-exam emotional excitement in students (I.M.Eliseeva), low levels of cognitive, emotional, motivational and behavioral disorders (OV Lozgachyova) a number of factors - personal and situational anxiety, self-esteem, ability to work, the state of cognitive processes, changes in verbal and nonverbal speech, psychosomatic changes, self-isolation, etc. (A.A. Andreeva) were studied.

The issue of stress and stress resilience in Uzbekistan as a subject of psychological research has been studied by several Uzbek scholars in conjunction with such concepts as mental crisis, nervous tension, mental stress, suicidal behavior. Attempts by Uzbek scientists to study some psychological aspects of stress began in the late twentieth century, and were first reflected in the work of M.G Davletshin, G.B Shoumarov and their students B. Umarov, E. Usmanov. In Uzbekistan, the research of G.V Khrulnova, N.Z Ismailova, D.S Karshieva addresses the issue of stress and stress resistance. These authors explored the appropriateness of using a variety of techniques that affect the adolescent psyche in training to cope with post-stress changes, the specific importance of frustration tolerance and coping strategies in increasing stress resilience, and the psychological characteristics of occupational stress in educators.

Theory And Practice

Research on stress and stress tolerance has led to two main results: first, testological instruments have been developed that allow the identification of human stress tolerance indicators, i.e., high, medium, and low; second, it is argued that any activity of an individual is directly or indirectly related to his or her resistance to stress. The ability of a person to apply his or her coping behavior strategy is important in demonstrating a person's resilience to stress. Accordingly, in our study, we included a study of the relationship between stress resilience and the possibility of applying coping behavioral strategy methods. To determine this, in our study we chose the methodology "Coping-indicator" proposed by D.Amirkhan. This method was developed by D. Amirkhan to diagnose the dominant coping strategies of the individual and was adapted by O.A. Sirotin and V. M. Yaltonsky to conduct research in the Russian environment. The Uzbek version of the method was successfully used by psychologists of the Academy of the Prosecutor General's Office of the Republic of Uzbekistan (E. Sattarov, N. Soginov, I. Mahmudov).

According to the methodology, coping strategies can be divided into 3 groups: problem solving, seeking social support, avoidance. The Coping Strategy Indicator can be considered a good and successful way to study the basic strategies of human behavior. The idea of this survey is that all the strategies that are formed throughout a person's life and that he or she is likely to apply in daily life are divided into 3 groups:

1. Problem-solving strategy is an active behavioral strategy in which a person uses all available resources to solve a problem effectively.
2. The strategy of seeking social support is an active behavioral strategy in which a person seeks help and support from others (family members, friends, people important to him) to solve the problem effectively.
3. Problem avoidance strategy is a passive behavioral strategy in which a person tries to solve a problem and avoid the environment and reality that surrounds him.

Experimental Research.

This part of the article describes the process and results of scientific research in this area. In our study, we decided to use several methodologies to study the psychological determinants of a stable response to stress in students. One of them is the method of "Coping-indicator" proposed by D. Amirkhan, aimed at studying which strategies of coping behavior students use in stressful situations.

Our empirical study was designed to be conducted in 2 phases (as a detection and control experiment), and we separated students with low stress resistance as an experimental group from the group of subjects during the diagnostic experiment. The following is an analysis of the results of this group.

Quantitative and comparative analysis of the results confirmed that there is indeed a significant correlation between stress resilience and the application of coping behavioral strategies (see Table 1).

Table 1Demonstration of correlation between stress stability and coping strategy methods in subjects.

Determinant	**Coping strategy**		
	Problem solving	**Seeking social support**	**From the problem escape**
Stability to stress	**0,114**	**0,350****	**0,266****

Note: ** p≤0.01.

Commentary Of Results.

Of course, first of all, it is noteworthy that a positive correlation was observed between the respondents' coping behavior seeking social support strategy and stress resilience (r = 0.350; p≤0.01). However, another situation that deserves special psychological attention is that there is no correlation between stress stability and problem-solving methods of coping strategy (r = 0.114, p≤0.01). This can be explained by the fact that the use of the problem-solving method in our test students did not affect its stress resistance. In a problem-solving style, the student analyzes the trou, seeks a solution to the problem, uses different solutions when faced with similar problems based on previous experience, plans to solve the problem and act accordingly, allocates time correctly, controls the situation, it is understood that in order to overcome a complex situation, one must use oneself to control one's state and activate one's powers. According to national psychological characteristics, the care of parents in Uzbek families and adults in the family (brothers and sisters, aunts, uncles, aunts and cousins) is very different from that of foreign families. In other words, in Uzbek families, trying to solve a child's problem together begins at a young age, and in some families it continues until the child grows up and reaches adulthood. As a result, the problem of children growing up with such an experience is always solved by adults. This leads to a slow development of the child's ability to solve problems independently. The second reason is that the Uzbek environment differs from the foreign environment in that many people say that the term "Uzbekism" includes the tradition of "kindness". Therefore, it can be said that in the Uzbek mentality (not only Uzbeks, but also other nationalities), a person who faces a problem or a difficult situation should be helped not only by his relatives, but also by those around him - colleagues, teammates, neighbors, in-laws. they try. There are enough people in the student community who can help students affected by a stressful event with their material, spiritual and practical support. It is true that the Uzbek student, who grew up in the spirit of such a tradition, has a low rate of using problem-solving methods in stressful situations. This means that such students are more likely to seek the support of those around them than to solve the problem on their own. This is further explained by the analysis of the following indicators.

We can see an important correlation between the focus on seeking social support in the test students and their resilience to stress (r = 0.350, p≤0.01). To explain this, we cite the following analysis. For today's student, it can be observed that the support of others has become a key indicator of resilience to stress. This is because the student today has more trust in his or her parent or spouse (especially since the majority of students in pedagogy and psychology are girls, who have a stronger tendency to rely on the help of others). When stressful situations arise, some students who are in this situation prefer to turn to their "trusted people" rather than solving the problem, because they believe that their problems are always solved in this way and that the next problem they face will be solved. It should be noted that students with low stress tolerance and a high tendency to seek social support for coping behavioral strategies are students who are slow to master the subjects

and perform session assignments unsatisfactorily. Therefore, such a relationship and such a style of coping behavior can be very much observed in the process of passing exams in a session. So, most students who are prone to the support of others do not master the subjects taught during the year, and at the end of the semester they study topics that have not been studied for half a year, complete assignments, prepare for exams in short subjects prefer to use methods that are easy and quick to resolve, and in most cases use this way.

Additionally, the student gets satisfaction from the interpersonal relationships he or she establishes with his or her friends, peers, teammates, and familiar students studying in the same faculty. In our opinion, when a student is stressed, he turns to his friends and peers, groupmates, acquaintances studying in the same faculty, who encourage him, provide material, spiritual, intellectual support to solve the problem. Hence, the student chooses this method as a stress resilience skill. It is for these reasons that a link has been observed between stress resilience in the student and the way in which the coping strategy seeks social support.

In our study, a significant correlation was also observed between stress resilience and problem-solving coping strategy ($r = 0.266$, $p \leq 0.01$). The explanation for this is that some students today prefer to avoid a problem rather than solve it in a stressful situation, and they often turn to the virtual world in this regard. There are now many social networks in the virtual world that guide and advise people in trouble. This is perceived as a "convenient opportunity" for some students in a stressful situation, i.e. some students resort to issue avoidance rather than seeking social support as a result of their lack of communication skills and shyness.

Add to this, interviews with test takers revealed that students who choose to avoid a problem in a stressful situation use the following methods in addition to addressing the virtual world: some students try to distract themselves from a problem situation, that is, the student tries to distract himself with various other tasks instead of solving the problem situation; while other similar students resort to social interactions in order to forget the problem, i.e. the student tries to communicate with others in a problematic situation, e.g. It should be noted that although such ways of avoiding such an issue can temporarily distract the student from the stressful situation, neither doing other things nor interacting with relatives does not solve the existing problem, the stressful situation. Such aspects of the problem-avoidance method are therefore often ineffective.

An analysis of interviews conducted to study the coping strategy methods used by the test students in a stressogenic situation revealed that some students also use a method that is psychologically more dangerous (causing various somatic diseases). This method is more emotionally oriented. Students who use this method may feel lost in a problem situation and feel guilty for not being able to solve the problem, may be overly emotional about the problem (exaggerating the problem and their own emotional state), it is manifested by focusing on the pain and suffering, concentrating on the shortcomings and shortcomings in oneself, giving in to situations such as passivity, nervous tension, lethargy, and helplessness. It is natural that such mental states can be dangerous for the student (even for any individual).

During the formative experiment conducted in Phase 2 of our study, training
sessions were conducted to increase the stress resilience of the experimental group subjects. The change in the results of the experimental group after a training program aimed at influencing and normalizing several determinants that serve to increase stress resilience in students was shown in the following figure (Table 2).

Table 2Detective and control experience in the experimental groupstatistical difference between results (by Student's t-criterion)

Factors that increase resilience to stress	**Determining experience**	**Control experience**	**Statistical significance of the difference (by t-criterion)**
Coping is the solution to the problem	22,3	25,3	2,65***
Coping is the search for social support	18,6	20,2	-1,35
Coping is the avoidance of trouble	20,9	18,4	-3,55***

Note: * p≤0,05, ** p≤0,01, *** p≤0,001.

There is a statistical difference between the consequences of the detection and control experiments in the application of the “Problem Solving” strategy, which is an active method of coping behavior in the experimental group of subjects, i.e. M1 = 22.3 and M2 = 25.3 (t = 2.65; p≤0.001). This difference is due to the fact that after the formative experience, the subjects had a stronger desire to solve the problem, the exercises in the training program were used appropriately and purposefully, the subjects drew the necessary conclusions and developed the necessary skills. In the experimental group of subjects, the indicators of the strategy of coping behavior "Seek social support" were M1 = 18.6 in the experimental experiment, M2 = 20.2 (t = -1.35; p≤0.001) in the control experiment. That is, students who participated in a detection experiment were accustomed to always using someone’s support when they were in a stressful situation, in other words, to get help from someone in problematic situations that could lead to stress in their lives. In addition, some students seek support from the virtual world when faced with any problematic situation, stressful situation. It is important to note that by eliminating such a skill in the subjects, they need a longer time to form their own way of solving the problem. Although we have tried to reduce the use of this method through the training program, it has been found that it takes more time to change such a skill. Significant statistical differences between the indicators of the "Avoid the Problem" strategy of coping behavior in the subjects were M1 = 20.9 in the experiment and M2 = 18.4 in the control experiment (t = -3.55; p≤0.001). From conversations during the exploratory and formative experiment, it became clear that when most students today face stressful situations, they first resort to passive ways - wasting hours on social media, playing computer games, watching movies, sleeping long hours, drinking coffee or energy drinks. as long as they choose. It is known that such passive methods do not help to get out of a stressful situation, but rather aggravate it, because these methods do not interfere with the solution of the existing problem. The decline in the use of problem-solving techniques after formative experience proves once again that there is a link between stress resilience and coping behavioral strategies.

In order to get a clearer idea of the statistical difference between the results of the detection and control experiments in the experimental group, we created the following diagram (Figure 1).

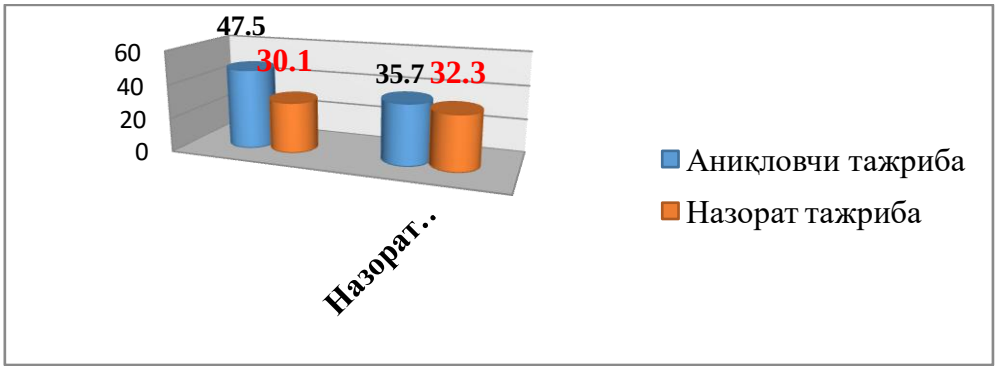

Figure 1. Indicators of stress resistance in the detection and control experiments of the subjects.

As can be seen from Figure 1, there is a difference in the stress resistance indices of the experimental group and the control group. That is, the results of the pre-detection experiment before the formative experiment in the experimental group showed M1 = 47.5, i.e., this indicates that the experimental group test subjects had a low level of stress resistance. The results of recent control experiments with a specially designed training program showed that the stress resistance of the subjects changed on average M2 = 30.1, ie the level of stress resistance of the experimental group changed from low to medium after the training on a specially designed training program. This suggests that the training program, developed and tested in the research process, has high potential.

Based on the observations and the results obtained, it can be said that the training sessions with the students did not avoid the problem in stressful situations, but rather developed the ability to try to solve the problem and as a result increased stress resilience.

To sum up, it is clear that which method of coping behavior a student uses when faced with a problematic or stressogenic situation is one of the psychological factors influencing his or her resilience to stress.

Conclusion

In general, the analysis obtained as a result of theoretical and empirical study of the use of coping behavioral methods among the psychological factors affecting the stability of stress in students was the basis for the following conclusions:

and as a result increased stress resilience.

1. The use of a problem-solving strategy, which is the most active method of coping strategy in detection practice, did not provide a significant statistical correlation with the stress stability index. This is explained by the fact that most students do not know how to solve problems in a stressful situation and do not have such a skill.
2. Significant statistical correlation was observed between subjects with stress resilience and strategies for seeking social support. This is due to the fact that when a student is stressed, family members, friends, peers, groupmates, acquaintances of the faculty turn to them, who encourage the student and provide material, spiritual, intellectual support to solve this problem.
3. There is also a significant correlation between stress resilience and problem-solving coping strategies. Students with low resilience to stress and a tendency to use problem-solving techniques of coping strategies are students who learn poorly from subjects and perform session assignments unsatisfactorily, prefer to avoid problems rather than solve problems in a stressful situation, and often fall asleep without going anywhere. it is distinguished by being given access to various useless sites in the world, playing games, watching TV, consuming coffee or energy drinks.

Based on the observations and the results obtained, it can be said that the training sessions with the students did not avoid the problem in stressful situations, but rather developed the ability to try to solve the problem

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ATTENTION ON THE INTELLECTUAL AND MORAL DEVELOPMENT OF PRESCHOOL CHILDREN IN THE FAMILY

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ANNOTATION

There are such significant concepts like the national spirit, universal, popular national values, customs and traditions which play a leading role in the upbringing of the younger generation. These include patriotism, sincerity, compassion, respect for adults, diligence; physical health; mental maturity; morality; willing to help others; developing qualities such as striving for mutual cooperation can be achieved. Obviously, the spiritual and moral education of the younger generation is conducted by the family, community, educational institutions, the media, law enforcement agencies, scientific and pedagogical staff. If only all the participants can unite in the process of education positive results will be achieved. This article provides guidelines and recommendations for the development of national characteristics in children, with specific instructions for parents. It should be noted that while mental and moral maturity form the basis of a person's value system, this trait, which is developed over the years, can not be corrected by a couple of attempts or a month-lasting training session. As a result, from birth to adulthood, the family, educational institutions and the community must work together to guarantee that everyone has a clear understanding of his or her duties or responsibilities and strives to arouse virtues worthy of intellectual and moral maturity.

***Keywords**: preschool age, child, mental maturity, moral maturity, national upbringing, parents.*

Introduction

As education and upbringing are integral, it is important to highlight that the younger generation should be well-educated in order to lead them to maturity. In this regard, the fact that our ancestors paid a huge attention to the upbringing of children, the acquisition of knowledge from birth is an important process that we should follow. National upbringing does not only mean teaching children national costumes or customs. How did our ancestors become great scientists? They are known to the world as virtuous, highly moral, and mature scholars because they adhered to knowledge, studied deeply, and practiced science. If we look at history, we see that the Eastern Renaissance took place centuries before the Western Renaissance. It is clear that in the East, even before the West, special attention was paid to science and human intellectual development. So why isn't that superiority maintained now? Why did the West later surpass the East in science? Our remarks may not be a complete answer to these questions, but it is clear that we are now creating more external educational encouragement in our children. Parents who are watching their child to school, say goodbye by telling "Bring five grades". Instead, when it is said, "Learn a lot," perhaps we would encourage the child not only to study to get good grades, but also to acquire knowledge. We can achieve positive results only if we create an inner passion and inspiration for learning in children. It is also important to start child discipline from an early age, based on ancestral upbringing.

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The education and upbringing of a child begins in the family. The task of a parent is not only to teach his child morals through discipline, but also to bring him up as a person who is broad-minded. Then the child will begin to understand the essence of good behavior through science. The most crucial factor in this process is the parent's thirst for knowledge and the ability to pass on that knowledge to the child in accordance with his age. It is a bit of an exaggeration to expect a child who has never seen a book in the hands of his parents, but who has always watched movies, playing games on his smartphone, to become a scientist.

Parents and adults should teach children the basics of various sciences in accordance with their age, from early childhood to preschool period. This will help the child to have a clear understanding of the world around them. Let's take the basic rules of physics as an example. Giving such knowledge does not necessarily mean preparing the child to become a physicist. Through this type of activity, the child develops an interest in the world around

him, and in this world, rich in mysteries, arouses a passion for science and the discovery of the essence of laws. In addition, efforts are made to develop the child's general worldview. If we can cultivate in the younger generation a sense of curiosity, a passion and inspiration to explore the world around them, they will strive to master the basics of science in the future.

It is also very important to develop in our children a sense of envy in science. It is worthwhile to cite great scientists who have reached huge success in science. It should not be forgotten that before acknowledging the achievements of Galileo and Newton in physics, it is necessary to mention the substantial contribution of Eastern encyclopedic scientists who lived centuries before them. Issues related to physics, mathematics, astronomy and natural sciences are reflected in the works of Khorezmi, Ahmad al-Fargani, Farobi, Beruni, Termezi, Ibn Sino, Ulugbek, Ali Kushchi and other oriental thinkers. Their researches focus on physics, mechanics, geometry, celestial mechanics, optics, and various natural phenomena. Ahmad al-Farghani's work was one of the cornerstones of Renaissance research in Europe. It reveals the phenomenon of reflaction and refraction of light. Fergani also proved that it is possible to measure certain quantities on the basis of the ratios of the projections of the motion of space objects in the planes. This idea has not lost its value in astrophysics today. Beruni, on the other hand, uses his own instruments to determine the rotation of the Earth around its axis. There is a lot that can be said about this, but we must not forget that we live in a country where great scientists grew up, and we must strive to be worthy descendants, both ourselves and our children.

Theory And Practice

Preschool plays an important role in a person's mental development and socialization. The reason is that the development of the child's speech, the acquisition of social norms, the role of adults in the games are the characteristics of these states, through which the child socializes in society. The direct participation of children in national traditions, ceremonies, rituals, holidays has a great impact on their spiritual and moral qualities, the formation and development of national character. In this respect, imitating (showing) situations that reflect national traditions can be effective in forming national characteristics.

In the correctional work carried out for the development of national characteristics in preschool children, it is advisable to take the following into account:

- the child should not be required to have a high degree of voluntary self-management during correctional work;
- Given the insufficient development of voluntary attention in preschool age, as well as the prevention of voluntary and emotional stress in children, it is advisable to hold correctional activities as a game.

Experimental Research.

The followings are examples of exercises and stories that help a person form the first buds of a scientific worldview:

“Let's study physics”

By explaining the phenomenon of diffusion in physics to children, it is possible to form the first physical ideas in them. However, this does not mean that the experiment is related to physics, which is called a “diffusion” phenomenon. Only the essence of this phenomenon is explained to children in a simple and straightforward way. To do this, add 2 cups of water and a small amount in a spoon to give the child to taste, and it is asked to pay attention to the color and taste of this plain water. Then, with the child, the first glass is filled with sugar and the second glass with salt. The child is shown that there is no change in the color of the water. The children are then given a taste of the bottled water and discussed with the children whether the salted water is salty and the sugar water is sweet. The parent explains the situation in a way that is understandable to the child: “When sugar or salt is added to the water, the tiny balls in the water mix with the tiny balls of sugar or salt. They are holding hands and playing together. As a result, the water became sweet or salty.”

Exercise “Cooked And Uncooked Eggs”

The child is shown two eggs. One should be boiled, the other raw, and both should be the same in appearance. The child is then told, “Imagine we boiled an egg for you to eat. Dad

brought a basket of eggs from the market. Someone mistakenly added the hard-boiled egg to the raw egg, you are hungry, you want to eat an egg, how can we find a boiled egg now?" After the child's answers are heard, the mother explains the correct answer:

"Because the raw egg is liquid, it has a hard time rotating, even if it's on the top shell. Therefore, when a raw egg is turned, it turns slowly. As the egg hardens, it becomes easier to rotate, which means that a hard-boiled egg spins much faster." The mother turns the raw and boiled egg on the table to show the difference.

"Does The Water Spill?" Exercise

A small bucket is filled with water and shown to the child. The parent then explains, "You see water in the bottom of the bucket. What happens if I lift the bucket upside down? The water is spilling. But if we turn the bucket quickly without bending our hands, that is, from bottom to top, from top to bottom in a circle, the water will not spill. That's because when things go fast, they run away from the center, that is, away from the center." The parent rotates the bucket in the same way.

"Let's Study Astronomy"

The child is asked, "What is the shape of the sun in the sky? It's round like a ball, isn't it? The sun is in the sky. The sky is too big. In addition to the sun, there are many other round balls - planets. Those planets are constantly orbiting the sun. Like your name, it has the names of the balls, the planets. They are: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune. We live on Earth, which is one of them."

After that, the child stands in the middle as the "Sun". She will be crowned with a pre-made yellow crown. The parent, who has no other children, revolves around him. This shows the children how the planets revolve around the sun. The child is then shown a picture of the solar system.

"Introduction To Human Anatomy And Physiology"

The child is told the following story: "Imagine that you and I have become dwarfs. Slowly we'll get into your mouth. When we entered a large cave - the mouth - there were a lot of workers. Go to those workers, the teeth, and say, "What are you doing?" we ask the front teeth said, "We are the teeth of the shovel, we cut off the food and pass it to our partners." The teeth next to them are "pile teeth, we help our partners to cut food, and our neighbors - food teeth - grind food. Language helps us."And the tongue says, "I mix the food for the teeth and I taste it. I feel sweet with my back, bitter with my back, and sour with my side. I quickly identify spoiled food," he explained.

Then we continued on our way. We passed a long corridor along the throat from the mouth cave. The teeth send the shredded food down a long corridor to the stomach. At the end of the long corridor, a large cauldron was boiling in his stomach. There, the cooks would boil the food in a pot. When the food is ready, it is sent to all parts of the body - the head, arms, legs - through the long canals. When food reaches our fingertips, they enjoy eating, recharge, and keep working. The waste is sent back through the same canals, and the waste is collected and taken out through the intestines. When talking about each organ, the child's body shows the location of that organ.

"Immune System"

The child is told: "We have soldiers in our bodies. Those soldiers are there to protect our bodies. Disease-causing germs from the outside - when enemies enter our bodies, our soldiers take up arms, fight them, fight and defeat them. As a result, we do not get sick. But if we eat without washing our hands, if we eat fruits and vegetables without washing our hands, we will get a lot of enemies - germs. As a result, our soldiers may not be able to fight so many germs. As a result, we get sick. We have a fever and we have pain and difficulty. On the contrary, if we keep clean and eat on time, our soldiers will be stronger, they will be able to easily fight the enemies that have entered our bodies from the outside - germs, they will be defeated quickly, and we will always be healthy."

Picturegame

The children are shown a series of cards that describe the pros and cons. For example, a boy

giving a seat to an old man on a bus, a girl passing by without greeting an adult, a child helping his mother sweeping the yard, a child throwing a piece of paper on the street, and so on. Such pictures are analyzed with the child and asked how to evaluate the behavior.

Duck, Duck, Goose Game

Game participants form a circle. The starter stands in a circle and walks around the circle, pointing with his hand and saying, "Duck, duck, duck, goose." The "goose" is the one who points out the circle and runs in the opposite direction to the leader. Their job is to be the first to fill the vacancy. But the important thing is that the beginner and the "goose" participant know each other

When they collide, they should shake hands with each other with a smile and say, "Good morning, good day, good evening," and only then can they work for the space again. The facilitator should make sure that all participants perform the "goose" task and say the words clearly and loudly during the meeting.

Describethe Words

The children are shown a picture of a national object, such as, a robe, a trumpet, a trumpet, and a cradle, and are asked to gesture to the other participants without making a sound. The rest of the participants are required to find out what the subject is. At the end of the game, the children analyze what each object will do.

While nationalism is reflected in the language, in order to educate the younger generation in the national spirit, it is first necessary to teach them to speak freely, clearly and fluently in their native language. It is necessary to first acquaint the child with the beautiful and rich possibilities of his native language, to bring him to the level where he can express himself freely, beautifully and fluently in his native language, and only then to start teaching foreign languages.

Here are some exercises to help children improve their speech and vocabulary in preschool.

Exercise"Let's Tell A Fairy Tale"

Exercise: The child is shown a picture from a familiar fairy tale, such as Emerald and Precious. Children are asked to tell a story based on a picture. The positive and negative characters in the fairy tale are analyzed with children.

Exercise"Find Professions In Pictures"

Cards with different professions will be hung at the beginning of the lesson. Hint: Guys, let me tell you the names of the professions. You show me a picture of that profession. Teacher, cleaner, confectioner, educator and so on.

What each professional does is analyzed together.

The use of words such as teacher, confectioner, which are rarely used in the tuning process, during the lesson allows children to use synonyms of words in speech and increase vocabulary. When talking about the word "teacher", it is important to explain to the children that the word means "teacher."

Exercise"Make A Story Based On A Picture"

The purpose of the exercise. The purpose of this method is to study children's vocabulary. However, this technique can be used not only for psych diagnostic, but also for psych correctional purposes.

3-4 year olds will be shown pictures of that age. Children ages 4-5 are shown a slightly more complex picture. If the child does not understand or is distracted, the psychologist or educator will give him or her a special explanation and attention.

The children talk about the pictures they saw when they finished looking at the picture. They tell a story about each picture for an average of 2 minutes. It focuses on the noun, verb, simple form of adjective, comparative degree of adjective, accusative degree of adjective, form, rhyme, connectives, prepositions, compound sentence and its structure mentioned in the child's speech. After each story of the child, the psychologist or educator should make additions to the story using literary words.

"Early Morning" Exercise

Before starting the exercise, the beginner will tell the children about the characteristics of cleanliness, cleanliness, tolerance of our people. Our ancestors say that they woke up early in the morning with a rooster crowing,

and that waking up early was considered to be a reason to increase productivity and bring blessings. The fact that brides and bridesmaids start their first job by sweeping the streets and courtyards is one of the customs of our people. The idea lies in explaining to the children.

Then one of the children plays the rooster and the others play the role of sleeping children. Under the guidance of a caregiver or psychologist, all children sit with their hands under their heads as if asleep. The boy, playing the role of a rooster, wakes up with his eyes open as he crows like a rooster. They wash their hands and face. Greeting each other, the girls imitate how they sprinkle water on the yard and sweep it. When the girls have completed the task, the boys are given the task of showing them how to run a broad bladed hoe. If the children have difficulty completing these tasks, the beginner can demonstrate them first.

At the end of the exercise, the children are told that the habit of our ancestors to start work early in the morning is both physically strong and uplifting.

Commentaryofresults

Exercise "Aroundthetable"

In the process of a game every 8-10 children play the role of one united family. The children are placed on the carpet and a table is set in the middle. One of the girls pretends to be carrying a bowl of food. Another child plays the role of the head of the family - an elderly grandfather. Family members sitting around the table wait for the head of the family to be the first to arrive when food arrives. Once the head of the family starts eating, the others start eating. After the meal, the adults open their hands and pray. Only then will the family get up and continue their work. All of these behaviors are imitated by children. After the first group of children completes these actions, the role is given to the next group of children. This is how all children perform these processes.

Performing imaginary actions without using objects (brooms, blankets, food) during the exercise also helps the child to develop imaginative images.

Exercise "Respect for the elderly."

The children show how to go to see the elderly and sick people in the neighborhood. In this case, one child plays the role of an old, sick person, and the other children go to find out about his condition. The facilitator explains that children should bring some food to the elderly person, greet them, and then ask about the situation. Uzbeks always put their hands on their chests when greeting. At the time of departure, the old man is asked for permission to get up and is told to leave after the blessing of the prayer. Children should imitate these behaviors.

Exercise "National Items"

There are all kinds of things on the table. Examples include hats, books, mugs, skullcaps, paper, bowls, a lute and guitars (toy options). The children are asked to find items of Uzbek origin. Each child takes turns completing this task. The children who make the fewest mistakes are the winners.

Exercise"Event"

The children are shown a picture with a plot and the story is analyzed with them. The order of the pictures is then confused. Children are asked to place the pictures in the correct order according to the story sequence.

Conclusion

Summarizing the above points, the following conclusions can be drawn:

1) play activities in preschool age are characterized by the extreme richness and richness of their subject matter;

2) the fact that children's games, toys and handicrafts of secondary and high school age children are based on national customs and traditions serves to reflect the national feeling in them;

3) the child shows patriotic feelings during the game;

4) children's games are based on their cognitive activity (concentration, imagination, memory), individual psychological qualities (volitional qualities, worldview, interests, etc.), social psychology (ability to work together, organization and communication, social role) contribute to the development of national

values in them, while helping to develop their characteristics.

5) These exercises and stories can be easily conducted by parents at home. It is important to instill in our children a passion for science from an early age, both morally and intellectually. May great scholars like Ibn Sina, Beruni and Mirza Ulugbek be born from our descendants.

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FEATURES OF SOUND PRONUNCIATION IN UZBEK CHILDREN OF PRESCHOOL AGE

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ANNOTATION

This article discusses the shortcomings of pronunciation of sounds observed in Uzbek children, their manifestation, features, as well as in the process of studying the pronunciation of children speaking different languages (Uzbek, Russian, Estonian, Kyrgyz, Kazakh, Ukrainian, Georgian, Moldovan, Polish and etc.). The authors provide scientifically sound information, taking into account the specifics of each language.

Keywords: *speech, Uzbek language, learning, technique, speech disorders, pronunciation deficiencies, phonemic underdevelopment, interdental sigmatism, lateral sigmatism, rotacism, phonetics, intelligence*.

At preschool age, the child learns the spoken form of speech. It becomes a means of communication, accumulation of knowledge, thinking. The child's speech is formed in communication with the surrounding adults. In the process of communication, the cognitive and objective activity of the child is manifested, the mastery of speech rebuilds the entire psyche of the child. K.D Ushinsky wrote that the native word is the basis of mental development and the treasury of all knowledge.

The speech of children with speech disorders often lags behind normal development, which causes imperfection of the intellectual and emotional sphere, delays the preparation of children for learning. From what has been said, it is obvious that already in preschool institutions it is necessary to pay special attention to the development and correction of children's speech.

This applies to the greatest extent to children of older preschool age, since, firstly, it is necessary to prepare them for learning, and secondly, older preschoolers begin to realize the shortcomings of their speech, which negatively affects their emotional and mental state and often leads to complications when communicating.

Of particular relevance are the issues of speech development of preschool children, in whom, with normal hearing and initially preserved intelligence, there is a violation of sound pronunciation.

On the basis of studies devoted to the study of speech defects on the material of many national languages, the conclusion is confirmed that when determining particular methods of correctional speech therapy work, it is necessary to take into account the specifics of the native language.

The Uzbek language, in comparison with Russian, has a number of significant features in the field of phonetics, spelling, orthoepy. This is complicated by the use of special aids in Russian to overcome disorders in children with the Uzbek language of instruction. Due to the differences between the Russian and Uzbek languages, the method of teaching and upbringing children with phonetic and phonemic deficiencies in special children's institutions with the Russian language of instruction cannot be fully transferred to teaching and upbringing of children with phonetic and phonemic insufficiency with the Uzbek language of instruction. It is only possible to take into account the basic principles of work.

The lack of special studies and methodological recommendations devoted to the study of the phonetic and phonemic insufficiency of Uzbek children of preschool age, the lack of development of methods for differential diagnosis and ways of correcting speech disorders, taking into account the structure of the defect and the phonology of the Uzbek language, lead to a negative effect of violations on the preparation of children. This allows the study to be considered relevant. The relevance of the study is determined by the theoretical and practical significance of the problem, which we see in the search for ways of correctional speech therapy training based on

the study of the nature of violations of the sound pronunciation of phonetic processes in Uzbek preschoolers.

Considering the reasons for the incorrect pronunciation in children, the researchers point to the difficulties arising in children, in the motor sphere or acoustic perception (R.M. Boskis, R.E. Levina, N.Kh. Shvachkin, L.F. Spirova, L.K. Nazarova and others).

R.E. Levina, analyzing speech disorders, proceeds from the systemic nature of the language, that many defects of the pronunciation side of speech are in violations of phonemic perception, sound analysis, and in more severe cases - a lag in mastering the lexical and grammatical structure of the language, in mastering literacy.

R.E. Levina writes that the act of pronouncing a sound normally should be considered as the completion of an acoustic process aimed at isolating sound, its difference among other sounds.

R.E. Levina, developing the theoretical basis of speech therapy work, investigated the issue of the influence of defects in sound pronunciation on the mastering of the process of writing by children. R.E. Levina notes that children with late speech development, poor vocabulary, limited verbal communication have no readiness to learn to read and write. She concludes about the impact of deficiencies in speech development on academic performance in the Russian language. Under the guidance of R.E. Levina, G.V. Chirkina, A.V. Yastrebova, a study of speech disorders in children who speak different languages was carried out: Russian, Estonian, Kyrgyz, Kazakh, Ukrainian, Georgian, Moldavian, Polish, etc. (Z.K.Gabashvili, A. S. Vinokur, R. A. Ayazbekova, A. Miskulskite, M. A. Unnuris, N. A. Filimoshkina, J. Rakhimova, L. I. Savka.)

Z.K. Gabashvili, studying the ratio of deficiencies in pronunciation and writing in children in Georgia, comes to a conclusion that is consistent with the results of research led by R.E. Levina: in children with pronunciation disorders, the most common, according to her observations, are a mixture of sibilant and sibilant, replacements and omissions of sounds (s-w, r-l), which are accompanied by significant disturbances in the sound analysis of words and letters. ZK Gabashvili notes that, on the one hand, it is possible to distinguish articulatory pronunciation disorders, and on the other hand, violations caused by insufficient phonetic perception processes.

A.S. Vinokur, studying the shortcomings of the pronunciation and writing of first-graders speaking the Ukrainian language, obtained data that confirmed the dependence of the deficiencies in writing on the states of oral speech of children established by other studies. The author determined the types and forms of speech disorders, developed a system of exercises to prevent and eliminate deficiencies in writing in schoolchildren in the process of educational work in their native language.

Research by R.A. Ayazbekova is devoted to the study of writing disorders in students with Kazakh training. The author has developed a system for the formation of phonetic and morphological generalizations in children with writing disorders in relation to the Kazakh language.

LI Savka, studying the ratio of pronunciation and writing deficiencies in children in Moldova, found that the prevalence of children with phonetic underdevelopment of speech among students of general education schools with the Moldovan language of instruction is quite high and amounts to 68.8% of all students with speech pathology.

In a study devoted to the study of speech defects on the material of various languages, it is indicated that when determining the methods of correctional work, it is necessary to take into account the specifics of the native language. The works reveal the basic principles of overcoming the shortcomings of pronunciation, in particular, the principle of consistency in overcoming the shortcomings of pronunciation of the sounds of one phonetic group and the principle of alternating work on the sounds of different groups. The implementation of these principles takes place in the conditions of a methodologically competent combination of work on pronunciation correction and the development of sound analysis.

For us, the phonetic and phonemic side of speech of Uzbek children of preschool age is of particular interest. This is due to the fact that the phonetic system of speech is the "matter" of the language: it underlies the construction and

distinction of words in the grammatical category. Phonetic deficiencies are a serious factor limiting the ability to assimilate not only the vocabulary, but also the entire linguistic material, which entails not assimilating the linguistic means of the native language. The successful preparation of children in school, and in the future, the assimilation of school subjects by them, depends to a large extent on the successful mastery of their native language. Violation of the sound side of speech in some cases creates obstacles for the child's communication with others.

Phonemic underdevelopment as an independent disorder in the special literature is presented, in our opinion, insufficiently. The specificity of phonetic and phonemic underdevelopment disorders in preschool children with different languages has not been fully investigated.

According to modern ideas about the structure of the defect, for children with phonetic-phonemic underdevelopment, a combination of violations of pronunciation and perception of the phonemes of the native language is typical. A distinctive sign of violations is the incompleteness of the processes of formation of pronunciation and perception of sounds, differing in subtle articulatory features.

So, phonetic-phonemic speech underdevelopment is understood as a violation of the processes of formation of the pronunciation system of the native language in children with various speech disorders due to defects in the perception and pronunciation of phonemes.

The study of speech therapy assistance in the Republic of Uzbekistan showed that the problems of speech therapy in the republic are not sufficiently developed from a scientific standpoint, in particular, there are no studies devoted to the study of speech disorders and their prevalence in Uzbek children of preschool age.

Analysis of the literature indicates an insufficient elaboration of the issue, the study and overcoming of phonetic-phonemic insufficiency in preschool children who speak the Uzbek language.

The study of the literature showed that the regularities of the formation of the sound side of speech have been investigated, the problems of overcoming pronunciation defects have been studied, the content and methods of forming the correct sound pronunciation in children who are native speakers of the Russian language have been determined.

In studies devoted to the study of speech defects on the material of various sounds (Russian, Estonian, Kyrgyz, Kazakh, Ukrainian, Georgian, Moldavian, etc.), it is indicated that when determining the particular methods of correctional work, it is necessary to take into account the specifics of the native language.

When studying special literature, we did not find works that reveal violations of the phonetic-phonemic side of speech in Uzbek children of preschool age. The issues of forming the correct pronunciation of sounds, phonemic perception in preschool children who speak the Uzbek language require study.

The peculiarities of the Uzbek language system suggest that deviations in oral speech in children with the Uzbek language of instruction have their own specific forms of expression and therefore require specific teaching methods. Let's consider the features of the phonetic system of the Uzbek language.

The sounds of the Uzbek language are not similar to the sounds of the Russian language. There are especially significant differences between the vowel sounds of these languages. Although the letters of the Russian alphabet ([а], [э], [и], [о], [у], etc.) are used to designate most of the Uzbek vowel sounds, these letters denote different sounds in the Russian and Uzbek languages. There is only one Uzbek vowel sound, denoted by a special letter, and that is the sound [ў]. At the same time, there is no [s] in the Uzbek alphabet.

The Uzbek literary language includes phonemes (([а], [э], [и], [о], [у], [ў]), clearly opposed in phonological terms in a number, according to the participation of lips. The posterior vowels are contrasted with the anterior vowels ([о-а], [у-э], (у-и).

In terms of ascent, wide vowels ([а], [о]) are opposed to Uzbek ([и], [у]), semi-narrow ([э], [ў])are opposed to wide ([а], [о]) and narrow vowels ([и], [у]) are opposed to middle ones ([э], [ў]). Rough vowels ([о], [у], [ў]) are opposed to unbroken vowels ([а], [э], [и]).

In the Uzbek language, the back vowels are labialized and, conversely, the front vowels are non-labialized. In the final position, the vowels [y], [ў], and [o] are distributive limited, since they are found in most cases at the beginning and middle of a word.

In a strong position, all the differential signs of the vowels of the Uzbek language are realized, as a result of which all six vowel phonemes function clearly: [a],[o],[э],[y],[ў],[и].

The composition of consonant phonemes of the Uzbek literary language, with their general characteristics from the point of view of the method of formation, can be presented in the following form:

Bows: п, б, т, д, к, г, қ; ф, в, с, з, ш, ж, х, ғ, ҳ;

Affricates: ч, ж;

Sonorous: л, р, й, м, нг.

Many consonants of the Uzbek language are identical to the corresponding consonants of the Russian language and are denoted by the same letters as the Russian consonants. II consonants in both languages are pronounced almost the same and are denoted by the same letters: б, д, м, н, п, р, с, т, ф, ч.

In the Uzbek language there is no consonant sound [щ]. But there are special consonant sounds [қ], [ғ] and [ҳ] which are not in Russian and which are indicated by letters.

The Uzbek sound [ш] is pronounced a little softer than the Russian [ш]. The sound [к] in the Uzbek language is always pronounced softly. The Uzbek sound [г] is always pronounced softer than the Russian sound [г].

When pronouncing the Uzbek language [х], the back of the tongue rises up, that isthe part of the tongue that is located under the small uvula (root).

The Uzbek sound [ғ] is pronounced as a very difficult sound [г]. There is no such sound in Russian. This sound is generated in the same place where the sound [х] is formed.

The Uzbek sound [к] is pronounced very hard [к]. The place of its formation is the same as the sound [х]. The Uzbek sound [ж] (джь) is pronounced like the sound [ч], but loud. There is no such sound in Russian.

Comparison of the Russian and Uzbek versions of the sonar an shows that the Uzbek sonar [л] resembles the palatalized sonar (ль) of the Russian language. Whe pronouncing Uzbek [л], the elevation of the back of the tongue is less than in Russian. The articulation of Uzbek [л] is apical.

According to A. Makhmudov, the Uzbek sonorant [р] is articulated in the mid-front part of the tongue, the tip of which approaches the palate and touches the anterior edge of the hard palate, then moves down again: the tip of the tongue is weakly tense and vibrates teeth, the air stream passes in the middle of the oral cavity. The middle part of the back of the tongue rises to the palate, the tongue moves slightly forward. The front and middle parts of the dorsum of the tongue flex.

When pronouncing [р], the lips are open, but not stretched. The teeth are open and the tongue is visible. The vocal folds are tense, drawn together and oscillate, giving voice. The soft palate is raised and closes the passage into the nasal cavity, the epiglottis is vertical and does not come into contact with the root of the tongue.

The sonorous sound [r] is articulated by the mid-front part of the tongue and refers to the front-lingual sounds of the Uzbek language.

When pronouncing the sonorant [th], the middle (central) part of the back of the tongue is raised high to the hard palate, the tongue is directed forward, its edges are pressed against the lateral teeth; touch the gums of the lower incisors. When pronouncing [й], the language is more tense than when pronouncing [и].

The air jet when pronouncing [й] is weak. The lips are stretched less than with [и]. The vocal folds are tense, drawn together and give voice. The soft palate is raised and closes the passage to the nasal cavity. The articulation of the sonorant [й] belongs to the apical type, when pronouncing it, the surface of the tongue is almost arcuate and its tip is lowered into the bases of the front teeth.

Uzbek [й] middle language. It is considered sonata because it is almost devoid of noise, it resembles vowels.

When articulating the sonorant [нг], the soft palate and uvula go down strongly, while the soft palate, touching the back of the tongue, opens the passage to the nasal cavity, while closing the passage to the oral cavity. The tongue is pushed forward, its middle part rises, the front part drops slightly, and the tip of the tongue moves forward, touches the lower incisors. The front of the tongue rises higher

than when pronouncing [м] and [н]. With the formation of the sonorant [нг], the posterior part of the tongue is tense, the palatine curtain articulates in close connection with the anterior part of the tongue and lips. This specific phoneme of the Uzbek language, absent in Russian, does not occur at the beginning of words. The phoneme [ng] is a back-lingual nasal sonant of the Uzbek language. All consonants, except for [нг], can be used at the beginning, middle and end of words.

In the Uzbek literary language, the sound [b] can be in the initial and middle positions of words. In the absolute outcome, the sound [b] is deafened and gives a deaf allophone [n].

The sound [k] is found in all phonetic positions. The phoneme [г] occurs in the initial and middle positions, and is stunned in the final position.

The consonant [s] is used in the start, middle and end positions. The phoneme [z] can be in the word in the initial and middle positions. In the absolute outcome, [z] is stunned.

In the Uzbek language, the phoneme [ш] is used actively, and the phoneme [ж] is passive, i.e. occurs in a small number of words.

Phonemes [ғ], [х], [ҳ] are found in different phonemic positions.

The combination of consonants in the Uzbek language is diverse, this follows from general linguistic patterns, along with this Uzbek language there are also specific combinations of phonemes in different positions, a sequence of combined phonemes, their number in combination.

In the Uzbek language there are specific combinations of phonemes in different positions, a sequence of combined phonemes, the number of phonemes in combination. There are no initial combinations of consonants. Initial consonant combinations are found only in words borrowed from the Russian language.

The difference is in the comparative articulatory analysis of Russian and Uzbek phonemes. Comparative characteristics of the articulation of Russian and Uzbek consonants reveals that the consonants of the Russian and Uzbek languages (п, б, м, т, д, с, з, н, р, ч) have great similarities. Russian consonant phonemes [ф, в, л, ц, ш, ж, к, г, х] differ significantly in articulation from the phonemes of the Uzbek language.

The Russian articulatory base does not include articulatory positions, which are characteristic of the Uzbek articulatory base for pronouncing deep-lingual phonemes [х], [к], [ғ] and guttural [ҳ]. The Uzbek articulatory base, in contrast to the Russian, is characterized by less active work in the posterior middle, posterior and deep posterior position of the tongue. The work of the lips when pronouncing Russian consonants is more active than when pronouncing Uzbek. Comparison of the articulation work in the formation of Uzbek sounds shows that the Uzbek articulatory base, compared with the Russian articulatory base, is lowered lower and shifted back.

In the Uzbek language there are 25 consonants against 21 phonemes of the Russian consonant system. In the Uzbek language there are no sound correlations with Russian soft consonants, and in Russian there is no correlation with the Uzbek guttural consonants. These pronunciation features of the modern Uzbek language must be taken into account when carrying out correctional and speech therapy work to overcome phonetic and phonemic speech disorders.

We studied 920 children in general education kindergartens in the Tashkent region, in total 9 kindergartens were surveyed; 230 children from the younger group, 280 children from the middle group, 270 children from the older group and 140 children from the preparatory group.

For a more thorough experimental study, 270 children of the older group were selected using a specially compiled method.

The research methodology assumed, on the one hand, the study of sound pronunciation and phonemic perception in Uzbek children of preschool age, and on the other hand, the use of the results of this study in speech therapy practice.

The analysis of violations of sound pronunciation was carried out taking into account the literature data on the patterns of the sequential appearance of speech sounds in normal ontogenesis (V.I.Beltyukov, A.N. Gvozdev, N.Kh. Shvachkin).

We took the level of native speech found in the majority of preschoolers in the older group of mass kindergartens as the norm, since there are no special studies devoted to speech

development normally in their native, Uzbek language in children of preschool age in the literature.

We analyzed the pronunciation disorders of Uzbek children of preschool age on the basis of the generally accepted provisions in speech therapy on the classification of speech disorders by groups of sounds (sonorant, sibilant, hissing, back-lingual, voiced and deaf, and additionally added a group of deep back-lingual sounds characteristic of the Uzbek language). Thanks to this analysis of speech disorders, we were able to compare our data with the data available in special studies conducted in Russian and Ukrainian languages.

To clarify the nature of the violation of pronunciation, we invited each child to repeat the names and independently name specially selected pictures, objects, toys.

Studies conducted by us in the Uzbek language in children of 5 years of age have confirmed the data that at the age of 5 the number of correctly pronounced sounds decreases sharply, the physiological features of sound pronunciation disappear, children of the sixth year of life have basically mastered the sound side.

When examining the sound pronunciation of five-year-old Uzbek children, significant violations of sound pronunciation were revealed.

Of 270 children with normal sound pronunciation, 158 (58.5%) received 5 points, and 112 (41.5%) children were found to have pronunciation disorders of a different number of sounds. Up to 3 sounds were found in 95; there were 60 children with a violation of one sound, a violation of 2 sounds in 22 children, a violation of 3 sounds in 13 children, 3 points were in 14 children - these are violations of up to 6 sounds. Disturbance of 4 sounds was observed in 6 children, disturbance of 5 sounds in 7 children and disturbance of 6 sounds in one child, 2 points were observed in 3 children. This violation of sound pronunciation from 7 sounds was observed in 2 children and II sounds in one child. There were no children who received one point (substitutes or sound imitations).

The most common in Uzbek children of 5 years of age was a violation of the pronunciation of four groups of sounds (whistling, hissing, sound [p], back-lingual). In all cases, the violation of the pronunciation of the group of hissing sounds and sound [p] differed. Among other groups of sounds, sibilant and back-lingual sounds were more often disturbed. Violation of the pronunciation of the sound [л] in Uzbek children is less common than in Russian children.

The sounds [к], [ғ] characterize the specific features of the phonetics of the Uzbek language. In the Uzbek language, the consonant sound [к] at the place of formation is deep-lingual, by the way of formation, explosive, deaf. When the sound [к] is formed, the back of the tongue strongly rests against the soft palate, and then abruptly separates.

The Uzbek sound [ғ] at the place of education is deep-lingual, by the way of education - voiced, by the participation of the voice noisy. When pronouncing it, the back of the tongue approaches the back of the soft palate, while compressed air is pushed out with force.

We did not find any violation of the pronunciation of the sound [й] in Uzbek children. The prevalence of incorrect pronunciation of various groups in 112 Uzbek children of preschool age is shown in Table 1.

Pronunciation disorders of various groups of sounds

table№1

№	Group of sounds	Number of children with incorrect pronunciation	Indicators in% (from 112 children)
1.	Sound[p]	68	60,7 %
2.	Sizzling[ш, ж, ч]	43	38,4%
3.	Whistling[с,з]	36	32,1 %
4.	Back-lingual[к,г,х]	28	25 %
5.	Deep posterior lingual[қ,ғ]	8	7,1 %
6.	Sound[л]	6	5,4 %

Pronunciation defects in preschool Uzbeks are determined by the ratio of acoustic and articulatory characteristics of various groups of sounds. Pronunciation disorders of a group of acoustic close sounds and more complex articulation are often found in Uzbek children of preschool age.

Comparative quantitative characteristics of violations of the pronunciation of certain sounds are presented in table 2.

Characteristics of violations of the sounds of the native language

table№2

	Sounds											
	С	**З**	**Ш**	**Ж**	**Ч**	**Л**	**Р**	**К**	**Г**	**Х**	**Қ**	**Ғ**
Number of children with incorrect pronunciation of sound	10	26	28	8	7	6	68	14	10	4	5	3
%	8,9	23,2	25	7,1	6,3	5,4	60,7	12,5	8,9	3,6	4,5	2,7

Thus, in 68 (60.7%) Uzbek children of preschool age, sound [R] is impaired; this impairment is many times greater than the number of pronunciation impairments for other sounds.

Of 112 surveyed Uzbeks of preschool age, 36 (32.1%) children had violations of whistling [s, h] sounds. As the study showed, distortion of whistling sounds was observed in 14 (38.9%) children. Distortion of sounds is due to the prevalence of interdental and lateral sigmatism. Replacement of whistling sounds was observed in 13 (36.1%) children. Insufficient automation of whistling sounds was observed in 9 (25%) children (see Table 3)

table№3

№	**The nature of the disturbances in sounds [S], [Z]**	**Number of children with incorrect pronunciation**			**Indicators in%**		
		с	з	всего	с	з	всего
1		1	8	9	11,1	88,9	100
2	Lackofautomation	2	11	13	15,4	84,6	100
3	Substitutions	7	7	14	50	50	100
4	Distortion	-	-	-	-	-	-

Of the 112 surveyed Uzbeks of preschool age, 43 (38.4%) children had a violation of the pronunciation of hissing [w, f, h] sounds. Only the replacement of hissing sounds was observed in 32 (74.4%) children. In 9 (20.9%) cases, insufficient automation of hissing sounds was observed. Distortion of sounds was noted in two (4.7%) cases. In the group of hissing sounds, sound substitutions predominated. Violation of hissing sounds are presented in table No. 4

table №4

№	The nature of violations of sounds [W], [F], [H]	**Number of children with incorrect pronunciation**				**Indicators in%**			
		ш	ж	ч	всего	ш	ж	ч	всего
1	Lackofautomation	8	1	-	9	88,9	11,1	-	100
2	Substitutions	20	7	5	32	62,5	21,9	15,10	100
3	Distortion	1	-	1	2	50	-	50	100
4	Absence	-	-	-	-	-	-		-

Violations of the pronunciation of the sound [p] are many times greater than the number of violations of the pronunciation of other sounds. Of 112 preschoolers, 68

(60.7%) children had impaired pronunciation of sound [p].

Violation of the pronunciation of the sound [p] occurred in 4 different forms:

1. Replacing the sound [p] with the sounds [l], [th].

2. Insufficient automation of sound [p] there is an isolated correct vibrant, but in speech it is not stable enough, is lowered, replaced by another sound.

3. Distortion of sound [p].

4. Lack of pronunciation of the sound r.

We identified 54 (79.4%) children with sound substitution [p]. The replacement of the sound [p] with the sound [l] was found in 28 children, on [th] in 23 children, on the sound [v] in one child, replacing [p] with the sound [s] in one child, on the sound in one child.

According to our data, the absence of sound p was in 3 (4.4%) children. Sound distortion was observed only in 4 (5.9%) children. Less frequent is the insufficiently stable pronunciation of the sound [p] in 7 (10.3%) children from among children with disabilities in the pronunciation of this language. Violations of the pronunciation of sound [p] are presented in table No. 5

table №5

№	The nature of the sound disturbance [p]	**Number of children with incorrect pronunciation**	**Indicatorsin%**
1	Substitutions	54	79,4
2	Lackofautomation	7	10,3
3	Distortion	4	5,9
4	Absence	3	4,4

Characteristics of violations of pronunciation of posterior lingual sounds [k, g, x]. Disturbances in the pronunciation of posterior lingual sounds were found in 28 out of 112 children with pronunciation deficiencies. The predominant disturbances in the pronunciation of sounds [k, z, x] in preschool Uzbek children are the substitutions of these sounds. They were noted in 26 (92.9%) children with deficiencies in the pronunciation of these sounds. Insufficient automation of sounds was observed in 2 (7.1%) children. Substitutions of posterior lingual sounds were observed in 26 (92.9%) children. The sound k was replaced by the sound [t] in 12 out of 26 children; to the sound [x] for one child. The sound [d] was replaced by the sound [d] in 10 children out of 26; the substitution of the sound [r] for the sound [t] was observed in one child. Replacing the sound [x] with the sound [k] in 2 children out of 26.

Disturbances of pronunciation of posterior lingual [k, g, x] sounds are presented in table 6**.**

Pronunciation disorders of posterior lingual sounds

table № 6

№	The nature of the violation of sounds (k, g, x)	**Number of children with incorrect pronunciation**			**Indicatorsin%)**		
		[к]	**[г]**	**[х]**	**[к]**	**[г]**	**[х]**
1	Substitutions	13	11	2	50,0	42,3	7,7
2	Lackofautomation	2	-	-	7,1	-	-
3	Distortion	-	-	-	-	-	-
4	Absence	-	-	-	-	-	-

Characteristics of violations of pronunciation of deep-lingual sounds (к, г). Violation of pronunciation of deep-lingual sounds was found only in 8 (7.4%) children out of 112 with a lack of pronunciation. Replacement of sounds was noted in 6 (75%) children with deficiencies in the pronunciation of these sounds. Absence of sounds in two (25%) children. The sound [к] was replaced by the sound [k] in 3 children, the

sound [g] was replaced by the sound [x] in 2 children, [ғ] by the sound [қ] in one child.

Disturbances of deep-lingual [қ, ғ] sounds are presented in table №7.

Disturbances in pronunciation of deep-lingual sounds

table№ 7

№	The nature of the violation of sounds (қ, ғ)	**Number of children with incorrect pronunciation**		**Indicatorsin%**	
		қ	**ғ**	**қ**	**ғ**
1	Substitutions	3	3	50	50
2	Absence	2	-	25	-
3	Lackofautomation	-	-	-	-
4	Distortion	-	-	-	-

So, the analysis of the violation of the pronunciation of sounds of different groups allows us to distinguish features common to different ones common to different sounds:

- lack of sound;
- sound distortion: interdental and lateral pronunciation of sibilants and sibilants, throat pronunciation of the sound p;
- replacement of sounds with similar articulation or sound, which is the predominant pronunciation disorder in Uzbek children of preschool age;
- insufficient automation: children are able to pronounce a sound in isolation, but in independent speech they do not always use it. In some words, the sound is used correctly, while in others it can be replaced by another, close in articulation or sound.

The materials obtained showed that in Uzbek children, as in Russian children (data by M.A. Aleksandrovskaya, N.A. Nikashina, M.A. Omelenko), Ukrainian children (A.S. Vinokur), disorders prevail within one - two or three groups of sounds. When the violation encompasses more than two groups of sounds, combinations of disturbances of sound sounds with sibilant and hissing are more often observed.

Our results coincide with the data of other researchers, which indicates the presence of a general pattern in the nature of speech disorders in children who speak both others and Uzbek.

The quantitative ratio of the deficiencies in the pronunciation of certain groups of sounds in Uzbek children with the corresponding research data on the material of other languages are presented in Table 8.

Comparative data on the deficiencies in the pronunciation of certain groups of sounds

table№ 8

	Pronunciationviolation, in%									
	р	л	с, з	ш, ж	ч, щ	б, д, г	дз, дж	к	Hard and soft	Unclear pronunciation of all sounds
M.A.Aleksandrovskaya (1955)	24	13	23	24	13	1	-	1	-	-
N.A. Nikashina (1959)	22	6,5	27,5	22	16,4	2,2	-	-	0,9	2,5
N.A. Omelchenko	41	5,5	14,4	12,8	-	-	-	-	-	-
A.S. Vinokur (1963)	22,4	6,1	14,2	26,7	19	2,1	5	2,1	-	2,3
M.M. Alekseeva (1971)	46,7	7,2	17,3	60,4	-	-	-	-	-	-
	Р	Л	С, з	Ш, ж	Ч	Г	К	Қ	Х	Ғ
Ourresearchdata (1992)	60,7	5,4	32,1	37,4	6,3	8,9	12,5	4,5	3,6	2,7

The analysis of the materials obtained in the course of the experimental study of the state of sound pronunciation in preschool children made it possible to identify a number of common phenomena of the Russian and Uzbek languages and highlight some specific features:

- in Uzbek children, as in children speaking other languages, there are violations of sound pronunciation, the data coincide with the opinion of a number of researchers, which indicates the presence of a general pattern in the nature of speech disorders in children speaking different languages;

- among Uzbek children of older preschool age, pronunciation deficiencies prevail in two or three groups of sounds, mainly the sonorant sound [p], hissing and whistling.

Substitutions, distortions, insufficient automation of sounds and rarely absence of sounds are observed;

- a large number of replacements of hissing, whistling sounds can be explained by the difficulties of acoustic or motor differentiation of sounds, the difficulties of auditory differentiation of these sounds. The acoustic proximity of sounds has a great influence on the process of mastering sound pronunciation and phonemic perception by Uzbek children.

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APPROACHES TO ORGANIZING THE INCLUSION OF SPECIALISTS IN THE PROVISION OF PROFESSIONAL ASSISTANCE TO A YOUNG CHILD AT RISK AND HIS FAMILY

D.A. Nurkeldieva
TSUP named after Nizami

In our country the basic rights of children are enshrined in the International law document "**The Convention on the Rights of the Child**", which was ratified in Uzbekistan in December 1992, and in the Law of the Republic of Uzbekistan "On Guarantees of the Rights of the Child". It is said that every child has an inalienable right to grow and develop in favorable conditions, regardless of social origin, nationality, gender, age, health characteristics.

The full growth of the child as an inalienable human right and one of the most important tasks of education at the present stage requires the search for the most effective ways to achieve this goal.

Modern positive transformations in the world space predetermined a new scientific and methodological support for the early social integration of problem children from the first days of life. New areas of pedagogical knowledge are intensively developing (*pedagogy of personality, early intervention, early inclusion*).

The actual implementation of long-term plans for the socio-economic development of Uzbekistan will depend on the health level of the younger generation. In this regard, the increase in the number of children with special developmental needs, which leads to "**disability**", is of particular concern. Another problem is the lack of information on the status of the Early Childhood Services.

Late exploration of developmental disorders in young children leads to social maladjustment and, as a consequence, to their disability. In this regard, the problem of early diagnosis, early habilitation of children with impaired psychophysical development is extremely urgent. Defects in the development of the body can be corrected more easily than they were previously detected (Baranov A., Zhevskaya A.A., Bondarko V.M.).

Evaluation of the children's development is currently based mainly only on a professional medical opinion, little attention is paid to the collection of information about the behavior of children from parents, despite the fact that such significant factors: as the direct participation of parents and family members in a multidisciplinary examination; the value of the information they own must be used to the fullest.

Operating models of early intervention currently exist in many countries (USA, Russia, Denmark, Sweden, England, Latvia, Israel, Armenia, etc.) for timely detection and complex correction of developmental disorders in young children. But this problem in Uzbekistan is beginning to develop, in view of which we have defined the research problem.

The level of early diagnosis of children at risk and the detection of other nosological forms of neurological diseases, in particular impairment of psychoverbal and motor development (PMDT) of preschool children at an early stage, require serious attention, since the future healthy generation depends on timely assistance.

The significance of the created early medical, psychological and pedagogical assistance to children has sharply increased in recent years. This is related to ensuring the rights of children to life, development, education and social adaptation.

In children at an early age, the process of *ontogenesis* is in the most active stage; many morphological structures and functional systems of the brain providing higher nervous activity have not yet been formed. At each age stage, the child has a qualitatively different picture of psychosocial development, which is formed as a result of the internal conditions of the organic maturation of the nervous system and the influence of a wide variety of environmental factors. Note that the problem of the impact of the social environment is of

particular importance at an early age, since, due to the immaturity of the brain, it leads to pronounced deviations in psycho-physical development. Harmful factors that disrupt the child's interaction with society, especially in the first months of life, inhibit, deform the process of brain maturation, and pathologically affect the formation of a complex system of inter-analytic connections.

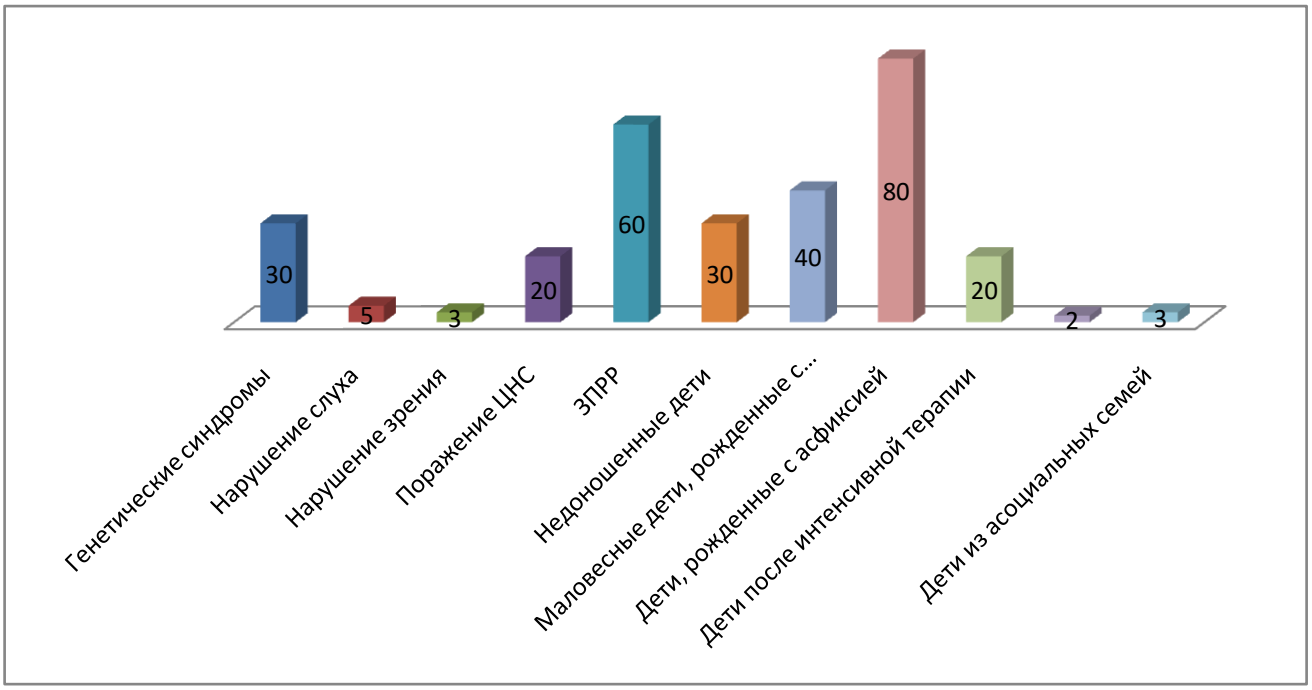
It is known that there are sensitive periods in the development of a child, i.e. periods of the most favorable, easy and rapid development of certain mental processes. These periods are short-lived. And if for some reason the proposed structure was not formed during this period, then after its completion, in the future, it will take a lot of special efforts in order to form it. Many sensitive periods, which play a decisive role in the subsequent development of a child, occur precisely at an early age.

In order to identify the directions and methods of rendering assistance to children of risk groups from birth to 3 years old, specialists from central multidisciplinary ones, we conducted a study using a questionnaire. The study involved doctors in the number of 60 respondents from 2 family polyclinics in M. Ulugbek and Yakkasaray districts of Tashkent.

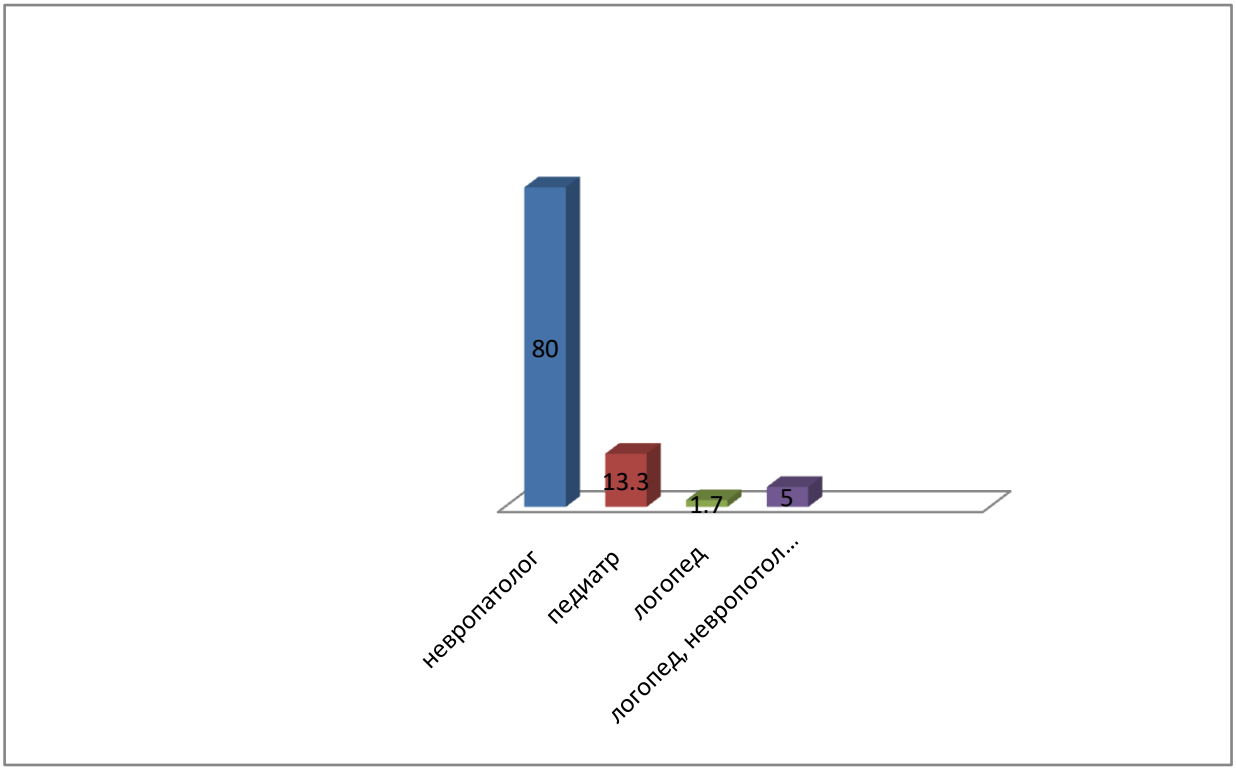
The effectiveness of the questionnaire is shown by the following:

Picture 1.

Question №2.*Indicate with what diagnoses children from birth to 3 years old who are at risk have turned to the specialists of polyclinics? (percentage)*



Picture 2.Question № 3.*What types of team discussions between specialists do you conduct?*

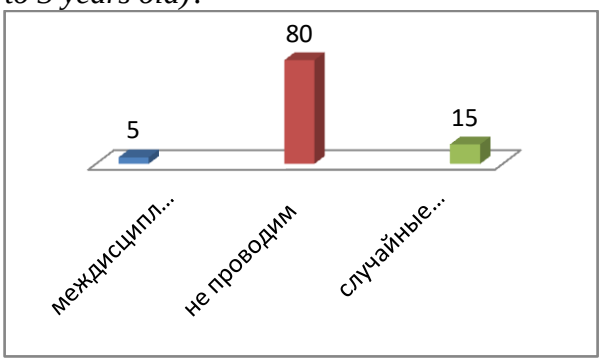


An effective area of work to help children at risk of an early age is a team interdisciplinary approach, which implies the relationship between specialists in the choice of methods and directions in the rehabilitation and habilitation of a child.

The diagram shows that 5% of the interviewed specialists indicated that in the process of working with children at risk of an early age, a team interdisciplinary discussion is held to draw up an individual route of rehabilitation. 80% do not interact with each other in helping a child with special needs at an early age and the family, 15% of specialists discuss the program of helping a child and family at random meetings: at five minutes, in the corridor, at a meeting, etc.

Figure 3.

Question № 4. *What specialists do you interact with when working with a child at risk (from birth to 3 years old)?*

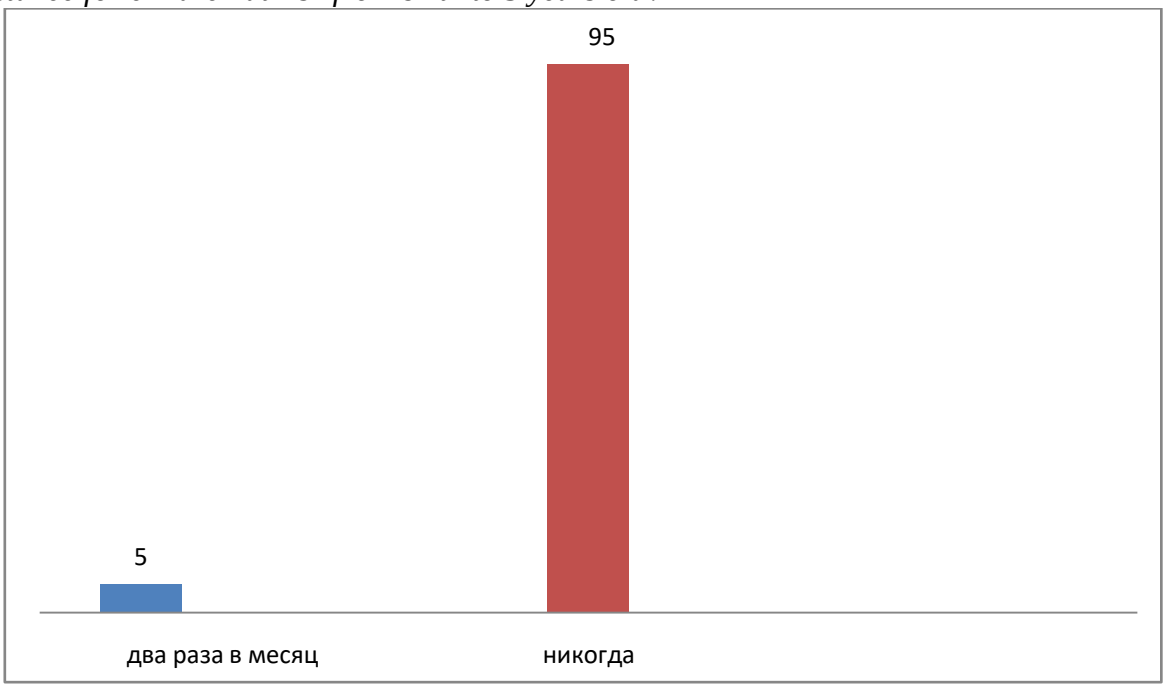


The respondents indicated that in the process of working with children at risk of an early age, 80% of specialists interact only with a neuropathologist, 13.3% - with a pediatrician, 1.7% - with a speech therapist, 5% - with a team of specialists consisting of a speech therapist, neuropathologist, pediatrician, psychologist and others as needed.

The diagram shows that the interaction between specialists, whose effectiveness is reflected in the effectiveness of rehabilitation / habilitation, is insufficient, which leads to low rates of providing correctional and developmental assistance to young children at risk.

Figure 4.

Question № 5.*How often do you draw up an individual program of early development assistance for children at risk from birth to 3 years old?*



It can be seen from the diagram that supervision with specialists on the discussion of determining the route of assistance and the development of further steps and monitoring the effectiveness of this assistance to the child and family is in most cases not carried out. Only 5% answered that they were discussing working with a child.

Figure 5.

Question № 6. *If you do not draw up an individual development program, then for what reason?*

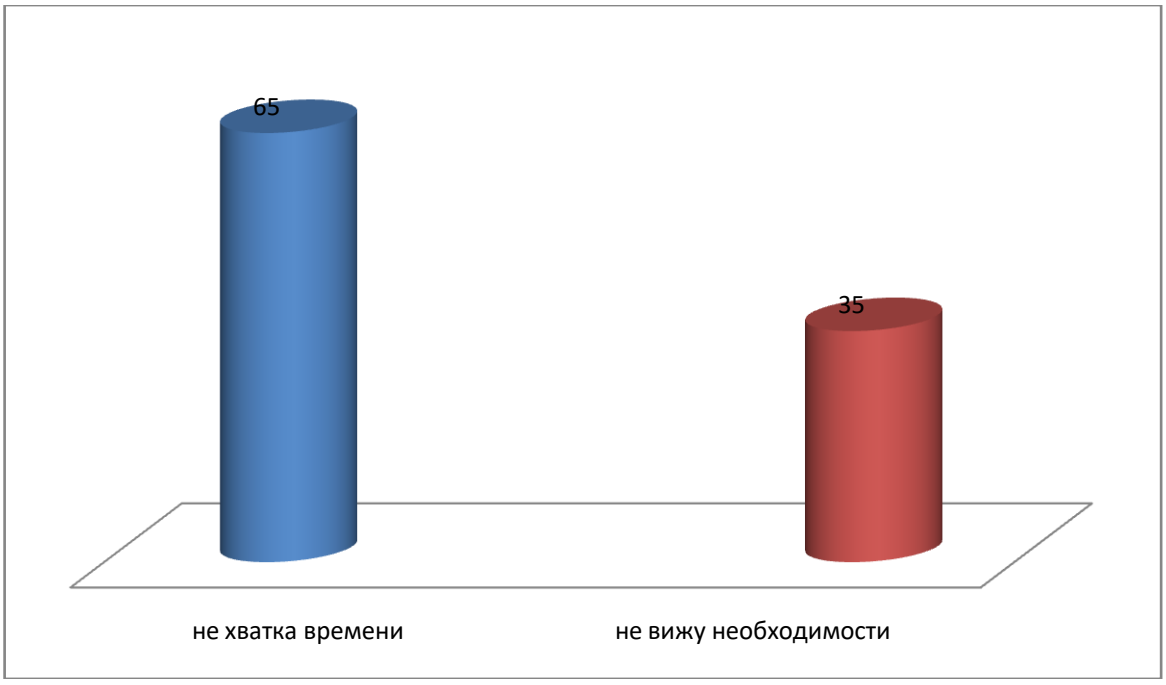
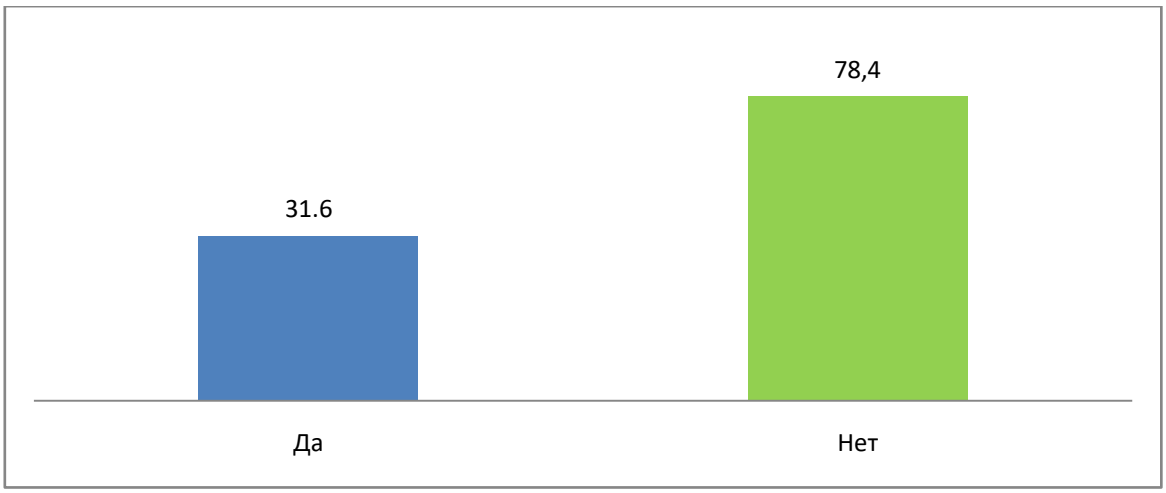


Figure 6.

Question № 7.*Do you discuss with other specialists the directions and methods of work for the treatment and development of a child at risk from birth to 3 years old?*



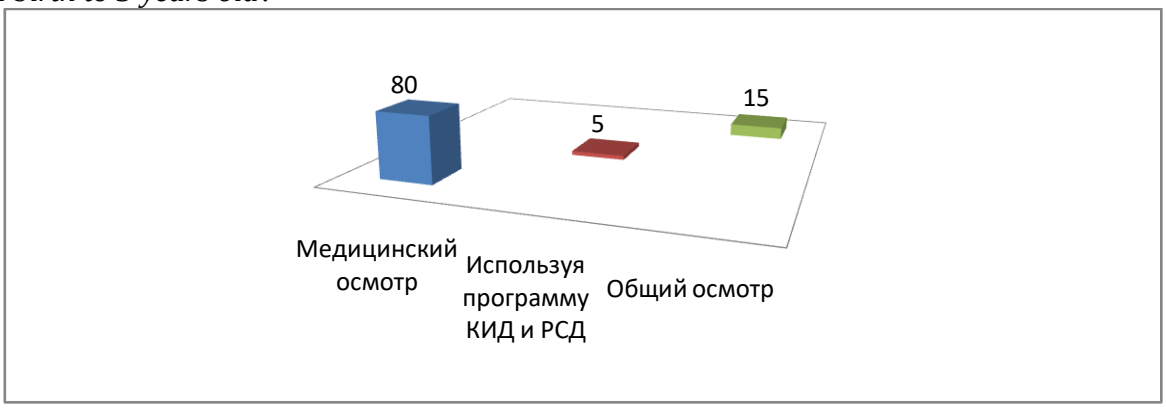
In order to comprehensively cover the complex care of a child at risk of an early age and a family, medical and pedagogical follow-up is necessary in the process of drawing up an individual program and monitoring the results of the impact of rehabilitation / habilitation.

To this end, it is recommended to organize the appropriate team based on the individual needs of the child and family.

In working with children at risk of an early age, one of the necessary activities is a joint discussion of the choice of methods of treatment and rehabilitation of children, as well as tracking the effectiveness of the choice of these methods. The diagram shows that in most cases 78.4% of respondents indicated that experts do not conduct such discussions.

Figure 7.

Question № 8.*How is the medical, psychological and pedagogical diagnostics of a child at risk from birth to 3 years old?*



Results of scientific research carried out within the framework of the SCST project "**Creation of a model of early intervention service in Uzbekistan**" 2009-2011. have shown effectiveness in medical-psychological-pedagogical diagnostics using computer programs such as KID and RCDI.

The diagram shows that in pilot central multidisciplinary polyclinics, where early assistance services have been created for children at risk from birth to 3 years old, specialists use this program only in 5% of cases. The rest of the specialists confine themselves to a general medical examination, ignoring the results of the state of the child's psycho-social development, on the basis of which a comprehensive medical-psychological-pedagogical route for the provision of rehabilitation and habilitation assistance is drawn up.

The above indicators allowed us to determine effective principles for the organization and

content of the provision of developmental and educational assistance to children at risk from birth to 3 years.

Some of the most important features of early intervention services are family-centered, group and team-based work of its staff.

Family-centered

The results of research in the field of infancy, the interaction between the infant and the mother, families of infants with a risk of developmental delays have led to the realization of the need to develop programs aimed not so much at children, but also at the families in which they develop, or at least on the theme of "*mother-baby*" (Beckwith, 1990; Krauss, Jacobs, 1990). Generalization of the set of data on the influence of the quality of early interaction on the formation of attachment between the infant and the mother and subsequent social and emotional development, and the formation of the child's personality has led to the creation of family-centered early intervention programs focused on the organization of the primary social environment.

The support of family-oriented services has led to a significant shift in the public policy of organizing social programs and socio-psychological work with disabled children, since earlier orientations were observed only for a circle of low-income families, dysfunctional families. It is now generally accepted that programs for serving children with special needs should focus not only on the child, but also on the whole family, taking into account that the family is the most important environment that has a decisive influence on the growth and development of the child. ... Early childhood care professionals work in partnership with people around the child, not only at home but elsewhere, and the program is designed to support and encourage the mother or other caregiver[1].

It is obvious that the development of adequate family assessment strategies will require early assistance from professionals to familiarize themselves with family development problems as much as they are familiar with child development problems, and the introduction of family professionals into the staff.

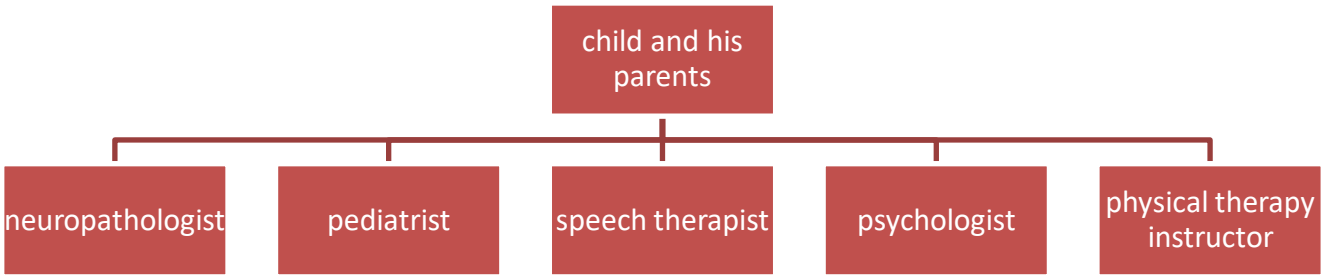
Teamwork of employees

Three models of organization of group, teamwork of early intervention program staff are commonly used, described in the literature as multidisciplinary, interdisciplinary and transdisciplinary (Hanson, Lynch, 1989; Rossetti, 1990; 1996).

The **multidisciplinary** model implies that team members represent different disciplines and work directly with the child or family independently of each other, fulfilling their roles and responsibilities with little or no interaction or crossing professional boundaries. An example is the work of the employees of the district medical association of central multidisciplinary polyclinics (RMO CMP), in which various specialists consistently examine the child, the results of the examination are recorded in the medical record and are considered, if necessary, at a working meeting with the leading pediatrician - the head of the department or clinic. The pediatrician consolidates all data, facilitates discussion of results, and communicates information to the family.

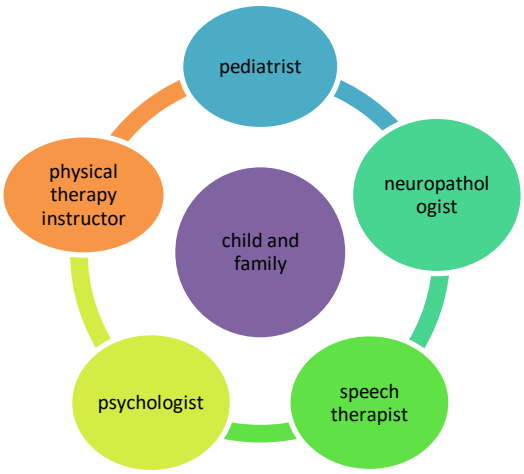
The weak side of the multidisciplinary approach is considered to be the lack of joint observations, insufficient interaction and, as a result, incomplete use of the capabilities of professionals. The ego becomes especially obvious when a more complete assessment and presentation of the child's development profile, understanding of his strengths and weaknesses is necessary.

[1]Пескова Г. И. (2012). Процесс раннего вмешательства в детское развитие: история Чикагского лонгитюдного исследования [Текст] / Г. И. Поескова // Молодой ученый. — 2012. — №5. — С. 480-482.



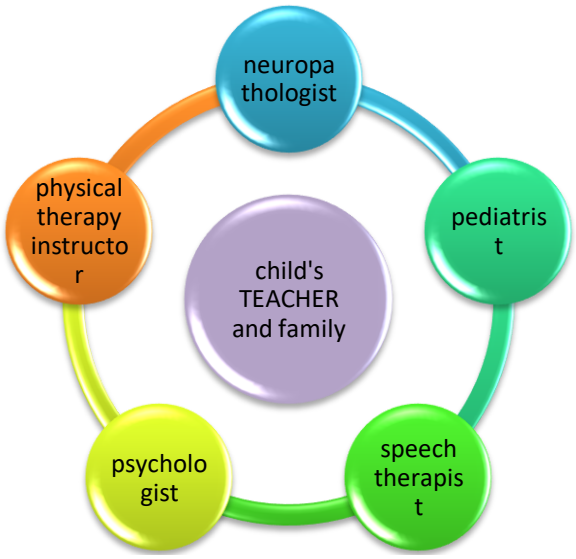
An **interdisciplinary** team takes place in the conditions of established channels of interaction and is characterized by a greater degree of coordination and service integration. At the stage of assessing the level of development of the child, they can conduct both a separate, each in their own area, and joint examination. Interpretation and integration of information, determination of the diagnosis are carried out at a joint meeting and are based on the results of the work of each member of the team. In a group discussion, goals and directions of work are determined and an intervention plan is developed, including recommendations in each of the areas of the child's development. When a team, rather than an individual professional, is responsible for conducting the survey, formulating the diagnosis, and developing an intervention plan, at least one of the team members should have experience integrating survey results across different domains. Depending on the needs of the child and family, team members may take on the role of leading the group discussion alternately.

During the early intervention phase, professionals usually work separately from each other, with a social worker assigned to coordinate care and contact with the family. Along with a high level of qualifications in their field, one of the main requirements for a member of an interdisciplinary team is to move away from a narrow vision position within one discipline towards familiarity with work in other fields. The priority becomes familiarity with the skills and contribution to group work of other employees, the development of interpersonal communication skills, the desire for a high level of cooperation and the ability to compromise for the effective functioning of the entire team. Obviously, the organization of an interdisciplinary model requires not only the selection by areas and the unification under one "roof" of representatives of various disciplines, not only their active training in group work skills, not only theoretical knowledge and individual experience of experiencing relationships in a group, but and paying special attention to measures to preserve the team, to maintain it in working order, to the possibility of resolving intragroup conflicts.



The **transdisciplinary** model is the crossing of professional boundaries, which consists in the interchangeability of professionals in the performance of roles and responsibilities, the possibility of teaching each other, the transfer of information, knowledge and work skills by team members to one of their colleagues. In this case, due to the expansion of functionality. Each professional can act as a team leader, assess the child's developmental level in several areas, identify the strengths and weaknesses of the child and the family, and, in accordance with the specialization of the basic needs of the child, act as the executor of the individual service plan. If necessary, the rest of the team can advise a professional who serves the family.

The transdisciplinary model of teamwork allows for more flexible integration of therapeutic interventions into the life of the family and the child, it does not exclude individual service from other specialists, but this approach is used less often. It is believed that the competence of the members of the transdisciplinary team in many areas allows serving more families, solving the problems of early intervention with fewer people, and that this model is more optimal than the multi- and interdisciplinary organization of the work of teams of professionals. At the same time, additional working time is required to organize effective transdisciplinary work, educate each other, advise and discuss cases.



Thus, we came to the conclusion that:

1. The first years of life are the period in which the formation and development of all organs and systems occurs most intensively, its nuclear formations are laid for the entire subsequent life.
2. When dividing the child's psychophysical development into directions: motor development, speech development, emotional development, cognitive development in each monthly period of development, the formation of new skills is noted, which can be indicators of the child's psychophysical well-being in each of the above areas.
3. The division of the child's psychophysical development into areas is rather arbitrary, since all areas are directly interconnected and determine the successful development and functioning of each other.
4. In case of disturbances or slowing down in the formation of one of the development areas, secondary disturbances occur in other areas.
5. The optimal condition for the provision of early comprehensive assistance to children and families raising children with special needs is the early assistance service in the health care system (central multidisciplinary polyclinics).
6. In habilitation work with a child, a transdisciplinary approach is effective.

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DISABLED HEALTH IN EMERGENCY SITUATIONS PSYCHOLOGICAL SUPPORT OF CHILDREN WITH

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ANNOTATION

The article reveals the specific features of the adaptive mechanisms and specific conditions for the psychological support of children with disabilities in emergency situations. The typology of adaptation criteria is presented.

***Keywords**: adaptation mechanisms, traumatization, emotional disturbances, prevention, constructive behavior model.*

Modern science considers a person as an open system with a certain internal content and exchanging information with the environment. The openness of the "person" system in relation to the world to which he belongs determines the need to consider the dynamics of development as competencies, his attempts to realize his potential, to realize self-actualization, - to use his potential as much as possible for the benefit of society and himself.

Since the personality and the environment actively interact with each other, it is appropriate to talk about the adaptive and adaptive activity of the personality. The ability to quickly find one's place in joint activities, in a new team, the manifestation of one's abilities and interests is the main condition for a person's adaptation in a social environment. Moreover, the higher this skill, the higher the speed of adaptation. To answer the questions of how and when these skills are formed, it is necessary to reveal the concept of the definition of adaptation. Adaptation is understood as "any interaction between the individual and the environment, in which there is a coordination of their structures, functions and behavior." Adaptation is viewed as behavior in the context of interaction between the individual and the environment. At the same time, the coordination of structures, functions, behavior of the individual's interaction with the environment is of great importance. What structure or mental education ensures the coherence of this process? Perhaps in the process of subjective reflection of objective reality, a structure emerges that is responsible for the adaptation mechanism. In this process, particular importance is given to the social and psychological qualities of the individual, since it is they that provide the features of the interaction of the individual with the social environment. Perhaps the skill that is considered the most important in adaptation, namely the ability to quickly find their place in joint activities, in a new team, the manifestation of their abilities and interests is formed due to the social and psychological quality of the individual. features of the study of socio-psychological adaptation are that, firstly, the relationship between the individual and society are considered as mediated by small groups. The small group itself becomes one of the parties participating in the adaptive interaction, forming a new environment-sphere of the immediate environment. According to Zaitsev I.B. adaptation is the process of changing the interacting parties. Therefore, in this perspective, taking into account the interacting nature in the structure of adaptation makes it possible to increase the adaptive mechanisms of the personality to extreme or emergency situations. In other words, the skills underlying adaptation can be purposefully formed. The question is how and what needs to be changed. So, according to Zaitsev I.B. the personality changes the system of its relations while the group adjusts the norms of tradition and rules.

What path does the individual go through during the adaptation period? According to the psychoanalytic concept (Z. Freud, Adler, K. Jung), the adaptation process goes through the following stages: a situation of difficulty in satisfying a need, otherwise a conflict arising on this basis, further changes in the emotional sphere associated with the activation of anxiety and the activation of protective mechanisms.

Representatives of the humanistic direction in psychology (E. Erickson, K. Rogers), considering the problems of personality adaptation, argued that a person, getting into a new or frustrating situation, faces a conflict, this causes frustration, which stimulates an increase in acts of adaptation. Here we see a preponderance towards the search for harmony between personal and social values. Therefore, unlike psychoanalytic theory, instead of an emotional response, we have a process of frustration, that is, the process of the impossibility of satisfying a need with the inclusion of a specific set of personal characteristics (self-doubt, feelings of inferiority, distrust, depression). Hence the different way out of the current situation, the reaction to anxiety, blocking and switching on of defense mechanisms, while in humanistic psychology a frustrating, emotiogenic situation triggers the mechanism of personal growth, which enhances the acts of adaptation. The only correct mechanism in this case is the rejection of egocentric paradigms in the direction of altruistic behavior. In this case, most often they say that thinking about others, a person has overcome himself and strengthened his capabilities.

Proposed by Zaitsev I.B. (2002) approaches - psychoanalytic and humanistic based on biopsies

an analysis of the nature of adaptation. That is, the objective conditions for the formation of the adaptive mechanism are based on the psychoemotional reaction. In this case, the launch of adaptation mechanisms (mental protection, acts of adaptation) are the result of an emotional reaction (anxiety - in its pure form) (frustration combined with personal qualities). The reverse reaction is presented in various forms: the inclusion of mechanisms of mental protection, or the connection of acts of adaptation.

It is possible that the cognitive approach is an approach that considers adaptation mechanisms in a slightly different way. The conflict also, in the opinion of these authors, requires an assessment of the resolution options with an assessment of the degree of threat, the higher the threat, the more sophisticated the reaction of adaptation. As you can see, it is not a mechanism of adaptation that is expressed here, but a behavioral reaction. Here, the most important goal is to remove and reduce cognitive dissonance. Thus, the cognitive approach increases the degree of a person's responsibility for their behavior even in the most difficult situations.

Each of the approaches explains in one way or another the nature of human behavior in emergency situations. So the psychoanalytic approach considers the adaptive process as the possibility of justifying affective reactions and the inability to control oneself in an emergency. Possible response in situations of threat to dignity, survival instinct, etc. So, the humanistic approach leads to an explanation of the essence of behavior to the human nature of accepting a situation, living it and choosing one way or another of adaptation. Perhaps in this approach there are descriptions and responsibility of the situation, environment, age factor, opportunities for personal growth. No matter how complex and dangerous the situation is, it is perceived as developing, explaining and stimulating.

Cognitive dissonance occurs in a variety of situations. Especially in emergency situations requiring the correct decision-making in the context of time constraints and in the context of the implementation of moral choices. In this case, the situation is perceived as a threat requiring the connection of resources.

These approaches help to approach the analysis of the existing conditions for connecting adaptation mechanisms. Adaptation is a complex process: on the one hand, there is a conflict on the other, tension and, as a consequence, a way out of the situation and the development of the necessary personal qualities. Perhaps they all come together in one definition of adaptability. Adaptation is characterized "as a state of the subject that allows him to feel relaxed in a socio-cultural environment, delve into intrapersonal spiritual problems, enrich his own world through more perfect forms and methods of socio-cultural interaction." In this case, adaptability is considered from the standpoint of the activity and optimality of the emotional well-being of the individual. The level of adaptability in terms of indicators: physical, mental, personal and social can be represented on a 10-point scale. Before distributing the severity of

adaptation, it is necessary to determine the criteria for the adaptation process. The criteria for the adaptation process are presented in Table 1.

Table # 1

Creterion description sales	**Name of adaptation criterion**	**Name of adaptation criterion**
Subject-object relationship	INDIVIDUALLY SPECIFIC ACTIVITY	INDIVIDUALLY SPECIFIC PASSIVITY
By the effect on the individual	REGRESSIVE	REGRESSIVE
By level	PRIMARY	SECONDARY

The criteria for the adaptation process are characterized as follows by type.

Type 1.APP. Active, progressive, primary. The individual seeks to influence the environment in order to change it. At the same time, it has a beneficial effect on him, although he is for the first time involved in activity. That is, he does not have the proper experience of interacting with her.

Type 2. ARP. Active, regressive, primary. The individual seeks to influence the environment in order to change it. But with negative content, without initiative. At the same time, for the first time, he is included in the activity. That is, he has no proper experience.

Type 3.APV. Active, progressive, secondary .. The individual seeks to influence the environment in order to change it. At the same time, it has a beneficial effect on him. The individual has experience of interaction and related skills.

Type 4 ARV Active, regressive, secondary. The individual seeks to influence the environment in order to change it. But with negative content, without initiative. At the same time, he has experience of interacting with the environment

Type 5. RFP. Passive, progressive, primary. The individual does not strive for such an impact to change, even if he is favorable. In the absence of experience.

Type 6. PRP Passive regressive, primary. The individual does not seek to interact with the environment. has no experience of interaction and is negatively disposed.

Type 7. PPV. Passive, progressive secondary. The individual does not interact with the environment even under positive external conditions and experience.

Type 8. PRV. Passive, regressive secondary. The individual does not interact with the environment with a negative attitude and lack of experience.

The question arises, what really has a special meaning in the choice of passivity or activity of the subject in relation to the relationship to the object. V

Environmental conditions (negative or positive) may be of particular importance, as is the presence of experience. Personal, gender, age, individually typological characteristics are not taken into account and are not indicated. It is possible that the level of adaptation in each specific situation depends on the level of psychological adaptation.

Psychological adaptation is based on affective reactions associated with feelings of well-being or satisfaction. Psychological adaptation includes well-being, a sense of personal and cultural identity, and the achievement of psychological satisfaction. Psychological adaptation takes place in conditions of stress and the fight against it, therefore, life situations, personal characteristics of the individual and social support have a strong influence on it.

According to a number of authors (O. I. Zotov, I. K. Kryazheva, M. I. Bobnev, I. Zaitseva) “adaptation occurs when the social environment contributes to the realization of the needs and aspirations of the individual, serves to reveal and develop his individuality ".

Does it follow from the above that the adaptation mechanism in the perspective of human survival in society has its own characteristics? And in all cases, the level of connection between human survival depending on social support is found. So in the modern world in the context of a pandemic, we discovered the need to create conditions for the survival of especially vulnerable segments of the population. At the same time, their own mobilization was required to achieve this goal.

How are things going with those who are called minors with special needs, disabilities. Persons with special abilities need a number of features of psychological support. Psychological support may be directed towards increasing the activity of the environment responsible for the safety of minors with special abilities. It also remains relevant to take into account the adaptive capabilities of the children themselves in accordance with the above positions. The scales and criteria for the adaptation of children with disabilities are considered based on the possibilities.

So, mental retardation implies a steady lag in the formation of cognitive activity against the background of organic brain damage.

With violations of the visual and auditory organs, not only perception is disturbed, but also nervous innervation, which aggravates the condition of children

With violations and lesions of the musculoskeletal system in children, there is a feature of the presence of pain and their consequences.

Thus, special opportunities are formed in the presence of one or another basic basis responsible for the psychoemotional state. Hence the specific features of the emergency response.

It is possible that the skills necessary in the form of skills to get out of the current situation are not formed by themselves and are not recorded in the form of experience. It is possible that a life-threatening situation is triggered and, therefore, the behavior has impulsive expressions. Impulsivity or inhibition are two ways to respond in an emergency. A description of the general scales is presented in Table 2 “Criteria for the adaptation of persons with special needs”.

Table 2

Creterion description sales	**Name of adaptation criterion**	**Name of adaptation criterion**
Subject-object relationship	INDIVIDUALLY SPECIFIC ACTIVITY	INDIVIDUALLY SPECIFIC PASSIVITY
By the effect on the individual	REGRESSIVE	REGRESSIVE
By level	PRIMARY	PRIMARY

Let us analyze the conditions for the formation of the adaptability of children with special abilities:

According to the criterion, the subject-object relationship. For example, children with visual impairments have specific features of compensatory perception, as a result of which they have an increased sensitivity of the analyzers. They quite quickly determine the degree of danger of natural phenomena and intuitively, instinctively choose a safe way of behavior. When interacting with an adult or other children, they are susceptible to infection with emotional states.

Children with musculoskeletal disorders tend to perceive natural and man-made situations acutely with a sense of fear. It is possible that the feeling of helplessness depresses the general condition, which aggravates the psychoemotional and neurological status.

Children with hearing impairments usually mistakenly react to incoming signals from the outside and it is possible that the orientation in space and the reaction to the object of danger is peculiar.

Children with intellectual disabilities may react according to their level of development, depending on the state of the body. There is more polarity in the response. So with fear in the behavioral aspect, you can observe euphoria, and with aggression, stupor. Inhibition and Arousal vary and change with respect to a number of perspectives: states of neuropsychic and emotional reactions to an object. At the same time, the reactions are late and inadequate. While everyone is crying, a child with intellectual disabilities can laugh. At the same time, communication with reality and orientation towards a partner, prompts and execution of instructions are broken.

Conclusion regarding the attitude of persons with special needs, with disabilities to the object of danger, the following can be identified. The data are reflected in table 3. Criteria for adaptation of minors to the situation of danger.

Table 3

Subject-Object Relationship The individual seeks to influence the environment, but due to limited mental capabilities, he does not correctly determine the danger and reacts inadequately. Not able to change the situation.

The individual is not able to influence the environment, but modifies the behavior, respectively, of specific self-perceptions and the specifics of perception. The individual does not seek to interact

Scales for describing the criterion	Mental retardation oligophrenia	Dementia Visual impairment	Hearing impairment	Musculoskeletal impairment
Subject-Object Relationship	The individual seeks to influence the environment, but due to limited mental capabilities, he does not correctly determine the danger and reacts inadequately. Not able to change the situation	. The individual is not able to influence the environment, but modifies the behavior, respectively, of specific self-perceptions and the specifics of perception. The individual does not seek to interact with the environment.	The individual seeks to influence the environment, but due to the limited possibilities in assessing the situation, he may incorrectly evaluate the object. Needs outside support.	The individual seeks to influence the environment, but due to the complexity of the violations, he experiences internal obstacles in getting out of the situation.
By the effect on the individual	Regressive	Regressive	Regressive	Regressive
By the level of EXPERIENCE	EXPERIENCE IS NOT FIXED	INDIVIDUAL EXPERIENCE	INDIVIDUAL EXPERIENCE	INDIVIDUAL EXPERIENCE

According to the data presented in the table, it can be revealed that in emergency situations, children with disabilities have a regressive specificity of adaptation, while at the same time with the individual characteristics of fixing the experience. At the same time, with mental retardation, the experience is not recorded. Perhaps a more thorough study of the problem of adaptation of individuals to an emergency situation is needed to verify the data.

A study of identifying the consequences of experienced emergencies using a questionnaire. The questionnaire is carried out with parents of children with disabilities - survivors of the man-made accident of the breakthrough of the Sardobin reservoir and a strong hurricane in the Bukhara region (Uzbekistan). The developed questionnaire (Kamilova N.G., Nazirova L.V., 2021) is based on the work of U. Yul and R.M. Williams (2001). The authors have identified and studied the consequences that testify to the experienced psychological trauma that occurs in children and adolescents as a result of catastrophes and large-scale accidents. The most common symptoms of U. Yula and R.M. Williams (2001) distinguishes several of them. Table 4 "Comparative table of the manifestation of symptoms of the post-traumatic state of children and adolescents" presents the specific features of the manifestation of these symptoms in children and adolescents with various disabilities

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Table 4

PTS symptoms	Visually impaired and blind Hearing	impaired and deaf Disorders of the musculoskeletal system (CP)	impaired and deaf Disorders of the musculoskeletal system (CP)	RDA Intellectual disability	Intellectual disability
	+	+	+	++	++
Violation of communication with peers and parents, separation difficulties (the desire is with parents, sleeping with them)	+	+	+ +	+++	+++
	++ Decreased ability to concentrate, difficulty concentrating on school work, temporary loss of memory, loss of previous skills	++	+	Increased stuck	
Obsessive thoughts	Increased speech activity	Possible mutism and withdrawal into oneself	Increased speech activity	Speech is not addressed to people, withdrawal into oneself is detachment. Repetition of monotonous words, sounds, sentences	Speech emotionally rich, sounds, affectively colored speech
Increased alertness and suspicion	+	+	+	+++	Reverse reaction change of mood excessive gullibility is replaced by aggression
The loss of life prospects is possible	Possibly	Possibly	tolerate difficulties	There is no connection, as they are immersed in themselves (autism) escape from reality.	Lack of awareness and understanding of the complexity of the situation and difficulty in regulating behavior
Fears	+	+	+	regression	Potentially polar opposite reactions such as stupor or self-aggression
Irritability	Intensily	Intensily	Inhibitory processes	Intensily	neurotic status
Feelings of guilt	Possible	Possible	Possible	absent	None

Depression	+	+	+++	Basic state in case of impossibility or absence of habitual conditions for satisfying needs.	It can be intensified and caused by hunger and infection of the affective state of loved ones and others. (Transition from euphoria to aggression) a sharp change in mood.
the most frequent manifestation of the symptom	Possible	Possible	Possible	increased manifestation of the symptom	An increase in the level of anxiety, up to a panic attack, is possible. It is possible. Difficulty suppressing affective reactions.

As can be seen from the table, children and adolescents with early childhood autism and children (adolescents) with intellectual disabilities are the most vulnerable and more susceptible to psychological trauma.

According to A.L. Venger, such pronounced manifestations of mental trauma are most pronounced.

They are observed in cases of massive disasters affecting an entire city or region. In such situations, mutual contamination of negative experiences occurs, creating secondary trauma.

When providing psychological assistance to victims of the emergency, it was discovered that almost the entire region was involved in a traumatic situation. For a long period, up to a month, the region was in deep mourning. Continuation of identification of the dead, burial procedure. According to local customs, before the expiration of 40 days after the funeral, commemoration was performed for the dead. Almost the entire population of the region was in mourning. Clannishness and close ties between neighbors, characteristic of Central Asia (Uzbekistan), played a double role. On the one hand, they created an opportunity for emotional and material mutual support, since the children who suffered were taken by their relatives. On the other hand, the degree of mutual contamination with negative experiences increased. This contributed to the spread of secondary trauma. “As a result, an acute condition can be observed in many people who have not directly lost any of their close relatives (AL Venger, VA Morozov, 2006)”.

One of the ways to identify the specifics of experiencing the consequences of an emergency is to conduct a survey. A survey with parents of children with disabilities who survived emergencies was conducted taking into account their condition, namely (apathy, depression). The questionnaire carries information about the following:

1. Block - data about parents or persons replacing them. Optant data: floor. Age. Family status.
2. Data on children: number. Floor. Age. Availability of HVD (type)

Next is a block of questions, including the manifestation of the above symptoms on a 5-point scale. Instructions: put the ball depending on 1- no, not available, 2- there is a place to be; 3- it happens sometimes; 4- happens often; 5 is always the case. Think and put "+" in accordance with the manifestation of a particular condition of your child. “Form of the survey” Consequences of emergency situations”. Presented in table 5.

Table 5 Form of the questionnaire "Psycho-emotional disorders after emergencies"

PTS symptoms	**1 no**	2occurs rarely	**3 sometimes**	**4 often**	**5 always**
Sleep disturbance					
Disruption of communication with peers					
Violation of communication with parents					
the desire is with the parents, (to sleep with them)					
Decreased ability to concentrate					
difficulty concentrating on school work					
temporary memory loss					
loss of previous skills					
Obsessive thoughts					
Increased alertness and suspicion					
Loss of life perspectives					
Fears					
Irritability					
Guilt					
Depression					
Increased anxiety					
Panic attacks					
Unrepentant mood swings					
Refusal to eat					
Behavior change					
Fear of loud sounds					
Fear of being alone					
The emergence of aggression towards brothers and sisters					
Aggression					
Lethargy. Stupor					

Note: + - symptom manifestation; ++ increased manifestation of the symptom; +++ the most frequent manifestation of the symptom.

We present sample data from a survey of 50 parents, 10 in each group of respondents. Parents marked scores on the form for the manifestation of certain symptoms. The study makes it possible to determine specific indicators of the complexity of adaptation to emergencies for respondents with disabilities, which once again proves the need to organize escort for this category of minors. They talked with the parents and asked questions about the manifestation of a particular symptom. Then the answers were entered into the form and the average score for the group of respondents was calculated. At the initial stage, statistical processing was not carried out as this study is a pilot.

According to the research data of A.L. Venger, it is necessary to take into account the fact that the aggravation of psychological problems that the child had earlier is specific for the consequences of psychotrauma. In other words, there is an exacerbation of the status of HVD, which manifests itself in a significant increase in rigidity, lability, sensitivity, capriciousness, negativity.

When constructing psychocorrectional work, attention should be paid to medical examination and accompanying children in need of psychological assistance. Table 6 shows comparative data on the manifestation of symptoms of the post-traumatic state of children with disabilities.

Table 6"Comparative table of the manifestation of symptoms of the post-traumatic state of respondents n = 50"

PTS SYMPTOMS	Visually impaired and blind Hearing	deaf Disorders of the musculoskeletal system	deaf Disorders of the musculoskeletal system		RDA Intellectual disability
Sleep disturbance	3	3	3	5	5
Violation of communication with peers and parents, separation difficulties (the desire is with parents, sleeping with them	3	3	4	5	5
Decreased ability to concentrate, difficulty concentrating on school work, temporary memory loss, loss of previous skills	4	4	3	Reinforce Stuck 4	There was a place to be
Obsessive thoughts	Increased speech activity	Possible mutism and withdrawal into oneself	Increased speech	Speech is not addressed to people, withdrawal into oneself is isolation. Repetition of monotonous words, sounds, sentences	Speech emotionally rich, sounds, affectively colored speech
Increased alertness and suspicion	3	3	3	5	5 Reverse reaction change of mood excessive gullibility is replaced by aggression
Loss of life prospects	possibly	Possibly	Steadily endure difficulties	There is no connection, as they are immersed in themselves (autism) escape from reality.	Lack of awareness and understanding of the complexity of the situation and difficulty in regulating behavior
Fears	3	3	3	Regression	Potentially polar opposite reactions such as stupor or self-aggression
Feelings of guilt	Possible	Possible		Possible	
Depression	Possible	Possible	Possible	None	None
	3	3	+	Basic state in case of impossibili	It can be intensified and caused by hunger and

				ty or absence of habitual conditions for satisfying needs	infection of the affective state of loved ones, others. (Transition from euphoria to aggression) a sharp change in mood.
An increase in the level of anxiety, up to an attack of panic	possible	possible	possible	When the usual conditions change, the presence of strangers, a crowd of people Increased psycho-emotional stress	Difficulty suppressing affective reactions.

As can be seen in Figure 1, the most vulnerable in a situation of emergency events is the group with disorders of the musculoskeletal system, with RDA syndrome and respondents with intellectual disabilities.

Analysis of the criteria for adaptation of minors with special health capabilities allows us to state the following:

1. In relation to the subject (with special needs) to the object (emergency), specific features have been identified. Namely, due to the limitedness of some of the possibilities (the correctness of the assessment of the threat of mental retardation, the compensatory capabilities of the analyzers (in case of loss of vision), the complexity of orientation in space with auditory disorders, disorientation in space due to disorders of the musculoskeletal system, etc.). So, the individual seeks to influence the environment, but due to limited mental capabilities, he does not correctly determine the danger and reacts inadequately. Not able to change the situation. The individual is not able to influence the environment, but modifies the behavior, respectively, of specific self-perceptions and the specifics of perception. The individual does not seek to interact with the environment. The individual seeks to influence the environment, but due to the limited possibilities in assessing the situation, he may incorrectly assess the object. Needs outside support. The individual seeks to influence the environment, but due to the complexity of the violations, he experiences internal obstacles in getting out of the situation.

2. The regressive side of the adaptation mechanism is revealed by the influence on the individual. It is possible that the regression is a confirmation of the impact of the situation on the body of a minor with disabilities.

3. When going through an emergency, it should be noted that, according to the level of adaptation, the experience of minors with special needs is not recorded or is recorded individually.

4. It follows from the above that minor children with special needs in an emergency need support from others, regardless of the degree and types of violations. This phenomenon arises not due to limited capabilities, both emotional and intellectual, but due to the presence of specific features associated with the functioning of the body.

5. The possible state of the organism associated with certain disorders in emergency situations makes it difficult to activate the adaptive, resource capabilities of the organism.

6. The adaptive mechanism shows the presence of different levels and degrees of adaptation: physiological level; mental level, social level. Accordingly, there is a psychophysiological level - the psychosomatic connection of processes. So the affective reaction causes changes in physiological parameters, the autonomic system reacts and possibly determines the behavioral reactions. The psychosocial level of adaptation has a different nature of the reaction, mental ones involve indicators of the social plan. So the cry causes an increase in the attention of others. Whereas

stupor or fear weakens it and leads to escape from reality, which in some cases has a positive effect - preserving life during an attack and a negative effect - making it difficult to get out of a difficult situation of blockage.

7. Thus, the complexity of the adaptation mechanism and its uniqueness enable us to make a conclusion about the need for psychological support of persons with special needs in emergency situations.

The tasks of psychological support for children and adolescents with disabilities according to A.L. Venger

1 block. Organization and implementation of correctional work with children and adolescents who survived Ch.S.

1. Express correction of acute symptoms;

2. Restoring normal and social and the intrafamilial functioning of children;

2 block. The main direction for the organization of correctional work.

1. Creation of a playroom (an island of children's life). Non-reactive play therapy. Art therapy.

2. Restoration of physiological functions and activity.

3. Streamlining activity and responding to aggression.

4. Involving parents in therapy

A) block Working with adolescents with disabilities

B) block Working with a family of children with disabilities

The problem of psychological support for children and adolescents in an emergency is legitimately relevant and significant. The problems of the consequences of psychotrauma for persons with disabilities are still poorly understood. Conducting and analyzing the data of the questionnaire will expand the understanding of the specifics of the attitude of parents of children to the problem, which will help to find ways to solve them.

Based on the research conducted, we believe that psychological support for persons with special needs in emergency situations can be built in the following directions:

1. Prevention and formation of a model of constructive behavior in emergency situations of minors with special health capabilities.

1.1 Implementation and implementation of safety instructions in various emergency situations (fire, flooding, earthquake, hurricane)

1.2. Conducting classes on the formation of skills for rapid response in emergency situations for children, taking into account their needs.

1.3. Preparing and conducting classes with staff (teachers, educators, parents) in emergency situations according to the evacuation plan. Familiarization with mistakes and ways to overcome them. Conducting a training seminar.

1.4. Organization of work with parents on counseling and the formation of behavior skills in extreme situations.

2. Organization and conduct of training of specialists in psychological support of minors with special health capabilities in emergency situations.

2.1. Conducting a training seminar to discuss the problems of organizing psychological support for people with disabilities.

1.2. Conducting trainings with volunteers to develop skills of friendly behavior towards people with disabilities.

1.3. Workshop trainings on working with minors before and after an emergency.

3. Development of scenarios and organization of activities to work with children with disabilities to form methods of behavior in an emergency.

3.1. "Understand yourself."

3.2. "Take care"

3.3. "Understand Mom", "Understand relatives", "Understand strangers."

3.4. “Help yourself”, “Help others”.

3.5. It is possible and not allowed.

The implementation of the program of psychological support for minors with disabilities should be organized in the following areas:

1. Study, development and formation of the specifics of the relationship of the subject to the object. In other words, the study of the specifics of the attitude of minors with disabilities to an object of increased danger and, as a consequence, the choice of one or another method of action. In this case, an increase in activity, taking into account the specifics of the development of preserved opportunities.

2. Prepare for exposure of the subject to the hazard. It is necessary to find ways to mitigate the regression of negative attitudes and increase the constructive impact on the body. At this level, there is a negative attitude towards the effect on the body and further reaction to this effect in the form of aggressive outbursts, or the presence of inhibition and resistance.
3. Work on organizing the attitude to experience, especially bringing the actions in emergency situations to automatism.

Thus, the adaptation mechanism, taking into account the specifics of the formation of the characteristics of the organism, makes it possible to judge the variations of the adaptive processes that are most and least effective from the point of view of their possibility of getting out of an emergency situation. Variations of constructive and destructive methods of adaptation in emergency situations are presented in table No. 4. "Characteristics of constructive and destructive types of adaptation".

Table 7

№	Design types	Distructive types	№
TYPE 1	Active, progressive, primary. The individual seeks to influence the environment in order to change it. At the same time, it has a beneficial effect on him, although he is for the first time involved in activity. That is, he does not have the proper experience of interacting with her.	Active, regressive, primary. The individual seeks to influence the environment in order to change it. But with negative content, without initiative. At the same time, for the first time, he is included in the activity. That is, he has no proper experience	TYPE 2
TYPE 3	Active, progressive, secondary .. The individual seeks to influence the environment in order to change it. At the same time, it has a beneficial effect on him. The individual has experience of interaction and related skills.	Passive, progressive, primary. The individual does not strive for such an impact to change, even if he is favorable. In the absence of experience.	TYPE 5
TYPE 4	Active, regressive, secondary. The individual seeks to influence the environment in order to change it. But with negative content, without initiative. However, he has experience of interaction with environment	Passive, regressive, primary. The individual does not seek to interact with the environment. has no experience of interaction and is negatively disposed environment with a negative attitude and lack of experience.	TYPE 6
		Passive, progressive secondary. The individual does not interact with the environment even under positive external conditions and experience.	TYPE 8.

As can be seen from the table, the difference between constructiveness and destructiveness lies in the plane ACTIVITY (desire to influence the environment, aggressive tendencies, rivalry, cooperation, confidence, achievement motivation) - PASSIVITY (avoiding, leaving, ignoring, fear, alienation, feeling of insecurity, motivation for avoiding failures , frustration);

PROGRESSIVENESS (development of positive components, taking into account a positive attitude towards others) - REGRESSION (a reverse process aimed at overcoming negative attitudes towards others);
At the same time, individuals are distinguished by the presence or absence of experience associated with emergency situations.
Therefore, psychological support for persons with special needs is a necessary condition for

successful active, progressive adaptation. At the same time, activity is formed, encouraged, stimulated and supported, responsibility is shared and determined by the state, activity, progressiveness, attitude to the situation, even in an unexpected direction. To increase the progressiveness of the response, it is necessary to form a positive attitude towards oneself and towards others. In the main directions of .

creating conditions for successful adaptation, it is moving towards active work with the population, namely with parents, teachers, educators, pupils and students, makhalin committees and activists of residential areas in which people with disabilities live. One of the types of work is the development of mobile applications, websites and information programs

PSYCHOLOGICAL PREPARATION AND PROFESSIONAL STRESS FOR PEDAGOGICAL ACTIVITY

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ABSTRACT

The article describes occupational stress and its specific psychological aspects. We know that humanity lives and works in the presence of stressogenic factors. Pedagogical activity is full of stressogenic factors, as it is a professional activity in the "person-person" system. This article analyzes the occupational stresses that occur in pedagogical activities and their psychological characteristics. One of the factors that provokes a tendency to professional stress in pedagogical activity is the question of how ready the employee is for professional activity. The relationship between the criteria of readiness for pedagogical activity and professional stress is analyzed on the basis of empirical data, conclusions are made on the basis of empirical data and recommendations are given.

Keywords: *stress, professional stress, pedagogical activity, psychological readiness, social environment, pedagogue, pedagogical creativity, communication.*

Introduction

No matter what field a person works in, he or she is exposed to stressogenic factors related to professional activity. The pedagogical profession is rich in professional stressors, as it is a field of activity in the "person-person" system. It shows that stress causes a variety of mental disorders, resulting in a decrease in the ability of employees to work and a decrease in work efficiency. Experts of the International Association of Stress Management have argued that negative mental stresses at work, vocational fatigue, chronic fatigue, and disorders of emotional and volitional processes are the main causes of occupational stress.

Identification of stress and its psychophysiological, emotional, cognitive factors in world educational and research institutions, reduction of functional deformation due to the negative consequences of occupational stress among employees, deterioration of employee psychosocial health, decline in competitiveness, resilience to occupational stress scientific research on the formation of. At the same time, special attention is paid to scientific research aimed at improving the effectiveness of psychoprophylactic, psychocorrectional methods, the identification of psychological features of the occurrence of occupational stress in the personality of the teacher.

The spiritual and legal basis for the protection of human mental health, training in the field of psychology, crime prevention has been created in our republic, the material and technical base has been expanded. In particular, "... educating young people who are physically healthy, mentally and intellectually developed, independent-minded, loyal to the Motherland, with a firm outlook on life" [2] was identified as a priority. This expands the possibilities of improving the practical aspects of prevention, elimination of negative negative influences on the personality of the future specialist, the study of occupational stress and its determinants associated with pedagogical activity, the formation of resilience to occupational stress in educators. In our country, too, great attention is paid to the issue of psychosocial health of workers, especially educators of the next generation. This is evidenced by the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan No. 472 of June 7, 2019 "On measures to further improve the system of training in the field of psychology and crime prevention in society" we can see that mental health issues are emphasized in their defined tasks.

Literature Review

Occupational stress is a state of stress that occurs in an employee as a result of long-term intensive exposure to the emotional-negative and extreme factors associated with professional activity. Functional stress is manifested in decreased work efficiency, increased internal discomfort, extinction of social motives associated with pedagogical activity, dissatisfaction with self and activity, psychosomatic illnesses and depressive states. Today, the work of educators is full of psychogenic, intellectual, emotional tensions. This is due to the fact that daily reports, issues

related to coaching activities, problems with the leadership relationship in the teaching staff do not leave time for teachers to engage in pedagogical creativity, which leads to both mental and physical fatigue and stress.

Occupational stress factors manifested in pedagogical activity can be conditionally divided into the following groups:

- **Factors related to labor activity:** excessive workload, poor working conditions, lack of time;
- **Stress factors related to the role of the teacher in the teaching staff:** inability to fulfill professional responsibilities, lack of recognition in the team, assumption of responsibility by all, uncertainty resulting from unfair distribution of workload, low level of responsibility to the team, low participation in team life;
- **Factors related to interpersonal relationships in the teaching staff:** destructive relationships with the leader, colleagues, students, parents, communication problems;
- **Elements related to the pedagogical career:** professional "failure", fear of retirement, lack of professional knowledge;
- **Components outside of professional activity:** family problems, chronic diseases, etc. [3].

The development of occupational stress is highlighted as a current scientific problem of our time related to the impact on employee productivity, work productivity, work efficiency and quality, as well as employee health [7]. Nevertheless, in the literature on stress, which is often associated with the labor process in the literature today, systematization has not been adequately implemented, both at the conceptual level and in defining the boundaries of the subject area [8]. This, in turn, poses great challenges for modern researchers. At present, it is very difficult to distinguish occupational stress from other types of stress described in the literature, so it has become customary to distinguish several types of stress that are in one way or another related to an individual's professional activity [7]. They are:

• work stress (job stress) and work stress (work stress) - types of stress caused by the conditions of work and the specific characteristics of a particular position;

• occupational stress arising from the content of work and the specifics of the occupational environment;

• organizational stress, which takes into account the ability of employees to adapt to the conditions of teamwork associated with the stresses that hinder the effective functioning of the organization;

• information stress - stress associated with problems in processing the flow of information in the process of activity;

• Workplace stress is a concept that stems from occupational and organizational stress, which refers to a state of physical and mental stress associated with being in the workplace.

Hence, stress is an integral part of labor. It can occur under the influence of various stress factors that negatively affect a person. The study of methods and mechanisms of human adaptation to professional activity (including vacational deformation) is directly related to the problem of stress. The scope of the study of occupational stress is very wide, so it is impossible to distinguish the universally recognized concept of functional stress.

Two main factors play a role in the occurrence of occupational stress:

1. Degree of employment;
2. Leader support.

The more active a person is at work, the less stress he or she will face as a leader, the more support the team will have.

Another contributing reason to occupational stress is the timeliness (untimely) of work. Working more than 50 hours a week can lead to heart disease. Timeliness of work is observed in the service staff.

One of the characteristics of professional activities is the lack of time. As the last days of the month approached, stress excitation rate courses were observed several times during the recording period. Occupational stress can also be influenced by a person's individual characteristics. The most common of these are:

• health indicator factor;

• level of professional ability;

• type of person and his orientation (to

The above should be taken into account when recruiting and retraining. A healthy, calm, well-willed, activity-oriented person in their professional abilities is not prone to professional stress or easily overcomes stress.

A person with the opposite qualities is prone to occupational stress.

In the psychological encyclopedia of R. Corsini and A. Auerbach, occupational stress is defined as the result of human interactions and the work they do. The result obtained reflects the occurrence of changes that prevent people from functioning normally [4].

In her works, A.B Leonova describes occupational stress as a situation that arises in response to professional difficulties and demands [9].

Social psychologist Christina Maslach as defined occupational stress as a widespread phenomenon. According to him, stress is manifested in the physical and mental reactions that occur in human labor activities.

J. Sharit and G. Salvendi defined occupational stress as a multidimensional phenomenon, emphasizing that it is expressed in physiological and psychological reactions to complex working conditions [5].

This approach, according to AN Zankovsky, allows us to identify the following areas of stress study [6]:

a) to determine what parameters of this phenomenon correspond to the type of labor activity under consideration;

b) identification of “desired areas” (in terms of subjective and objective reactions of the worker) of each of the studied dimensions;

c) standardization of deviations for correlation of reactions in each of the studied measurements;

d) determine the "weight" (share) of each of the studied measurements.

S. Castle identifies two main directions in the interpretation of the concept of "stress at work":

1) In the narrow sense, stress is the excessive demands of the environment on a person’s ability, that is, the amount of work that a person cannot do, overwork, over-motivation, stimulation, and so on;

2) In a broader sense, stress is the incompatibility of the relationship in the whole system of "man - environment".

This system includes not only the above interpretation, but also the link between human needs and the ability to meet them at work (non-use of human capacity, reduced load, low level of stimulation).

It should be noted that this is in many respects related to the problem of fairness in the field of labor (contribution should be commensurate with the incentive) and this problem is directly related to the problem of employee self-esteem [9].

According to many scholars, the central concept in the occupational stress literature is the concept of “control” (i.e., assessment and correction).

R.A. Karasik's scientific work devoted to the creation of a general theory of stress in the workplace, based on research devoted to the study of control problems, puts forward the following hypothesis: experiencing stress results from the interaction between two factors, namely responsibility and control (“workload” and “psychological requirements”). There are such types of work (occupations) with a high level of stress, in which an individual with a great responsibility is not able to adequately control the method and results of the performance of tasks. "Active" professions place great demands on the individual, but also require a high level of control (doctors, teachers, lawyers, managers), the author believes. There are also professions with a high level of control, but with relatively low requirements (or delayed requirements): scientists, architects, repair masters. These occupancies are the least stressful. Passive woks (guards, watchmen) provide little opportunity for control and place low psychological demands on the employee [13]. As a result, the higher the social demands, the greater the stress.

The various approaches we have analyzed above have analyzed the factors that contribute to the occurrence of occupational stress. Along with these scientists, models have been developed that shed light on the psychological mechanisms of the manifestation of occupational stress.

V.A. Bodrov points out that the most popular of the many models of occupational stress is the Michigan model (and its variants). This model was developed at the Institute for Social Research at the University of Michigan in the United States. This model, which reflects the stress caused by the social environment, reflects the characteristics of human perception of environmental factors and their reactions, as

well as the possible consequences of this condition on human health [5]. Individual differences and elements of the social environment can change these relationships.

Another model of occupational stress was proposed by McGrass. According to this model, the source of stress is an objective (real) situation, as in the social environment model. This situation is perceived as subjectively reflected through its evaluation mechanism. This assessment moves to the decision-making stage of whether a particular reaction will occur. Reactions are mainly manifested not as a combination of behavioral, physiological, and psychological reactions (as in the social environment model), but as conscious behaviors. Although these two models are compatible with each other, they differ depending on the type of end result.

According to Cox, the occupational stress model includes:

1) requirements to the individual;

2) general abilities (personal resources) to adapt to individual characteristics, skills and requirements;

3) limitations of the situation affecting the adaptation process;

4) external assistance.

The absolute level of demand is not critical to the occurrence of stress. Most importantly, there is a mismatch between demand levels and personal resources. Such a degree of incompatibility can lead to the development of stress, either only to functional activity (stress), or in its significant amounts [6].

The general model of occupational stress is also reflected in the work of M. Smith and P. Karayan. This model reflects the content of occupational stress and the interrelated properties of the main components [13].

In general, labor system factors can lead to proper stress reactions governed by personal and cognitive characteristics. If these short-term stress reactions become chronic, they can have many negative consequences for health and work performance.

The common denominator of all models of occupational stress is that the authors sought to determine the content of stress. This was mainly done through the parameters that could be recorded

In this regard, as N.I. Naenko noted, the study of these indicators can be divided into two approaches.

The first approach is based on a direct comparison of the psychological characteristics of the human condition with physiological indicators and labor efficiency.

The second approach is based on the study of the nature of psychological stress, the laws of manifestation of this or that external reaction, which is considered as a determinant of psychological and mental processes [8].

A brief analysis of the various theories and models of occupational stress shows that each of them takes into account some aspect of the multifaceted problem.

In order to understand this phenomenon more deeply, it is necessary to further improve the theoretical positions that are separate, as well as a very important issue, their combination, comparison, analysis.

The occurrence of stress is determined by the influence of extreme factors on the individual related to the composition, organization, conditions of activity.

Extreme situations are divided into short-term and long-term types. In the short term, the "ready" reaction programs that are always present in a person become more active. Long-term extreme situations require adaptive reconstruction of human functional systems. At the same time, reconstruction can cause subjective discomfort and adversely affect health [7].

Under short-term strong extreme effects, various symptoms of stress are clearly manifested. Short-term stress is the rapid use of a “surface” flexible resource and at the same time the activation of a “deep” resource. If “surface” resources are not sufficient to meet the extreme demands of the environment, as well as the rate of mobilization of “deep” resources to cover expenditures is low, the “deep” adaptive reserve may die, even if left unused [9].

V.L.Marishuk and V.I.Evdokimov described short-term stress, which showed a sharp acceleration of pulse and respiration, arrhythmias, sweating, pupil diameter, a sharp change in motor reactions on the face, a sharp transition of experiences, and so on. mentioned in [13].

Long-term stress in activity is characterized by the gradual mobilization and depletion of "surface" and "deep" adaptation capabilities [6].

So, it can be said that depending on the duration of the stresses that occur in professional activity, a person uses his inner mental capabilities and thus exhibits coping behavior in adaptation syndrome.

Theory and Methodology

The health of pedagogical staff and the effectiveness of their pedagogical activities, as in many professional fields, work conditions, the environment in the team depends on professional functional responsibilities. However, many studies show that in the last decade, the number of stress factors associated with pedagogical activity has been increasing. Today, the work of educators is full of psychogenic, intellectual, emotional tensions. Indeed, day-to-day reports, issues related to coaching activities, involvement in community work, problems with manager-employee relations in the teaching staff do not leave time for educators to engage in pedagogical creativity, causing both mental and physical fatigue and stress.

When British scientists studied the link between stress propensity and occupational activity, they listed 22 occupations that are susceptible to the most stressogenic factors. The "honorary third" place for stress professionals is the pedagogical profession.

The pedagogical profession is one of the professions prone to stressogenic factors that require self-control and management. The constant changes in the requirements for pedagogical activity, the influx of new information and the lack of time for its acquisition, the emotional and social stress in pedagogical activity complicate the conditions of professional activity and increase stress in educators. With this in mind, we set ourselves the goal of identifying the manifestations of occupational stress in educators.

In our study, we organized our work by approaching the principles of determinism, structuralism. It is well known that the principle of determinism (lot.determinare-determination, demand) implies that the phenomena of the material and spiritual worlds are objectively legally interrelated and interdependent. Based on this principle, there is such a connection between the idea of causation and various events that the idea that one event constantly produces another event when the appropriate conditions are present in such a relationship situation [11]. Assuming that the implementation of the principle of determinism in our dissertation is based on a specific mechanism of occupational stress and its representation in a certain form is always the result of a certain level of social, cognitive and affectogenic factors, is increased.

As a methodological principle of scientific research, the principle of systematization requires the study of the objects-phenomena under study as a system, which explains the properties of phenomena with the peculiarities of the interaction of the elements that make them up. This principle in the analysis of the subject of scientific research requires the separation of the elements that make it up as a system and the systemic functional relationships between them, the substantiation of the levels of the system and the factors that make up the system [10].The principle of systematization is intended to be implemented in educators through an understanding of the mechanism of manifestation of occupational stress in terms of systemic coherence. In addition, the results of experimental trials conducted in the framework of our study clearly show the harmonious state of the manifestation of occupational stress.

Experimental Work

Vocational training and team relations are one of the most important aspects for a teacher. Indeed, a teacher without professional training is characterized by a decrease in self-confidence, weakness of personal position, passivity of motives and lack of strategic tactics. Vocational training is a set of special knowledge, skills and competencies required for the successful implementation of pedagogical activities [12].Preparation for pedagogical activity not only equips him with professional knowledge, but also serves as an intermediate bridge for the formation and upbringing of the pedagogical personality. We know that at a time when modern science and technology are developing rapidly, the weight

of modern information technology is growing rapidly, it is important to improve the pedagogical training of teachers.His knowledge of the theoretical and practical profession, constant communication with the teaching staff gives positive results. Consequently, the exchange of ideas in such an environment allows them to further enrich their
existing knowledge by comparing personal opinions with the views expressed by others, their accuracy, truthfulness.

Based on the analysis of psychological sources, the following criteria can be distinguished for the level of readiness of teachers for professional creative activity:

• Personal orientation and emotional-moral readiness;

• Theoretical and cognitive training;

• Constructive-projective readiness, ie the ability to combine theory and practice;

• General erudition, general cultural training;

• Formation of professional and personal qualities: creativity, reflection, professional and communicative tolerance, empathy, pedagogical coherence;

• Willingness to analyze their activities;

• High motivation to succeed, developed aspiration to the goal.

The formation of these criteria in pedagogues is a guarantee of their successful work in pedagogical activity without negative tensions. The great German pedagogue Adolf Disterverg said that a teacher should be engaged in science on a regular basis: “A teacher should be engaged in science on a regular basis.Only when a teacher works tirelessly to improve his upbringing and knowledge can he bring up and educate children. ” Therefore, in order for a teacher to work tirelessly on himself, he must have a professional professional profile.It is natural that the high professional training of teachers increases their flexibility in the pedagogical community. In our view, it is the low level of professional training of educators that causes problems in adapting it to the community.

We know that the concept of stress was originally interpreted as “adaptation syndrome”. This is not in vain, because any adaptive period evokes a state of stress in a person. However, the failure of the adaptation period as a chronic stressogenic factor can lead to occupational stress, emotional burnout, and even occupational deformity.

One of the tasks we set before us was to determine whether professional stress in educators is related to socio-psychological adaptation and readiness for professional activity.For this purpose, we conducted a methodology "Assessment of readiness and adaptability of the individual to pedagogical activity" proposed by our respondents V.Simonov, Yu.Dementeva. The study involved 271 teachers of secondary schools No. 304 in Sergeli district of Tashkent, No.4 and No.24 in Past Dargom district of Samarkand region, No.10 and No. 27 in Pop district of Namagan region. We divided the teaching staff into 4 groups based on work experience and performed psychodiagnostic work: those with up to 5 years, up to 10 years, up to 15 years, and those with more than 15 years of pedagogical experience. The results from the teachers were as follows:

Table 1.The relationship between professional stress in educators and an individual’s readiness and adaptability to pedagogical activity

Scales	Work experience	Ability to create	Skill of laborious	Performance ability	Communicativeness	Adaptation	Self-confidence	Level of self-management
High levels of occupational stress	Up to 5 years	0,08	0,04	-0,02	-0,01	-0,16*	0,12	0,05
	Up to 10 years	-0,35*	-0,46*	-0,05	-0,04	0,08	0,12	-0,02
	Up to 15 years	-0,31*	0,21	0,06	-0,02	0,13	0,10	-0,16*

	More than 15 years	0,03	-0,12	-0,01	-0,02	-0,01	0,001	0,11
Average level of occupational stress	Up to 5 years	-0,25	-0,14	-0,03	0,004	0,51*	0,27	0,57
	Up to 10 years	-0,20	-0,19	-0,21	-0,18	-0,22	-0,20	-0,14
	Up to 15 years	0,06	0,17	-0,03	0,13	-0,13	-0,05	-0,13
	More than 15 years	-0,12	-0,08	0,03	-0,11	-0,02	-0,01	-0,03
Low level of occupational stress	Up to 5 years	0,13	0,16	0,02	0,02	-0,09	-0,35*	-0,09
	Up to 10 years	0,25	0,26	0,16	0,39*	0,45*	0,11	0,05
	Up to 15 years	-0,16	-0,21	0,04	-0,08	0,09	0,04	0,13
	More than 15 years	0,11	0,12	0,05	0,19*	0,04	0,04	0,04

Comment:* p≤0.05; **p≤0.001

Discussion

As can be seen from the table, teachers with up to 5 years of work experience have a high level of occupational stress with adaptation (r = -0.16; r≤0.05), while those with up to 10 years of work experience have a creative ability (r = -0.35; r ≤0.05), with work ability (r = -0.46; r≤0.05), creative ability (r = -0.31; r≤0.05) in teachers with up to 15 years of work experience, level of self-management (r = -0.16; r≤0.05) was found to have a significant inverse correlation. A positive statistical correlation with adaptation (r = 0.51; r≤0.05) was found in educators with only up to 5 years of work experience at moderate levels of occupational stress, while self-confidence (r = -0) was found in teachers with less than 5 years of work experience; , 35; r≤0.05), in contrast, in teachers with work experience of up to 10 years, communicative (r = 0.39; r≤0.05), adaptation (r = 0.45; r≤0.05), in teachers with more than 15 years of work experience observed to have a positive statistical correlation with communicativeness (r = 0.19; r≤0.05). In the remaining cases, no statistically significant correlation was identified. Let us now turn to the analyzes on each scale.

Creative ability is the ability of a person to make creative decisions, to create new ideas. According to E. Torrens, a creative person is a person who is sensitive to problems, who can solve a problem intuitively and find non-standard solutions.Educators are also creative thinkers who can approach the problem creatively. The internal need for creative ability in educators is an objective law of personal development.Creativity in educators is the source of the driving force of education.

The complexity of the pedagogical activity is that there are many situations when a student has to make complex decisions related to the educational process independently.He relies on his pedagogical skills, intuition and knowledge to make decisions in such situations. Such a rapid decision-making process in pedagogical activity requires creative, critical thinking from the educator. The abundance of stressogenic factors in pedagogical activity leads to a decline in their creative ability.

In his textbook "Modern Occupational Psychology" VA Tolochek explains the effect of stress on human creativity: the cognitive sphere, that is, the processes of perception, memory, thinking, attention, imagination, play an important role in the manifestation of human creative ability [8]. Stress, on the other hand, leads to a decrease in the perception of the information received. As a result, the process of thinking is also slowed down to a certain extent. Therefore, educators with high levels of stress show a decrease in the level of healthy thinking [9]. Consequence of the influence of stressogenic factors, which are often observed in pedagogical activity, there is a mismatch between the teacher's social observations, motivation for success and social requirements for the pedagogical profession, as a result of which stress blocks a person's creative ability.

In our research experience, the scale focuses on a statistically significant correlation between high levels of occupational stress and

task assignment, as opposed to leading teachers with 10 to 15 years of work experience. Different stress genic influences in pedagogical activities, including interpersonal conflicts, teacher involvement in other activities outside the educational process, excessive reporting and increasing demands on teachers do not leave teachers time to work on themselves, and as a result, creative abilities of teachers are inhibited and
professional increased susceptibility to stress.

We know that stress is always accompanied by physiological changes, such as fatigue and weakness. According to psychological sources, occupational stress refers to the response of the pedagogical organism to complex pedagogical situations. Focusing on the physiology of stress, once information about a complex situation reaches the centers in the brain, the brain sends a signal to the body to activate the additional resources needed to enhance the human reaction, i.e. the sympathetic system. As a result, stress-related physiological changes take place in the human body. Medical data show that this condition lasts for 30 minutes in the human body. After that, stress factors are perceived as a negative effect and begin to damage the human immune system and nervous system. The real reason for this, if we connect it with the activity of the educator, is that the educator begins to expend a lot of energy to perform the task assigned to him, and his ability to work is extinguished for some time. Therefore, in educators with high levels of occupational stress, physical fatigue increases and work ability decreases. This figure had a statistically significant correlation with high levels of occupational stress in those with less than 10 years of work experience. The main reason for this is that by this time the educator has his own position in the team and tries to fulfill the professional requirements as high as possible in order to maintain this position. The result, human physiology begins to feel physical fatigue, a condition that persists over the years, leading to a decline in the educator's ability to function.

Our next scale was performance ability, which had no statistically significant relationship with any level of stress. The reason for this can be explained by linking it to our national mental upbringing: no matter what the level of professional stress in educators, he always tries to perform the tasks assigned to him in his profession.

Communicative ability is the ability to form a social perception in interpersonal relationships, to transmit information, to analyze. Our educators with low levels of occupational stress up to 10 years and more than 15 years of work experience have a significant association with communicative ability. This situation can be explained as follows: K. Rodgers states that a person achieves a state of catharsis by verbalizing his negative emotions. As a result, the painful experiences of negative emotions begin to be replaced by lightness, calmness [5]. Based on the results of our test takers, it can be said that our communicative competence educators overcome painful situations in stressful situations by verbalizing them. In addition, our teachers of this category have always had a successful period of adaptation, have a place in the team, in a word, have become a "family" with the team, so they always strive for constructive communication. Therefore, a positive correlation was found between the two variables. One of the scales that has a statistically significant correlation with occupational stress levels is adaptation. Adaptation is a dynamic process associated with the adaptation of a living organism to changing conditions. It is precisely the process of adaptation to a changing external environment that has always served as a stressogenic situation to a certain extent.This is because the new environment, new conditions and adaptation to new requirements cause educators to activate anxiety signals related to external influences. If we look at the results, we observe that high levels of occupational stress in young professionals with up to 5 years of work experience are inversely related to the adaptation scale, with a positive statistically significant correlation with moderate levels of occupational stress.Both of these situations prove that if the educator is successfully adapted to the team, then the level of professional stress will be lower. In addition, the first 5 years of any career will be spent with the specialist adapting to the team and asserting their social status in the team. Therefore, young educators have a high level of self-management

in stressful situations, striving to adequately assess the situation, trying to establish positive interpersonal relationships with everyone to become a true member of the team, and high level of professional motivation facilitates their adaptation to the environment and reduces professional stress.

The statistical correlation between the low level of professional stress and adaptation in our educators with up to 10 years of experience shows that they are adaptable to the team and can find rational solutions to group problems that arise by accepting the situation in the pedagogical team.

Our next scale is confidence in our own strength. An inverse correlation was found between teachers with less than 5 years of work experience and low levels of occupational stress. Confidence in one's own strength is a person's confidence in their abilities and knowledge, in their professional potential. Self-confidence is associated with professional judgment and self-esteem. We know that any new, young specialist comes to work full of energy, with rich professional imagination and potential. In the early years, the pedagogical team uses this potential to be recognized by experienced educators.In other words, the confidence of the young staff in their own strength ensures its successful adaptation to the team. Because it is through this confidence that he shows his potential, perseverance, purposefulness.Conversely, the educator finds it difficult to adapt and becomes prone to occupational stresses.

In psychology, the phenomenon of self-regulation is interpreted as a system of features that results from reactions aimed at compensating for external influences while maintaining internal calm. In psychology, mental, emotional, and reflexive types of self-management are classified [6].All of the types of self-management listed in the classification are determined by the individual's ability to control their emotions in stressful situations and maintain their composure within the norms of copping strategic behavior by adequately assessing the situation. From this perspective, the high level of professional stress in our subjects with more than 15 years of work experience indicates that they do not have a well-developed coping behavior that occurs in connection with self-management. As a result, self-management decreases as occupational stress increases.

Lack of staff turnover. The above criteria ensure the effectiveness of pedagogical work. On the contrary, internal and external conflicts begin to arise in our teachers as a result of the presence of group and intergroup conflicts, increased concern about the risk of losing a job, dissatisfaction with their profession and position in the community.These conflict-causing factors cause problems such as psychological stress, physical fatigue, depression, stress, and inability to adapt to the social environment in the individual.

Conclusion

Based on the above analytical data, we draw the following conclusions:

Based on the above considerations, in order to prevent occupational stress, our educators should follow the following recommendations throughout the day:

• The level of professional readiness of teachers facilitates their adaptation to the pedagogical team and prevents the occurrence of professional stresses. In particular, the dynamic nature of teachers' creative abilities, business acumen, communication, adaptation, self-management, self-confidence and professional stress levels in relation to pedagogical work experience triggered behavioral mechanisms of coping with stressogenic situations in pedagogical activity. allows you to overcome without.

• The social psychological environment in the work community represents a system of stable relations of the labor subject to the social environment. Striving to maintain group integrity among the members of the pedagogical team, cohesiveness, initiative in interpersonal relationships, sincerity, information and responsibility serve as a factor that helps educators to overcome professional stresses. The desire to collaborate in a group leads to an increase in labor efficiency, the establishment of constructive interpersonal relationships.

In order to prevent professional stress in pedagogical activity on the basis of empirical data, we recommend the following:

For teachers:

- Teachers should constantly work on themselves, increase the level of professional competence and adhere to the agenda;
- use of autogenic and relaxation exercises once a day;
- After a day of mental work, get rid of fatigue in the body with exercise;
- striving to be constructive in interpersonal relationships;
- Effective use of relaxation and felicitological functions of the family.

For the leading staff of the pedagogical team:

- Proper organization of work (full compliance with working hours and rest) in order to protect human resources in the teaching staff;
- Carrying out in-depth measures in the field of mental health in order to strengthen the psychological service in education to ensure the psycho-emotional health of teachers who are the subject of labor;
- distribution of work to employees, taking into account pedagogical experience and age characteristics;
- moral and material stimulation of teachers' activity;
- Regular organization of psychological trainings aimed at improving the social psychological climate in the community and the formation of sanogenic thinking in teachers;
- Given that the inability to organize time properly is also a stressogenic factor, it is recommended that educators develop training programs on "Time management" and organize special training courses to increase the effectiveness of the proper organization and use of time.

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DISABLED HEALTH IN EMERGENCY SITUATIONS PSYCHOLOGICAL SUPPORT OF CHILDREN WITH

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ANNOTATION

The article reveals the specific features of the adaptive mechanisms and specific conditions for the psychological support of children with disabilities in emergency situations. The typology of adaptation criteria is presented.

***Keywords**: adaptation mechanisms, traumatization, emotional disturbances, prevention, constructive behavior model.*

Modern science considers a person as an open system with a certain internal content and exchanging information with the environment. The openness of the "person" system in relation to the world to which he belongs determines the need to consider the dynamics of development as competencies, his attempts to realize his potential, to realize self-actualization, - to use his potential as much as possible for the benefit of society and himself.

Since the personality and the environment actively interact with each other, it is appropriate to talk about the adaptive and adaptive activity of the personality. The ability to quickly find one's place in joint activities, in a new team, the manifestation of one's abilities and interests is the main condition for a person's adaptation in a social environment. Moreover, the higher this skill, the higher the speed of adaptation. To answer the questions of how and when these skills are formed, it is necessary to reveal the concept of the definition of adaptation. Adaptation is understood as "any interaction between the individual and the environment, in which there is a coordination of their structures, functions and behavior." Adaptation is viewed as behavior in the context of interaction between the individual and the environment. At the same time, the coordination of structures, functions, behavior of the individual's interaction with the environment is of great importance. What structure or mental education ensures the coherence of this process? Perhaps in the process of subjective reflection of objective reality, a structure emerges that is responsible for the adaptation mechanism. In this process, particular importance is given to the social and psychological qualities of the individual, since it is they that provide the features of the interaction of the individual with the social environment. Perhaps the skill that is considered the most important in adaptation, namely the ability to quickly find their place in joint activities, in a new team, the manifestation of their abilities and interests is formed due to the social and psychological quality of the individual. features of the study of socio-psychological adaptation are that, firstly, the relationship between the individual and society are considered as mediated by small groups. The small group itself becomes one of the parties participating in the adaptive interaction, forming a new environment-sphere of the immediate environment. According to Zaitsev I.B. adaptation is the process of changing the interacting parties. Therefore, in this perspective, taking into account the interacting nature in the structure of adaptation makes it possible to increase the adaptive mechanisms of the personality to extreme or emergency situations. In other words, the skills underlying adaptation can be purposefully formed. The question is how and what needs to be changed. So, according to Zaitsev I.B. the personality changes the system of its relations while the group adjusts the norms of tradition and rules.

What path does the individual go through during the adaptation period? According to the psychoanalytic concept (Z. Freud, Adler, K. Jung), the adaptation process goes through the following stages: a situation of difficulty in satisfying a need, otherwise a conflict arising on this basis, further changes in the emotional sphere associated with the activation of anxiety and the activation of protective mechanisms.

Representatives of the humanistic direction in psychology (E. Erickson, K. Rogers), considering the problems of personality adaptation, argued that a person, getting into a new or frustrating situation, faces a conflict, this causes frustration, which stimulates an increase in acts of adaptation. Here we see a preponderance towards the search for harmony between personal and social values. Therefore, unlike psychoanalytic theory, instead of an emotional response, we have a process of frustration, that is, the process of the impossibility of satisfying a need with the inclusion of a specific set of personal characteristics (self-doubt, feelings of inferiority, distrust, depression). Hence the different way out of the current situation, the reaction to anxiety, blocking and switching on of defense mechanisms, while in humanistic psychology a frustrating, emotiogenic situation triggers the mechanism of personal growth, which enhances the acts of adaptation. The only correct mechanism in this case is the rejection of egocentric paradigms in the direction of altruistic behavior. In this case, most often they say that thinking about others, a person has overcome himself and strengthened his capabilities.

Proposed by Zaitsev I.B. (2002) approaches - psychoanalytic and humanistic based on biopsies an analysis of the nature of adaptation. That is, the objective conditions for the formation of the adaptive mechanism are based on the psychoemotional reaction. In this case, the launch of adaptation mechanisms (mental protection, acts of adaptation) are the result of an emotional reaction (anxiety - in its pure form) (frustration combined with personal qualities). The reverse reaction is presented in various forms: the inclusion of mechanisms of mental protection, or the connection of acts of adaptation. It is possible that the cognitive approach is an approach that considers adaptation mechanisms in a slightly different way. The conflict also, in the opinion of these authors, requires an assessment of the resolution options with an assessment of the degree of threat, the higher the threat, the more sophisticated the reaction of adaptation. As you can see, it is not a mechanism of adaptation that is expressed here, but a behavioral reaction. Here, the most important goal is to remove and reduce cognitive dissonance. Thus, the cognitive approach increases the degree of a person's responsibility for their behavior even in the most difficult situations.

Each of the approaches explains in one way or another the nature of human behavior in emergency situations. So the psychoanalytic approach considers the adaptive process as the possibility of justifying affective reactions and the inability to control oneself in an emergency. Possible response in situations of threat to dignity, survival instinct, etc. So, the humanistic approach leads to an explanation of the essence of behavior to the human nature of accepting a situation, living it and choosing one way or another of adaptation. Perhaps in this approach there are descriptions and responsibility of the situation, environment, age factor, opportunities for personal growth. No matter how complex and dangerous the situation is, it is perceived as developing, explaining and stimulating.

Cognitive dissonance occurs in a variety of situations. Especially in emergency situations requiring the correct decision-making in the context of time constraints and in the context of the implementation of moral choices. In this case, the situation is perceived as a threat requiring the connection of resources. These approaches help to approach the analysis of the existing conditions for connecting adaptation mechanisms. Adaptation is a complex process: on the one hand, there is a conflict on the other, tension and, as a consequence, a way out of the situation and the development of the necessary personal qualities. Perhaps they all come together in one definition of adaptability. Adaptation is characterized "as a state of the subject that allows him to feel relaxed in a socio-cultural environment, delve into intrapersonal spiritual problems, enrich his own world through more perfect forms and methods of socio-cultural interaction." In this case, adaptability is considered from the standpoint of the activity and optimality of the emotional well-being of the individual. The level of adaptability in terms of indicators: physical, mental, personal and social can be represented on a 10-point scale. Before distributing the severity of adaptation, it is necessary to determine the criteria for the

adaptation process. The criteria for the adaptation process are presented in Table 1.

Table # 1

Creterion description sales	**Name of adaptation criterion**	**Name of adaptation criterion**
Subject-object relationship	INDIVIDUALLY SPECIFIC ACTIVITY	INDIVIDUALLY SPECIFIC PASSIVITY
By the effect on the individual	REGRESSIVE	REGRESSIVE
By level	PRIMARY	SECONDARY

The criteria for the adaptation process are characterized as follows by type.

Type 1.APP. Active, progressive, primary. The individual seeks to influence the environment in order to change it. At the same time, it has a beneficial effect on him, although he is for the first time involved in activity. That is, he does not have the proper experience of interacting with her.

Type 2. ARP. Active, regressive, primary. The individual seeks to influence the environment in order to change it. But with negative content, without initiative. At the same time, for the first time, he is included in the activity. That is, he has no proper experience.

Type 3.APV. Active, progressive, secondary .. The individual seeks to influence the environment in order to change it. At the same time, it has a beneficial effect on him. The individual has experience of interaction and related skills.

Type 4 ARV Active, regressive, secondary. The individual seeks to influence the environment in order to change it. But with negative content, without initiative. At the same time, he has experience of interacting with the environment

Type 5. RFP. Passive, progressive, primary. The individual does not strive for such an impact to change, even if he is favorable. In the absence of experience.

Type 6. PRP Passive regressive, primary. The individual does not seek to interact with the environment. has no experience of interaction and is negatively disposed.

Type 7. PPV. Passive, progressive secondary. The individual does not interact with the environment even under positive external conditions and experience.

Type 8. PRV. Passive, regressive secondary. The individual does not interact with the environment with a negative attitude and lack of experience.

The question arises, what really has a special meaning in the choice of passivity or activity of the subject in relation to the relationship to the object. V

Environmental conditions (negative or positive) may be of particular importance, as is the presence of experience. Personal, gender, age, individually typological characteristics are not taken into account and are not indicated. It is possible that the level of adaptation in each specific situation depends on the level of psychological adaptation.

Psychological adaptation is based on affective reactions associated with feelings of well-being or satisfaction. Psychological adaptation includes well-being, a sense of personal and cultural identity, and the achievement of psychological satisfaction. Psychological adaptation takes place in conditions of stress and the fight against it, therefore, life situations, personal characteristics of the individual and social support have a strong influence on it.

According to a number of authors (O. I. Zotov, I. K. Kryazheva, M. I. Bobnev, I. Zaitseva) “adaptation occurs when the social environment contributes to the realization of the needs and aspirations of the individual, serves to reveal and develop his individuality ".

Does it follow from the above that the adaptation mechanism in the perspective of human survival in society has its own characteristics? And in all cases, the level of connection between human survival depending on social support is found. So in the modern world in the context of a pandemic, we discovered the need to create conditions for the survival of especially vulnerable segments of the population. At the same time, their own mobilization was required to achieve this goal. How are things going with those who are called minors with special needs, disabilities. Persons with special abilities need a number of features of psychological support. Psychological support may be directed towards increasing the activity of the environment

responsible for the safety of minors with special abilities. It also remains relevant to take into account the adaptive capabilities of the children themselves in accordance with the above positions. The scales and criteria for the adaptation of children with disabilities are considered based on the possibilities.

So, mental retardation implies a steady lag in the formation of cognitive activity against the background of organic brain damage. With violations of the visual and auditory organs, not only perception is disturbed, but also nervous innervation, which aggravates the condition of children. With violations and lesions of the musculoskeletal system in children, there is a feature of the presence of pain and their consequences.

Thus, special opportunities are formed in the presence of one or another basic basis responsible for the psychoemotional state. Hence the specific features of the emergency response.

It is possible that the skills necessary in the form of skills to get out of the current situation are not formed by themselves and are not recorded in the form of experience. It is possible that a life-threatening situation is triggered and, therefore, the behavior has impulsive expressions. Impulsivity or inhibition are two ways to respond in an emergency. A description of the general scales is presented in Table 2 “Criteria for the adaptation of persons with special needs”.

Table 2

Creterion description sales	**Name of adaptation criterion**	**Name of adaptation criterion**
Subject-object relationship	INDIVIDUALLY SPECIFIC ACTIVITY	INDIVIDUALLY SPECIFIC PASSIVITY
By the effect on the individual	REGRESSIVE	REGRESSIVE
By level	PRIMARY	PRIMARY

Let us analyze the conditions for the formation of the adaptability of children with special abilities:

According to the criterion, the subject-object relationship. For example, children with visual impairments have specific features of compensatory perception, as a result of which they have an increased sensitivity of the analyzers. They quite quickly determine the degree of danger of natural phenomena and intuitively, instinctively choose a safe way of behavior. When interacting with an adult or other children, they are susceptible to infection with emotional states. Children with musculoskeletal disorders tend to perceive natural and man-made situations acutely with a sense of fear. It is possible that the feeling of helplessness depresses the general condition, which aggravates the psychoemotional and neurological status.

Children with hearing impairments usually mistakenly react to incoming signals from the outside and it is possible that the orientation in space and the reaction to the object of danger is peculiar.

Children with intellectual disabilities may react according to their level of development, depending on the state of the body. There is more polarity in the response. So with fear in the behavioral aspect, you can observe euphoria, and with aggression, stupor. Inhibition and Arousal vary and change with respect to a number of perspectives: states of neuropsychic and emotional reactions to an object. At the same time, the reactions are late and inadequate. While everyone is crying, a child with intellectual disabilities can laugh. At the same time, communication with reality and orientation towards a partner, prompts and execution of instructions are broken.

Conclusion regarding the attitude of persons with special needs, with disabilities to the object of danger, the following can be identified. The data are reflected in table 3. Criteria for adaptation of minors to the situation of danger.

Subject-Object Relationship The individual seeks to influence the environment, but due to limited mental capabilities, he does not correctly determine the danger and reacts inadequately. Not able to change the situation. The individual is not able to influence the environment, but modifies the behavior, respectively, of specific self-perceptions and the specifics of perception. The individual does not seek to interact

Table 3

Scales for describing the criterion	Mental retardation oligophrenia	Dementia Visual impairment	Hearing impairment	Musculoskeletal impairment
Subject-Object Relationship	The individual seeks to influence the environment, but due to limited mental capabilities, he does not correctly determine the danger and reacts inadequately. Not able to change the situation	. The individual is not able to influence the environment, but modifies the behavior, respectively, of specific self-perceptions and the specifics of perception. The individual does not seek to interact with the environment.	The individual seeks to influence the environment, but due to the limited possibilities in assessing the situation, he may incorrectly evaluate the object. Needs outside support.	The individual seeks to influence the environment, but due to the complexity of the violations, he experiences internal obstacles in getting out of the situation.
By the effect on the individual	Regressive	Regressive	Regressive	Regressive
By the level of EXPERIENCE	EXPERIENCE IS NOT FIXED	INDIVIDUAL EXPERIENCE	INDIVIDUAL EXPERIENCE	INDIVIDUAL EXPERIENCE

According to the data presented in the table, it can be revealed that in emergency situations, children with disabilities have a regressive specificity of adaptation, while at the same time with the individual characteristics of fixing the experience. At the same time, with mental retardation, the experience is not recorded. Perhaps a more thorough study of the problem of adaptation of individuals to an emergency situation is needed to verify the data.

A study of identifying the consequences of experienced emergencies using a questionnaire. The questionnaire is carried out with parents of children with disabilities - survivors of the man-made accident of the breakthrough of the Sardobin reservoir and a strong hurricane in the Bukhara region (Uzbekistan). The developed questionnaire (Kamilova N.G., Nazirova L.V., 2021) is based on the work of U. Yul and R.M. Williams (2001). The authors have identified and studied the consequences that testify to the experienced psychological trauma that occurs in children and adolescents as a result of catastrophes and large-scale accidents. The most common symptoms of U. Yula and R.M. Williams (2001) distinguishes several of them. Table 4 "Comparative table of the manifestation of symptoms of the post-traumatic state of children and adolescents" presents the specific features of the manifestation of these symptoms in children and adolescents with various disabilities.

Table 4

PTS symptoms	Visually impaired and blind Hearing	impaired and deaf Disorders of the musculoskeletal system (CP)	impaired and deaf Disorders of the musculoskeletal system (CP)	RDA Intellectual disability	Intellectual disability
	+	+	+	++	++
Violation of communication with peers and parents, separation difficulties (the desire is with parents, sleeping	+	+	+ +	+++	+++

with them)					
	++ Decreased ability to concentrate, difficulty concentrating on school work, temporary loss of memory, loss of previous skills	++	+	Increased stuck	
Obsessive thoughts	Increased speech activity	Possible mutism and withdrawal into oneself	Increased speech activity	Speech is not addressed to people, withdrawal into oneself is detachment. Repetition of monotonous words, sounds, sentences	Speech emotionally rich, sounds, affectively colored speech
Increased alertness and suspicion	+	+	+	+++	Reverse reaction change of mood excessive gullibility is replaced by aggression
The loss of life prospects is possible	Possibly	Possibly	tolerate difficulties	There is no connection, as they are immersed in themselves (autism) escape from reality.	Lack of awareness and understanding of the complexity of the situation and difficulty in regulating behavior
Fears	+	+	+	regression	Potentially polar opposite reactions such as stupor or self-aggression
Irritability	Intensily	Intensily	Inhibitory processes	Intensily	neurotic status
Feelings of guilt	Possible	Possible	Possible	absent	None
Depression	+	+	+++	Basic state in case of impossibility or absence of habitual conditions for satisfying needs.	It can be intensified and caused by hunger and infection of the affective state of loved ones and others. (Transition from euphoria to aggression) a sharp change in mood.
the most frequent manifestation of the symptom	Possible	Possible	Possible	increased manifestation of the symptom	An increase in the level of anxiety, up to a panic attack, is possible. It is possible. Difficulty suppressing affective reactions.

As can be seen from the table, children and adolescents with early childhood autism and children (adolescents) with intellectual disabilities are the most vulnerable and more susceptible to psychological trauma.

According to A.L. Venger, such pronounced manifestations of mental trauma are most pronounced.

They are observed in cases of massive disasters affecting an entire city or region. In such situations, mutual contamination of negative experiences occurs, creating secondary trauma.

When providing psychological assistance to victims of the emergency, it was discovered that almost the entire region was involved in a traumatic situation. For a long period, up to a month, the region was in deep mourning. Continuation of identification of the dead, burial procedure. According to local customs, before the expiration of 40 days after the funeral, commemoration was performed for the dead. Almost the entire population of the region was in mourning. Clannishness and close ties between neighbors, characteristic of Central Asia (Uzbekistan), played a double role. On the one hand, they created an opportunity for emotional and material mutual support, since the children who suffered were taken by their relatives. On the other hand, the degree of mutual contamination with negative experiences increased. This contributed to the spread of secondary trauma. “As a result, an acute condition can be observed in many people who have not directly lost any of their close relatives (AL Venger, VA Morozov, 2006)”.

One of the ways to identify the specifics of experiencing the consequences of an emergency is to conduct a survey. A survey with parents of children with disabilities who survived emergencies was conducted taking into account their condition, namely (apathy, depression). The questionnaire carries information about the following:

1. Block - data about parents or persons replacing them. Optant data: floor. Age. Family status.
2. Data on children: number. Floor. Age. Availability of HVD (type)

Next is a block of questions, including the manifestation of the above symptoms on a 5-point scale. Instructions: put the ball depending on 1- no, not available, 2- there is a place to be; 3- it happens sometimes; 4- happens often; 5 is always the case. Think and put "+" in accordance with the manifestation of a particular condition of your child. “Form of the survey” Consequences of emergency situations”. Presented in table 5

Form of the questionnaire "Psycho-emotional disorders after emergencies"

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Table 5

PTS symptoms	**1 no**	2occurs rarely	**3 sometimes**	**4 often**	**5 always**
Sleep disturbance					
Disruption of communication with peers					
Violation of communication with parents					
the desire is with the parents, (to sleep with them)					
Decreased ability to concentrate					
difficulty concentrating on school work					
temporary memory loss					
loss of previous skills					
Obsessive thoughts					
Increased alertness and suspicion					
Loss of life perspectives					
Fears					
Irritability					
Guilt					

Depression					
Increased anxiety					
Panic attacks					
Unrepentant mood swings					
Refusal to eat					
Behavior change					
Fear of loud sounds					
Fear of being alone					
The emergence of aggression towards brothers and sisters					
Aggression					
Lethargy. Stupor					

Note: + - symptom manifestation; ++ increased manifestation of the symptom; +++ the most frequent manifestation of the symptom.

We present sample data from a survey of 50 parents, 10 in each group of respondents. Parents marked scores on the form for the manifestation of certain symptoms. The study makes it possible to determine specific indicators of the complexity of adaptation to emergencies for respondents with disabilities, which once again proves the need to organize escort for this category of minors. They talked with the parents and asked questions about the manifestation of a particular symptom. Then the answers were entered into the form and the average score for the group of respondents was calculated. At the initial stage, statistical processing was not carried out as this study is a pilot.

According to the research data of A.L. Venger, it is necessary to take into account the fact that the aggravation of psychological problems that the child had earlier is specific for the consequences of psychotrauma. In other words, there is an exacerbation of the status of HVD, which manifests itself in a significant increase in rigidity, lability, sensitivity, capriciousness, negativity.

When constructing psychocorrectional work, attention should be paid to medical examination and accompanying children in need of psychological assistance. Table 6 shows comparative data on the manifestation of symptoms of the post-traumatic state of children with disabilities.

Table 6

"Comparative table of the manifestation of symptoms of the post-traumatic state of respondents n = 50"

PTS SYMPTOMS	Visually impaired and blind Hearing	deaf Disorders of the musculoskeletal system	deaf Disorders of the musculoskeletal system		RDA Intellectual disability
Sleep disturbance	3	3	3	5	5
Violation of communication with peers and parents, separation difficulties (the desire is with parents, sleeping with them	3	3	4	5	5
Decreased ability to concentrate, difficulty concentrating on school work, temporary memory loss, loss of previous skills	4	4	3	Reinforce Stuck 4	There was a place to be

Obsessive thoughts	Increased speech activity	Possible mutism and withdrawal into oneself	Increased speech	Speech is not addressed to people, withdrawal into oneself is isolation. Repetition of monotonous words, sounds, sentences	Speech emotionally rich, sounds, affectively colored speech
Increased alertness and suspicion	3	3	3	5	5 Reverse reaction change of mood excessive gullibility is replaced by aggression
Loss of life prospects	possibly	Possibly	Steadily endure difficulties	There is no connection, as they are immersed in themselves (autism) escape from reality.	Lack of awareness and understanding of the complexity of the situation and difficulty in regulating behavior
Fears	3	3	3	Regression	Potentially polar opposite reactions such as stupor or self-aggression
Feelings of guilt	Possible	Possible		Possible	
Depression	Possible	Possible	Possible	None	None
	3	3	+	Basic state in case of impossibility or absence of habitual conditions for satisfying needs	It can be intensified and caused by hunger and infection of the affective state of loved ones, others. (Transition from euphoria to aggression) a sharp change in mood.
An increase in the level of anxiety, up to an attack of panic	possible	possible	possible	When the usual conditions change, the presence of strangers, a crowd of people Increased psycho-emotional stress	Difficulty suppressing affective reactions.

As can be seen in Figure 1, the most vulnerable in a situation of emergency events is the group with disorders of the musculoskeletal system, with RDA syndrome and respondents with intellectual disabilities.

Analysis of the criteria for adaptation of minors with special health capabilities allows us to state the following:

1. In relation to the subject (with special needs) to the object (emergency), specific features have been identified. Namely, due to the limitedness of some of the possibilities (the correctness of the assessment of the threat of mental retardation, the compensatory capabilities of the analyzers (in case of loss of vision), the complexity of orientation in space with auditory disorders, disorientation in space due to disorders of the musculoskeletal system, etc.). So, the individual seeks to influence the environment, but due to limited mental capabilities, he does not correctly determine the danger and reacts inadequately. Not able to change the situation. The individual is not able to influence the environment, but modifies the behavior, respectively, of specific self-perceptions and the specifics of perception. The individual does not seek to interact with the environment. The individual seeks to influence the environment, but due to the limited possibilities in assessing the situation, he may incorrectly assess the object. Needs outside support. The individual seeks to influence the environment, but due to the complexity of the violations, he experiences internal obstacles in getting out of the situation.
2. The regressive side of the adaptation mechanism is revealed by the influence on the individual. It is possible that the regression is a confirmation of the impact of the situation on the body of a minor with disabilities.
3. When going through an emergency, it should be noted that, according to the level of adaptation, the experience of minors with special needs is not recorded or is recorded individually.
4. It follows from the above that minor children with special needs in an emergency need support from others, regardless of the degree and types of violations. This phenomenon arises not due to limited capabilities, both emotional and intellectual, but due to the presence of specific features associated with the functioning of the body.
5. The possible state of the organism associated with certain disorders in emergency situations makes it difficult to activate the adaptive, resource capabilities of the organism.
6. The adaptive mechanism shows the presence of different levels and degrees of adaptation: physiological level; mental level, social level. Accordingly, there is a psychophysiological level - the psychosomatic connection of processes. So the affective reaction causes changes in physiological parameters, the autonomic system reacts and possibly determines the behavioral reactions. The psychosocial level of adaptation has a different nature of the reaction, mental ones involve indicators of the social plan. So the cry causes an increase in the attention of others. Whereas stupor or fear weakens it and leads to escape from reality, which in some cases has a positive effect - preserving life during an attack and a negative effect - making it difficult to get out of a difficult situation of blockage.
7. Thus, the complexity of the adaptation mechanism and its uniqueness enable us to make a conclusion about the need for psychological support of persons with special needs in emergency situations.

The tasks of psychological support for children and adolescents with disabilities according to A.L. Venger

1 block. Organization and implementation of correctional work with children and adolescents who survived Ch.S.

1. Express correction of acute symptoms;
2. Restoring normal and social and the intrafamilial functioning of children;

2 block. The main direction for the organization of correctional work.

1. Creation of a playroom (an island of children's life). Non-reactive play therapy. Art therapy.
2. Restoration of physiological functions and activity.
3. Streamlining activity and responding to aggression.
4. Involving parents in therapy

A) block Working with adolescents with disabilities

B) block Working with a family of children with disabilities

The problem of psychological support for children and adolescents in an emergency is legitimately relevant and significant. The problems of the consequences of psychotrauma for persons with disabilities are still poorly understood. Conducting and analyzing the data

of the questionnaire will expand the understanding of the specifics of the attitude of parents of children to the problem, which will help to find ways to solve them.

Based on the research conducted, we believe that psychological support for persons with special needs in emergency situations can be built in the following directions:

1. Prevention and formation of a model of constructive behavior in emergency situations of minors with special health capabilities.

1.1 Implementation and implementation of safety instructions in various emergency situations (fire, flooding, earthquake, hurricane)

1.2. Conducting classes on the formation of skills for rapid response in emergency situations for children, taking into account their needs.

1.3. Preparing and conducting classes with staff (teachers, educators, parents) in emergency situations according to the evacuation plan. Familiarization with mistakes and ways to overcome them. Conducting a training seminar.

1.4. Organization of work with parents on counseling and the formation of behavior skills in extreme situations.

2. Organization and conduct of training of specialists in psychological support of minors with special health capabilities in emergency situations.

2.1. Conducting a training seminar to discuss the problems of organizing psychological support for people with disabilities.

1.2. Conducting trainings with volunteers to develop skills of friendly behavior towards people with disabilities.

1.3. Workshop trainings on working with minors before and after an emergency.

3. Development of scenarios and organization of activities to work with children with disabilities to form methods of behavior in an emergency.

3.1. "Understand yourself."

3.2. "Take care"

3.3. "Understand Mom", "Understand relatives", "Understand strangers."

3.4. “Help yourself”, “Help others”.

3.5. It is possible and not allowed.

The implementation of the program of psychological support for minors with disabilities should be organized in the following areas:

1. Study, development and formation of the specifics of the relationship of the subject to the object. In other words, the study of the specifics of the attitude of minors with disabilities to an object of increased danger and, as a consequence, the choice of one or another method of action. In this case, an increase in activity, taking into account the specifics of the development of preserved opportunities.

2. Prepare for exposure of the subject to the hazard. It is necessary to find ways to mitigate the regression of negative attitudes and increase the constructive impact on the body. At this level, there is a negative attitude towards the effect on the body and further reaction to this effect in the form of aggressive outbursts, or the presence of inhibition and resistance.

3. Work on organizing the attitude to experience, especially bringing the actions in emergency situations to automatism.

Thus, the adaptation mechanism, taking into account the specifics of the formation of the characteristics of the organism, makes it possible to judge the variations of the adaptive processes that are most and least effective from the point of view of their possibility of getting out of an emergency situation. Variations of constructive and destructive methods of adaptation in emergency situations are presented in table No. 4. "Characteristics of constructive and destructive types of adaptation".

Table 7

№	Design types	Distructive types	№
TYPE 1	Active, progressive, primary. The individual seeks to influence the environment in order to change it. At the same time, it has a beneficial effect on him, although he is for the first time involved in activity. That is, he	Active, regressive, primary. The individual seeks to influence the environment in order to change it. But with negative content, without initiative. At the same time, for the first time, he is included in the activity. That is, he has no proper experience	TYPE 2

	does not have the proper experience of interacting with her.		
TYPE 3	Active, progressive, secondary .. The individual seeks to influence the environment in order to change it. At the same time, it has a beneficial effect on him. The individual has experience of interaction and related skills.	Passive, progressive, primary. The individual does not strive for such an impact to change, even if he is favorable. In the absence of experience.	TYPE 5
TYPE 4	Active, regressive, secondary. The individual seeks to influence the environment in order to change it. But with negative content, without initiative. However, he has experience of interaction with environment	Passive, regressive, primary. The individual does not seek to interact with the environment. has no experience of interaction and is negatively disposed environment with a negative attitude and lack of experience.	TYPE 6
		Passive, progressive secondary. The individual does not interact with the environment even under positive external conditions and experience.	TYPE 8.

As can be seen from the table, the difference between constructiveness and destructiveness lies in the plane ACTIVITY (desire to influence the environment, aggressive tendencies, rivalry, cooperation, confidence, achievement motivation) - PASSIVITY (avoiding, leaving, ignoring, fear, alienation, feeling of insecurity, motivation for avoiding failures , frustration);
PROGRESSIVENESS (development of positive components, taking into account a positive attitude towards others) - REGRESSION (a reverse process aimed at overcoming negative attitudes towards others);
At the same time, individuals are distinguished by the presence or absence of experience associated with emergency situations.
Therefore, psychological support for persons with special needs is a necessary condition for successful active, progressive adaptation. At the same time, activity is formed, encouraged, stimulated and supported, responsibility is shared and determined by the state, activity, progressiveness, attitude to the situation, even in an unexpected direction. To increase the progressiveness of the response, it is necessary to form a positive attitude towards oneself and towards others. In the main directions of creating conditions for successful adaptation, it is moving towards active work with the population, namely with parents, teachers, educators, pupils and students, makhalin committees and activists of residential areas in which people with disabilities live. One of the types of work is the development of mobile applications, websites and information programs.

PRACTICAL POSSIBILITIES OF WORKING WITH IMAGINATIONS IN CORRECTING THE RELATIONSHIP BETWEEN MOTHERS AND TEENAGERS

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ANNOTATION

The issue of the relationship between mother and child has always been one of the most pressing problems in the development of human society. Because the life experience, knowledge, skills acquired by mankind are passed from generation to generation through this very system of relations - the relationship between mother and child. It is not difficult to prove the incomparably great role of the mother in the formation of the child as a child, even at the level of details of the tragic fate of individuals, many examples from everyday life. However, the identification of internal mechanisms of influence of the relationship with the mother on the process of human mental development requires special psychological research. This article analyzes the scientific and methodological aspects of the study of mother-child relationships, approaches to psycho-correction of mother-child relationships, the results of empirical studies of the possibility of influencing perceptions in the psycho-correction of the "mother-adolescent" relationship, the effectiveness of psycho-correction of perceptions. indicators are interpreted.

Keywords: *family, relationship, parent, adolescent, imagination, positive interest, directivity, hostility, autonomy, instability, feature, quality, group, training, projection, mechanism, proportionality, adequacy, constructiveness, psychocorrection.*

Introduction

At the present stage of human history, the full and perfect fulfillment of the tasks of the family is one of the main conditions for the socio-economic development and security of the state and society. First of all, we believe that the changing attitude to the family as a value in the modern world, its devaluation in some places, the dangerous phenomenon of this institution of socialization in the lives of all peoples increases the relevance of research in the field of family problems.

Research institutes and centers around the world are conducting research to improve family relationships, prevent child aggression in negative situations in parental relationships, correct mother-child relationships, study the relationship of single mothers with children. In particular, these studies show differences between traditional family and new forms of family, how family resilience is reflected in relationships with children, family and extracurricular socialization features, opportunities for integration of professional activities and family relationships, interactions in multi-link and nuclear families, family and state and attention is paid to the study of improving the communication of public organizations.

Analysis Of The Literature On The Subject

Problems of parent-adolescent relationships have been the subject of many studies by foreign and Uzbek researchers. Much of the research in this area has shown that negative aspects of parental relationships are reflected in child development, including levels of aggression (I.N. Kirelenko), school mastery and mental development indicators (West K.K, Mathews B.L, Cairns K.A,) the role of relationships in the development of children as individuals (M.H.Mallers, S,T.Charles, Sh.D. Neupert, D.M.Almeida), the scientific and methodological possibilities of psychological correction of interpersonal disorders (S.S.Jigalin; I.M.Markovskaya) focused on learning.

In studies aimed directly at the study of the relationship of mother to adolescent child, mainly the difference between mother-child relationship and parent-child relationship (N.A. Efremova), the problem of relationship between mother and child with special needs (M.I. Khrestoforova; M.V. .Buligina), the peculiarities of the relationship of single mothers with their adolescent children (A.A. Voronova, S.S. Toloknova) were studied.

In our country in this direction in this direction V.M. Karimova, G.B. Shoumarov, M.S.Salaeva, G.A.Kurbanova, G.V.Khrulnova,

O.A.Abdusattorova, U.B.Shamsiev, D.U.Abdullaeva. His research studies conflicts in couple relationships and their impact on the family environment, children's mental development, ethno psychological features of parent-child relationships in Uzbek families, the formation of a positive attitude in the relationship between mother and adolescent child.

Psychological research has shown that in the descriptions of the parent and the adolescent child to themselves and to each other, both generations evaluate themselves and each other mostly positively, but misunderstand the attitude of the opposite party towards him. Numerous studies have examined how parents and adolescent children's perceptions of each other affect their relationships. L.F.Fomicheva found that adolescents with a positive relationship with their parents have a differential, broad, and emotionally colorful perception of them. K.N. Belogay's research has shown that measures aimed at psych correction of parent-child relationships bring the content of parents' perceptions of their child and "ideal child", "ideal parent" and about themselves closer to each other. However, the perception of the relationship that the immediate mother perceives as unique to the adolescent child has not been specifically examined in terms of how the degree of conformity of the mother to the attitude she actually expresses towards him is reflected in the interaction.

Theory And Practice

Personal surveys are also among the means of recording subjective feedback that reflects children's attitudes toward parents. The most popular of these is the Adolescent Parenting Survey, which provides information on the behavior of a parent in relation to a child from the point of view of a teenager, and the parenting methods used in it.

Experts say that the method of "Adolescents about parents" has a high rate of empirical validity, constructive validity, reliability indicators determined by the retest method are 0.70-0.86. For three years at the Research Institute of Psych neurology named after V.M.Bekhterov studied in depth the psych diagnostic potential of the method, which was recognized by experts as highly informative and can be used in the organization of psych correctional practice with the family.

Experimental Research

Our article describes the process and results of scientific research in this area. In our study, we used E.S. Schaefer's "Adolescent Parenting" methodology to study comparatively the attitude of the mother towards her child and how it is reflected in the eyes of the adolescent child. The original version of the methodology was a survey of adolescents, the modified form of which served as a means of studying the views of mothers. It is known that this methodology allows to assess the level of attitudes of parents towards adolescents in terms of five different scales - positive interest, directiveness, hostility, autonomy, instability.

According to the research model developed to test the scientific hypothesis presented in the study, the first scale of the E.S.Schaefer methodology - two conditional groups of respondent women based on the level of positive interest in the child - rated the child high and low on this criterion. groups of mothers were separated. It should be noted that in the relationship with the child to look with great interest at his work, plans, aspirations, to enjoy communication with him in general, based on scientific evidence that the psychological culture is more specific to the parent, positive interest in the relationship "mother-child" we considered it appropriate to take it as a sign of the relative superiority of constructive interaction. Also, for the formation of conditional groups from two specific categories of women, which differed significantly from each other on this indicator, only the indicators of mothers with above-normal and below-normal results in terms of child assessment were taken into account. When the test mothers were divided into two conditional groups, the degree of correlation between the assessments given to them by their children and the self-assessments given to them on four diagnostic scales was checked using mathematical statistical methods.

Quantitative comparative analysis of the results confirmed that, in fact, the difference between the perceptions of mothers formed on all scales and the characteristics that children record in

them, which poorly represent a positive interest in the child, is significant (see Table 1.1).

Table 1.1
The degree of difference in the self-perception and attitudes of mothers rated on the scale of "positive interest" (according to the t-criterion of the student)

№	Attitude characteristics	Source rating		Level of statistical difference	
		Assessment based on the mother's imagination	Assessment based on the child's opinion		
		M_1	M_2	t	p
1	Directive	2,6	1,8	2,04	p≥0,05
2	Hostility	2,3	1,2	1,99	p≥0,05
3	Autonomy	2,7	1,4	2,06	p≥0,05
4	Instability	2,4	1,7	2,03	p≥0,05

Commentary Of Results

Of course, the first thing to note in the consequences is that mothers who show a high level of positive interest are rated low on all criteria of negative attitude by their children. But, another psychological fact is that the perceptions of mothers with high scores on the "positive interest" scale on all scales of attitudes toward the child do not differ significantly from the child's point of view (the difference is R≥0.05). In other words, a mother who seeks to look at her child with great interest in his or her eyes is close to the description that gives him or her a child on various scales of interaction.

The identified situation, in our opinion, arises primarily due to the fact that the mother, who treats her child with positive interest, is always open to accept feedback and at his expense the child knows the opinion formed about him. This process, in our opinion, takes place from the inside out as follows: a teenager who sees his mother's positive interest in him feels safe in a relationship with her; can express an open opinion about the characteristics of the adolescent mother and her attitude due to the sense of security; the mother uses her child's opinion of herself as an important source in drawing conclusions about her attitude toward him; the degree of adequacy increases in the mother's perceptions of her attitude toward her child.

Hence, the personal perceptions of the child's attitude toward the child and the appropriateness of the child's assessment of the mother in this regard may serve as a specific psychological criterion in considering the characteristics of his or her development as a person.

A much different situation was noted in the results of mothers who showed a low level of positive interest in the attitude towards the child (see Table 1.2). In particular, their children not only rate their level of directivity, hostility, autonomy, instability as a whole above average, but their perceptions of this differ from the attitudes embodied in the child's eyes.

Table 1.2
The level of difference in the perceptual and perceptual attitudes of low-rated mothers on the "Positive Interest" scale (according to the Student's t-criterion)

№	Attitude characteristics	Source rating		Level of statistical difference	
		Assessment based on the mother's imagination	Assessment based on the child's opinion		
		M_1	M_2	t	p
1	Directive	3,2	4,3	2,23	p≤0,05
2	Hostility	3,1	4,6	2,14	p≤0,05
3	Autonomy	2,5	4,4	2,79	p≤0,05
4	Instability	2,2	4,7	2,83	p≤0,05

The outcomes show that there is a high degree of deviation between the perceived attitudes of mothers who are weak in their view of positive interest in their child and the attitudes that their children perceive. In other words, the attitude of mothers who show a low level of positive interest in their child in their imagination is less adequate than the attitude that is reflected in the eyes of children. Furthermore, it is reasonable to expect that the critical value of an adult child will increase even more when he or she feels that the mother of a teenage child is

trying to disguise herself in a variety of ways that do not recognize the originality of the attitude she actually shows towards him or her. This, on the one hand, creates additional barriers in their relationship, and on the other hand, undermines the desire to overcome the difficulties in this area, the confidence that it can be achieved. One noteworthy aspect is that the level of inadequacy in mothers 'perceptions of all diagnosed areas of attitudes toward the child is not the same. Particularly, mothers 'perceptions of the degree of autonomy and instability and their assessment of children on these scales differ particularly sharply. In our opinion, these qualities may be the reason why mothers evaluate their performance much lower than from the children's point of view, as these qualities are similar in their minds, but more closely reflected in everyday life as more neutral or positively evaluated qualities. For example, autonomy, that is, formal and cold behavior in dealing with the child, focusing only on the child when he does something, extreme indifference is perceived by such mothers as a form of freedom, encouraging independence, in which case the mother and, as a result, underestimates its movement towards autonomy in its essence. Similarly, instability, that is, the tendency to assert superiority in one situation, to be obedient in another, to be tolerant in one situation, and to be petty in another, may in fact be perceived as an attempt to take into account the child's abilities and circumstances.

In terms of hostility and directive qualities, we think it is appropriate to explain by the operation of another mechanism that mothers at first glance paradoxically place high values on autonomy and instability. In our opinion, the reason why mothers do not shy away from criticizing themselves in this regard is that they conclude that these qualities are necessary primarily for the benefit of the child. Taking full responsibility for the child's actions, not allowing any negative changes in his behavior, keeping him under constant control (directive), extreme rigidity, seeing the child as a rival, striving to increase self-esteem at the expense of discrimination (hostility) It is natural for him to have a relatively high self-esteem in terms of these indicators, while perceiving it as an attempt to protect his upbringing from the "evils" of the outside world.

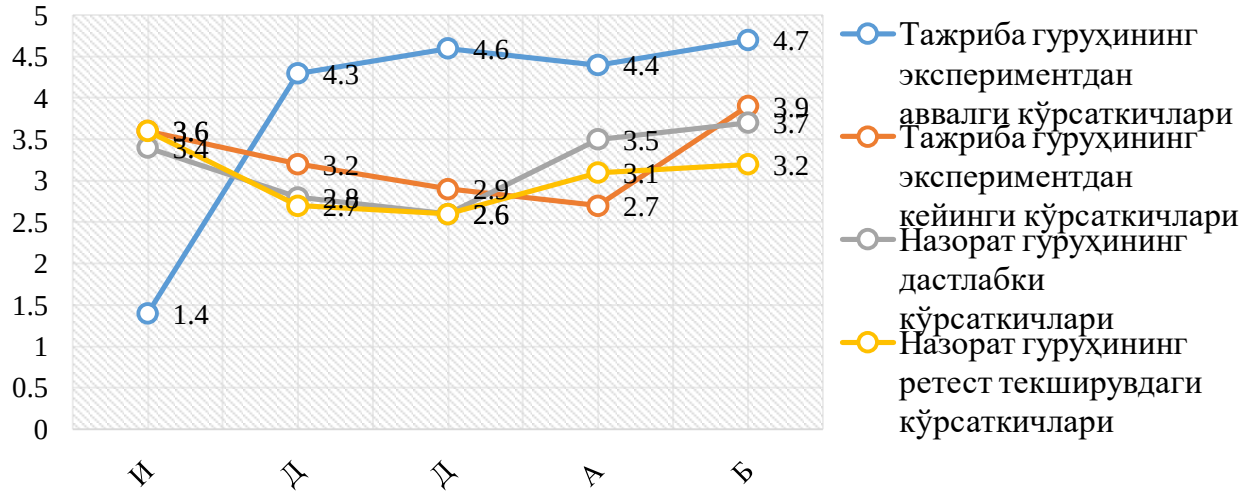
In our study, it was confirmed that the relationship in this couple may differ in terms of constructiveness, depending on the level of adequacy of the perceptions of mother and adolescent child about the characteristics of the relationship. At the next stage of our study, on the basis of the training program developed in the framework of this study, practical psychological work was organized with mothers (24 in total) with very low scores of their children on the scale of "positive interest" of the methodology "On adolescent parents". Based on the results of the study, their previous and subsequent results were compared comparatively on a special statistical criterion. In order to test the extent to which the changes in the experimental group were the result of training, a group of women (22 in total) from the highest-rated mothers who expressed a desire to continue to participate in the study was selected as the control group.

Our program of psychotherapy, which served as a methodological tool in the formative work phase, is based on the methodological positions of cognitive and humanistic psychotherapy. The exercises included in the program are aimed at creating positive changes through the activation of three different psychological mechanisms that are important in interpersonal relationships - reflection, identification, projection mechanisms, on the advice of experts.

From the initial analysis of the results of the formative experiment, it was noted that the participants' perceptions of themselves as mothers had undergone a transformation, and in parallel, their children's perceptions of them had changed.

1. The degrees of experimental group before the experiment
2. The degrees of experimental group after the experiment
3. The first results of control group
4. The results of control group after experiment

Figure 1. Indicators of change in the assessment of the attitude of the mother of adolescents on the results of practical work



(based on average values)

Changes in the level of average values showed that the children of mothers who participated in psychotraining after the training increased the level of "positive interest" in their mothers, and on other scales their corresponding characteristics reached the normative value in the relationship. The fact that there were no significant changes in the average performance of the control group participants confirms thAat the positive transformation in the experimental group was indeed the consequence of practical psychological work carried out with them. In our opinion, this result was achieved due to the fact that the main emphasis in psychotherapy classes is on teaching mothers to have a clear idea of the characteristics of the relationship with the child, to imagine human behavior in different life situations from the point of view of adolescents. Indeed, the activation of the mechanisms of reflection, identification, projection, undoubtedly, stimulates the processes that expand the perception of man himself and the world around him, first and foremost, of the people around him.

A detailed statistical analysis of the quantitative changes noted also showed that the difference was significant (see Table 1.2).

Changes in the proportionality of perceptions about the characteristics of the relationship between mothers and adolescent children
(According to the Fisher F criterion)

№	Attitude characteristics	Groups of subjects and their indicators							
		Experimental group				Control group			
		S_1	S_2	F	p	S_1	S_2	F	p
1	Positive interest	4,78	2,14	3,17	p≤0,01	3,14	2,93	1,54	p≥0,05
2	Directive	4,13	2,31	2,47	p≤0,01	3,28	3,01	1,14	p≥0,05
3	Hostility	4,42	1,93	3,47	p≤0,01	2,91	2,84	1,09	p≥0,05
4	Autonomy	3,25	2,12	1,69	p≤0,05	3,84	3,67	1,58	p≥0,05
5	Instability	3,84	2,21	1,91	p≤0,05	2,25	2,07	1,43	p≥0,05

Note: S1 and S2-variance values determined in the first and second examinations; F-Fisher criterion; statistical significance of p-difference. From the above results, it is clear that the level of proportionality in the perceptions of the characteristics of the relationship at the end of the work in women and their children who participated in the formative-developmental practical work. This shows that, in fact, encouraging mothers to imagine things in some places from the perspective of their adolescent children, and generally to put them in their place and try to understand them, can increase constructiveness in the interaction system. So, it became clear that one of the effective ways to strengthen the

relationship between mother and adolescent child is to strengthen the closeness, the balance in the perception of the characteristics of the process of their interaction.

Of course, it would be wrong to limit the proposed approach to creating positive changes in the mother-child relationship, i.e., a developmental impact on the child's mental development in the first place. For example, the above results show that neither the average assessment of adolescents on the mother before and after formative measures on the "instability" scale, nor the values of proportionality in the perceptions of the two parties in this area did not change significantly. Perhaps this is due to the fact that the quality of instability is related to many other aspects of the mother's personality beyond the sphere of attitude towards the child and is therefore difficult to transform without appropriate changes in them. In any case, this example once again demonstrates the need for a comprehensive approach to the psychocorrection of mother-child relationships.

Conclusion

In general, the theoretical and empirical study of the psychological significance of the balance of perceptions of the mother and adolescent child about the characteristics of the relationship, the practical possibilities of achieving such a result was the basis for the following conclusions:

1. Adequacy indicators also differ in the perceptions of mothers about the characteristics of the relationship with the child, who show different levels of positive interest in the child.
2. The degree of proportionality of the child's personal perceptions of his attitude to the child and the value given to the mother by the child in this regard can serve as a specific psychological criterion in reflecting on the characteristics of his development as a person.
3. Encouraging mothers to have a clear idea of the individual relationship with the adolescent child, to imagine different situations and events from the perspective of their child, to seriously analyze themselves as a mother can increase the constructive level of interaction in the "mother-child" system.
4. The feeling of increased interest in the mother in the relationship between mother and adolescent child leads to the fact that the expression of directiveness, hostility, autonomy, instability in the interaction decreases.

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SYNTHESIS AND RESEARCH OF 1,3 DICARBONY COMPOUNDS

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ANNOTATION

Study of the composition and structure of newly synthesized compounds by modern methods of physicochemical research and the direction of the condensation reaction of aroiltrifluoroacetylmethanes with acid hydrazides, depending on the reaction conditions.

Keywords: *aroiltrifluoroacetylmethanes, 1,1,1-trifluoromethyl-4 (4chlorophenyl) butanedione -2,4, hydrazides, diketone form, cis-enol form, tautomerism, ß - diketones.*

Synthesis of 1,1,1-trifluoromethyl-4 (4chlorophenyl) butanedione -2,4

In a three-necked flask with a capacity of 500 cm3, equipped with a reflux condenser with a calcium chloride tube, 200 ml of absolute methanol was placed, and 0.1 mol of metallic sodium plates was gradually added. After the completion of the reaction and cooling of the reaction mixture, the reflux condenser was replaced with a Liebig refrigerator and excess methanol was removed, the residue was dried in a water-jet vacuum pump. The flask was then equipped with a reflux condenser with a calcium chloride tube, a mechanical stirrer and an addition funnel. To 0.1 mol of sodium methoxide was added 150 ml of absolute ether and a mixture of 15.46 g (13 ml) of n-chloroacetophenone and 14.2 g (12 ml) of ethyl ester of trifluoroacetic acid with slow stirring. The reaction flask was left overnight at room temperature, then heated in a water bath to 36-380C for 10 hours. After distilling off the ethyl ether, hot water and a saturated solution of copper (II) acetate were added to the formed sodium salt of ß - diketone. The precipitated copper complex was filtered off and decomposed with sulfuric acid while cooling with ice, and then 100 ml of ether was added, the ether layer was separated, the aqueous layer was repeatedly extracted with ether. The ether extracts were combined, washed with water until neutral, and dried over calcined sodium sulfate. After removal of the solvent, the precipitate of crystalline ß - diketone was washed with ethanol. Received 8.9 g (83%) 1,1,1-trifluoro-methyl-4- (4-chlorophenyl) - butanedione-2,4
with T. Melting = 54-55^{0}C

Similarly, 1,1,1-trifluoro methyl-4-phenylbutanedione-2,4, 1,1,1-trifluoromethyl-4 (4-methoxyphenyl) -butanedione-2,4, 1,1,1-trifluoromethyl-4 (4-methylphenyl) butanedione-2,4, 1,1,1-trifluoromethyl-4 (4-bromophenyl) - butanedione-2,4. The exception was the synthesis of 1,1,1-trifluoromethyl-4 (4-nitrophenyl) - butanedione-2.4. To sodium methoxide was added 9 ml of ethyl ester of trifluoroacetic acid, then 8.25 g of 4-trinitroacetophenone dissolved in 450 ml of absolute ether was added dropwise. Heated to 38-40 0 C for 6 hours, further processing was carried out in the same way. The resulting 1,3-diketone was recrystallized from hexane. The results of the synthesis of aroyltrifluoroacetylmethanes $CF_3COCH_2COC_6H_4X$-4 are shown in Table 1.

Table 1

Results of the synthesis of aroyltrifluoroacetylmethanes $CF_3COCH_2COC_6H_4X$-4

X-4	Empirical formula	Yield,%	Mp,^{0}C
H	$C_{10}H_7O_2F_3$	85	39
CH_3	$C_{11}H_9O_2F_3$	86	43
CH_3O	$C_{11}H_9O_2F_3$	87	60
Cl	$C_{10}H_6O_2ClF_3$	83	59
Br	$C_{10}H_6O_2BrF_3$	75	117
NO_2	$C_{10}H_7NO_4F_3$	72	124

Synthesis of formic acid hydrazide. To 25 ml of freshly distilled 99% hydrazine hydrate in methanol, 37 g of ethyl formate was added

with stirring and cooling. The resulting reaction product in the form of a polycrystalline powder was recrystallized with a cooled solvent, separated on a Schott filter, and washed with ethyl alcohol. Received 10 g (80%) of formic acid hydrazide with a melting point of 540C.

Hydrazides of other carboxylic acids were synthesized similarly by the interaction of hydrazine hydrate and the corresponding esters [1].

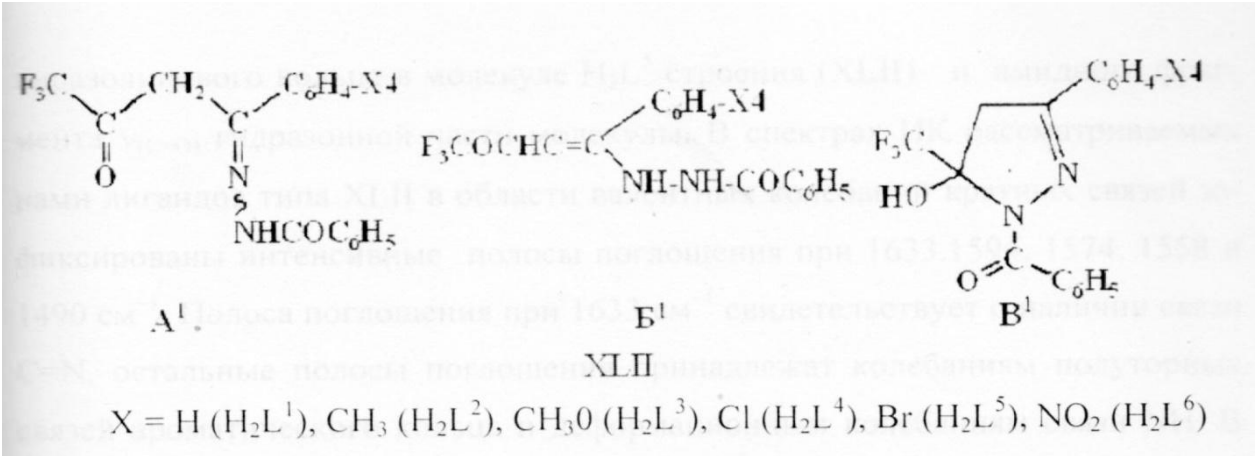
Aroyltrifluoroacetylmethanes in solutions exist as conjugated enols. In our specially recorded PMR spectra of these diketones, in full agreement with the literature data [2], there are no signals that could be attributed to the diketone form. According to previously performed spectroscopic studies, for these 1,3-diketones, there is an equilibrium between two cis-enol structures, the mutual transition of which is carried out due to the rapid intrachelate migration of a proton from the carbon atom to the oxygen of the carbonyl group and redistribution of bonds, and the cis-enol tautomers are represented in sufficient comparable quantities [3].

In accordance with the above, aroyltrifluoroacetylmethanes can react with nucleophilic reagents as cis-enols or as dicarbonyl compounds, even if the concentration of the diketone form cannot be detected by NMR. In [9], using a special jet NMR method, it was shown that in the reaction with hydrazine, methyl- and phenylhydrazines, almost completely enolized 1,3-diketones (including trifluoroacetylacetone $CH_3COCH_2COCF_3$) enter exactly in the diketone.

The low concentration of the reactive form is more than compensated for by its high reactivity in comparison with the cis-enol form, which can be considered as a kind of vinyl analog of the acid structure [7].

The interaction of 1,3-dicarbonyl compounds with acylhydrazines in this aspect has not been studied. Therefore, it is natural that it remains uncertain in what form the fluorinated 1,3-diketones we have chosen will react with acylhydrazines. However, taking into account the above data, it seems more likely that the diketone form enters into the reaction. Based on this, we will discuss the obtained experimental data in the context of the possible competition of condensation processes in the direction of trifluoroacetyl and aroyl carbonyls [4].

When conducting the interaction of benzoylhydrazine with a series of aroyltrifluoroacetylmethanes $CF_3COCH_2COC_6H_4X$-4(X=H,CH_3,CH_3O, Cl, Br, NO_2), where the substituent in the aromatic ring of the 1,3-dicarbonyl component was varied, under mild conditions (mixing alcohol solutions of reagents at room temperature without heating and the absence of any catalysts) condensation products were obtained with respect to the aroyl carbonyl (compounds H_2L^1- H_2L^6, structure XLII), the structure of which was proved by IR and ^{1}Н^{13}С NMR spectroscopy:



XLII

X = H (H_2L^1), CH_3 (H_2L^2), CH_30 (H_2L^3), Cl (H_2L^4), Br (H_2L^5), NO_2 (H_2L^6)

Study of the IR spectrum of the H_2L_5 compound in a pressed KBr pellet; in the region of stretching vibrations of multiple bonds, a number of bands are observed, including absorption at about 1730см$^{-1}$ (Fig. 1). This means that the obtained compound H_2L_5 in the solid state has precisely the cyclic

5-hydroxypyrazoline structure and the condensation of the nucleophile proceeds along the carbonyl of the aroyl group.

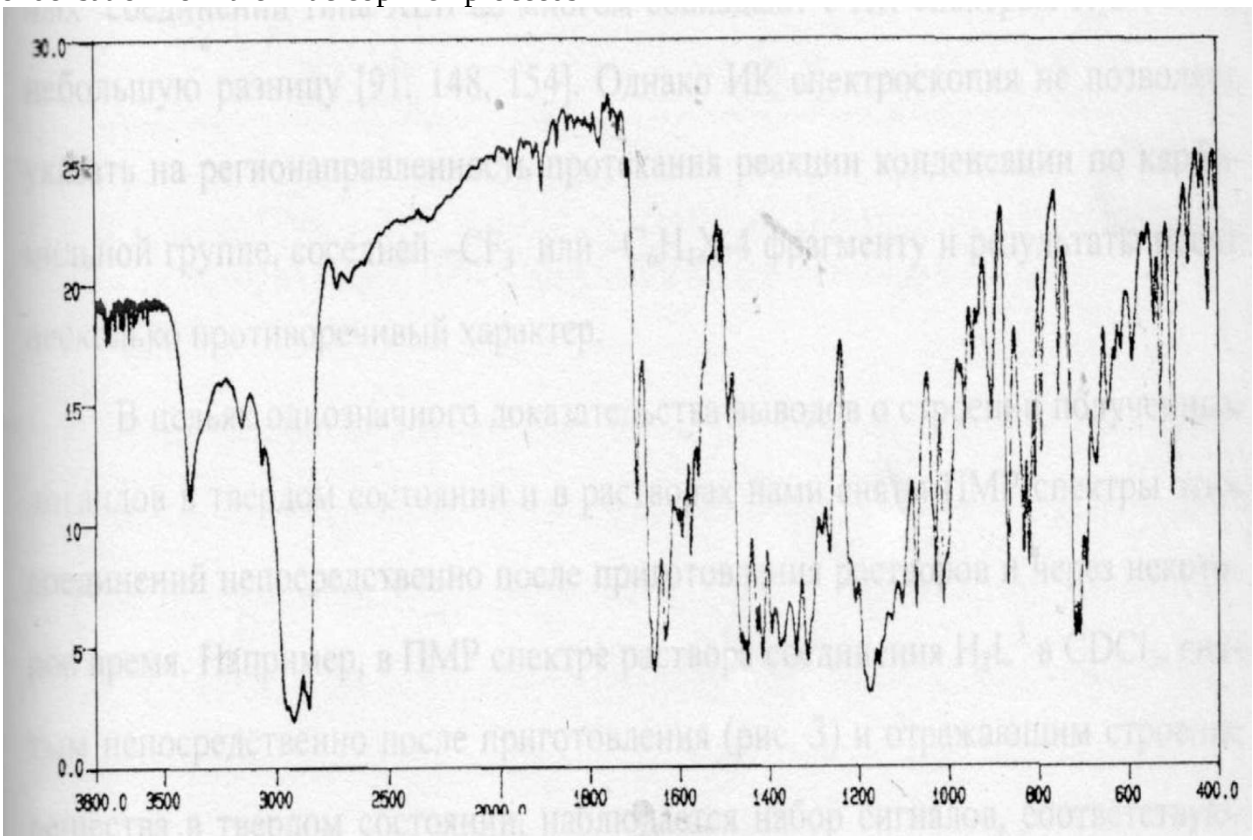


Fig. 1: IR spectrum of ligand 1-benzoyl-3- (4-bromophenyl) -5-hydroxy-5-trifluoromethyl-2-pyrazoline H_2L_5 of structure XLII.

This conclusion is also confirmed by the V (OH) absorption bands in the region -3400-3500 $см^{-1}$ and 1660 $см^{-1}$, which we assigned to the stretching vibrations of the hydroxyl group linked to the fifth carbon atom of the heterocyclic pyrazoline ring in the H_2L_5 molecule of structure (XLII) in the amide fragment $V_{(C=O)}$ of the hydrazone part of the molecule. In the IR spectra of the XLII ligands under consideration in the region of stretching vibrations of multiple bonds, intense absorption bands were recorded at 1633, 1594, 1574, 1558 and 1490 $см^{-1}$. The absorption band at 1633 $см^{-1}$ indicates the presence of a C = N bond, the remaining absorption bands belong to the vibrations of one and a half bonds of the aromatic ring and bending vibrations of the NH bond. The spectrum (Fig. 1) also contains absorption bands characteristic of C - F bonds. Bands of medium and strong intensity at 1238-1277, 1119-1131 and 1039-1059 cm-1, we referred to

V_s and V_{as} C-F communication. Bands of medium intensity at 755 cm – 1 correspond to fan vibrations, weak absorption bands at 528 cm – 1 are caused by bending vibrations, and 541 $см^{-1}$ is due to torsional vibrations of these bonds [5]. The IR spectra of other compounds of the XLII type coincide in many respects with the IR spectrum H_2L^1, having a small difference [6,8,10]. However, IR spectroscopy does not allow us to indicate the regional orientation of the condensation reaction at the carbonyl group, the neighboring CF_3 or C_6H_4X-4 fragment, and the results are somewhat contradictory.

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REPRESENTATIVES OF*CLADOCERA*ORDER IN THE LAKES OF THE REPUBLIC OF KARAKALPAKISTAN

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ANNOTATION

In the article is given the information about the existence of lakes of various sizes and ecological conditions in the Republic of Karakalpakistan, in the following of them: Dovud kul, Aqchakul, Qorateren, Saykul 9 representatives of crustaceous of Cladocera order inhabit. Crustaceous ofDaphniagaleata were defined by molecular genetic method and it was proved that they are the new species for the region.

Keywords: *ecosystem, water basin, hydro biological, bio productivity, zooplankton, oxygen, genomic, mitochondrial.*

Introduction

Currently, research is being conducted to study the biological diversity of aquatic ecosystems around the world. In this regard, one of the important tasks is the faunistic analysis of aquatic organisms in the region at a time when the influence of modern anthropogenic factors is increasing and ecosystems in natural waters are changing. As a result of changes in the rivers of the Amu Darya basin, the water level in the lakes has decreased. One of the groups of organisms in the aquatic ecosystem ***Cladocera***assessment of the current state of the deputies, analysis of the faunal composition, study of economic significance, substantiation of scientific conclusions and implementation has both scientific and practical significance.

Literature review

In the middle of the 19th century, Russian researchers A.Lemon (1814-42), F. Baziner (1842), A. I. Butakov (1848-49) started to study the watersheds of Uzbekistan. Preliminary research has been linked to fishing in the Aral Sea. In the early 1920s, when studying the fauna of the Aral Sea, S. A. Zernov, L. S. Berg's research in ichthyology and hydrobiology is particularly noteworthy. The establishment of the Central Asian State University and the Aral Sea Fishing Station in 1920 led to the development of ichthyological and hydrobiological research. G.V. Nikolsky (1933) identified 59 species of zooplankton organisms in Lake Karateren. Among them are phytophilous complex crustaceans: Sida cristalinana, Pleuroxus laevis, Simosephalis vetulus, Acroperus harpae, as well as pelankton complex: Diaphanosoma brachiurum, Moina dubia species. In the middle and second half of the last century, academician A.M. Mukhamediev is associated with the name S. Aynazarov, A.M. Mukhamediev (1974) In his research on Lake David, among the crustaceans with horned whiskers: *Sida cristalinana, Daphnia longispina, Simosephalis vetulus, Moinaq micrura, Bosmina lonirostris, Pleuroxus laevis, Acroperus harpae, Alona harpae*.

Materials and research methods

The Republic of Karakalpakstan has lakes of different sizes and different ecological conditions, some of which have a very high salinity level, and there are no traces of life at all. Our research will give us an idea of the overall bioavailability of aquatic organisms in these lakes by studying horned crustaceans (Cladocera). The horned mustache was obtained by filtering 50-100 liters of water in the open parts of the basin, in the middle and near the shore, ie through the Jedi net, which draws zooplankton organisms from the littoral zones. The distribution of these organisms in a body of water depends mainly on the temperature of the water, the light, the amount of oxygen in the water, the presence of carbon dioxide and other substances. Some species of these organisms have an oxygen content of 0, less than 2 ml/l is also viable. As algae grow, so do crustaceans. The absence of these

organisms in water bodies leads to changes in the food chain.

Hydrobiological samples were collected from various points of Akcha Lake, Korateren, Davut Lake and Saikul Lake in the Republic of Karakalpakstan.

The tours used identifiers E.F.Manuylova, A.M.Mukhamediev, N.M.Korovchinsky, J.Benzie. In addition, molecular genetic methods were used [1,2,3,5]. Genomic DNA purification was performed using the TermoScientific GeneJet (Termofisher com) DNA isolation protocol, a PCR-amplification method used to study the nucleotide sequence of the 12S region of mitochondrial DNA by syntactic fringe. ABI PRISM® BigDye ™ Terminator v. For DNA sequencing. 3.1 was performed using a set of reagents, and the reaction products were recorded in an automatic sequencer SeqStudio Genetic Analyzer (Appliedbiosystems) [6].

Figure-1. Sample lakes:1-Davut lake, 2-Akchakul, 3-Korateren.

Results obtained

In the samples taken from Lake Korateren in the spring during the study*Daphnia longispina, Ceriodaphnia dubia, Moina macrocopa*the crustaceans dominated. 7 species of crustaceans have been recorded in Lake Saikul (table).

Table*Cladocera* representatives of the tribe

Lakes / Taxa	Money Lake	Black Lake	Lake David	Saikul
Daphnia longispina		+		
D. galeata	+			
D. *similis*			+	+
Simocephalus exspinosus				+
Simocephalus serrulatus				+
Ceriodaphnia cornuta				+
Ceriodaphnia cf reticulata				+
Ceriodaphnia dubia		+		
Moina macrocopa	+	+	+	+

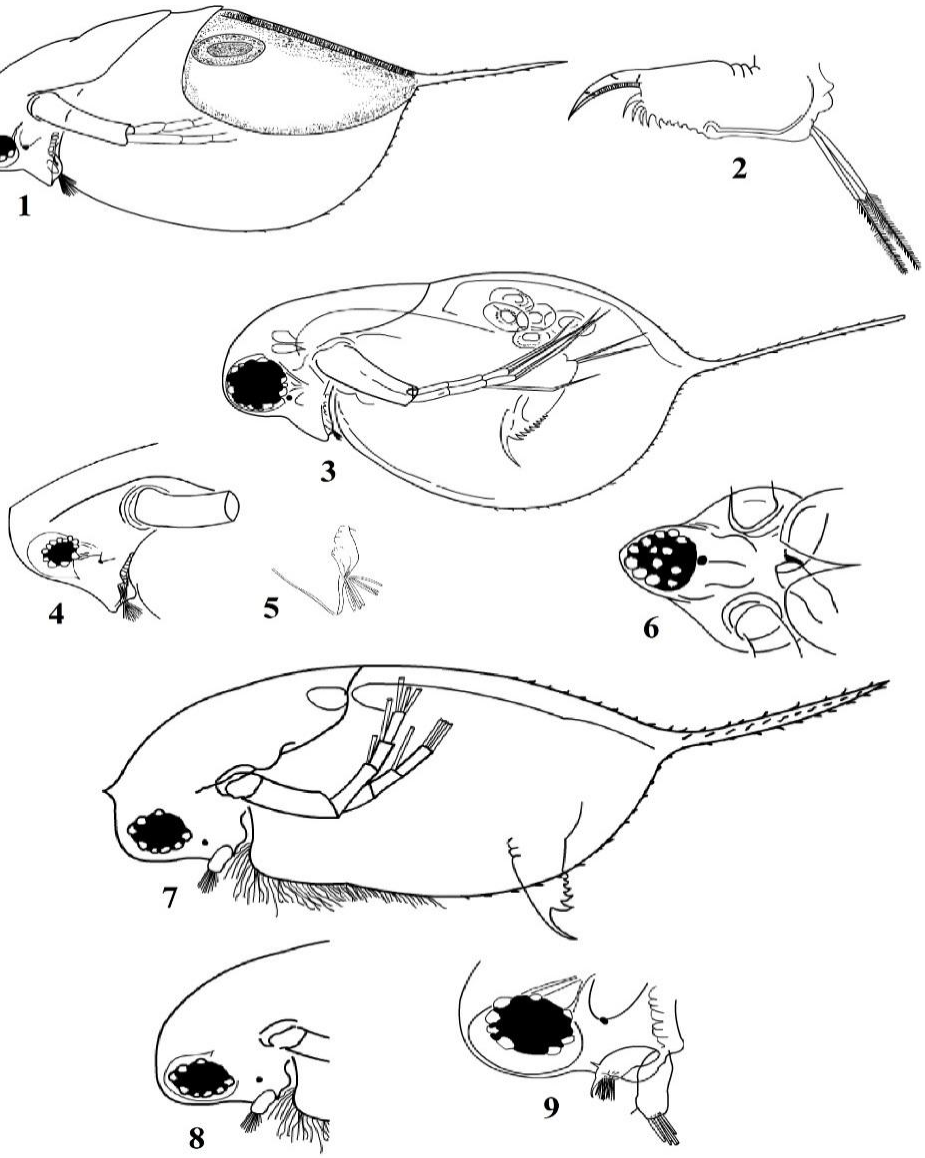

***Figure-2. Daphnia galeata* structure (original. Author: Madumarov).** 1-epippial female, 2-postabdomen, 3-patenogenetic female, 4-head part, 5-rostrumi, anterior view of the head, 7-general structure of the male, 8-head part, 9-I antenna.

***Daphnia galeata* structure.** The body has an ovoid structure. The eyes are small and have spots. The body undergoes changes, sometimes the scalp is developed. However, the tip of D. cucullata singari is not sharpened. The lower front edge of the head is straight.

This species is widespread in Central Asian watersheds. Daphnia galeata in Ahangaran, Charvak, Tuyabuguz, Andijan, Karkidon, Akdarya, Talimarjan, Tudakul, Arnasay reservoirs.It is in the development stage from March to November. From May to September, Charvak is the dominant reservoir. The increase was also observed in the winter months, when the water temperature was 22-26 ° C and there were 12 to 28 eggs in the egg sac. [4]

In addition, among the representatives of Cladocera: Simocephalus exspinosus 1841, Simocephalus serrulatus 1941 (Lake Amu Darya), Ceriodaphnia cornuta Sars, 1885, Ceriodaphnia cf reticulata, 1820 Lake Lake, Terio Lake (189 Amu Darya).. Moina macrocopa is predominant in almost all lakes.

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IN THE SOCIETY IN FORMING THE IMAGE OF TEACHER THE ROLE OF SOCIAL PSYCHOLOGICAL EFFECTS

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ANNOTATION

The professional training of a modern teacher, the propensity for innovation, readiness for creative research, personal qualities, the fact that he has his own pedagogical image in the psychological and pedagogical activity are the requirements of the image of today's and tomorrow's teachers.

Keywords and concepts:*image, modern pedagogical image, image mechanisms, professional requirements, personal requirements, individual image, image structure.*

Introduction

Achieving independence of Uzbekistan, building a new society on the basis of the principles set by our President, radical reforms in the education system, great changes in the minds of the people, the transformation of the slogan "Uzbekistan is a great country of the future" into a living reality. The image of a teacher in higher education is, of course, determined by the fact that the above is maintained at the required level. The higher their image, the more intelligent young people devote themselves to this field, turning them into a profession, and if the image of a teacher is not enough, the intellectual youth will leave this profession. So, The image of the teacher in the higher education system is one of the important factors determining the economic and social development of the country. Today, for some reason, there is a need to raise the image of a modern teacher to a sufficient level, because it is not up to standard. In our opinion, today we can see a lot of changes in the image of teachers in higher education, including the intelligentsia, which can be observed in the transition period of all developed countries. The urgency of the problem is determined by the factors that cause them, the causes, the duration of change, the need for special scientific research of negative and positive, social and territorial characteristics. In our opinion, today we can see a lot of changes in the image of teachers in higher education, including the intelligentsia, which can be observed in the transition period of all developed countries. The urgency of the problem is determined by the factors that cause them, the causes, the duration of change, the need for special scientific research of negative and positive, social and territorial characteristics. In our opinion, today we can see a lot of changes in the image of teachers in higher education, including the intelligentsia, which can be observed in the transition period of all developed countries. The urgency of the problem is determined by the factors that cause them, the causes, the duration of change, the need for special scientific research of negative and positive, social and territorial characteristics.[2]

References Review

Today he is active in the societywithto study the socio-psychological factors of the formation of the image of the modern pedagogue, the psychological analysis of the role of social psychological mechanisms and factors in the formation of the spiritual image of the modern pedagogue.

Image is a goal-oriented image that is a generalized expression of the emotional and psychological impact on the public.[3].

The image of the teacher is an emotionally strong image of the teacher, influencing the behavior of students in the imagination of the profession and the people around them. The image of the teacher is formed on the basis of

[2]Zhuraeva SN Psychological factors of professional competence and image of the modern teacher. Monograph. T. 2019- 140p

[2]Averyanov A.I., Rasskazova A.L. Methodical recommendations for students of MGPI. Protocol№ 9 of 12 April 2010.- P.4-7.

[3]Kholikov A. Pedagogical skills. Study guide. T .: «IQTISODMOLIYA» publishing house, 2010, -312 pages

[4]Khaidarov F.I., Khalilova NI Methods of teaching psychology. Textbook. 2006. - Б. 17-18.

the expenses directed to successful activity. The subject of the image of the teacher is the subject of heated debate in the scientific literature today. However, in all respects, a positive image is considered to be a key factor in successful pedagogical activity.

IA Karimov, the First President of the Republic of Uzbekistan, said: In my opinion, this is the main problem in changing the system of education. We demand that the teacher give our students modern education. But in order to have a modern education, first of all, the coach must have such knowledge, ”he said.[4]

"A teacher," says Al-Farobi, "must have intelligence, beautiful speech, and be able to fully and clearly express what he wants to say to students." He went on to say, “The role of the teacher and the leader is like that of a wise head of state, so that the teacher should be able to remember everything he has heard and seen, to be intelligent, to have a beautiful speech, to tell the reader. At the same time, he must respect his dignity and be fair. Only then will he have a high level of humanity and reach the peak of happiness. ”[5]

According to the encyclopedic scholar Abu Ali ibn Sina, “A teacher should be a person who is persistent, has a clear conscience, is honest and knows the methods and morals of raising a child well. The teacher must be able to explore the whole inner and outer world of the student and enter into the layers of his mind. ”[6].

Nasir al-Din al-Tusi, in his book On Educating Teachers, says:

he must believe in the correctness of his thoughts, and his speech must be absolutely pure and his sentences must be logically expressed. A teacher's speech can never and nowhere be sarcastic, rude, or harsh. A teacher's inability to behave during class can be disruptive. ”[7].

Scientist VV Boyko shows the following competencies of the image:

1. Individual culture (speech, appearance, dress, hairstyle)
2. Behavioral structure (professional, intellectual, ethical, emotional, communicative, moral, ethical)
3. The inner philosophy, the system of human values (the purpose of life, spirituality, the system of relations) leaves its mark on the image and behavior of the teacher.
4. Attributes, person status and aspiration (office status, car, etc.).
5. Pedagogy considers "I-image" (his external and internal world, calm, sincere, peace-loving, etc.).[8]

Scientist V.M. Shepel thinks he divides his image into three (3) groups:

1. Natural qualities: communicativeness, reflexivity, empathy. According to the scientist, these qualities lead to "liking those around you."
2. Characteristic spiritual values of a person are a healthy spirit, the ability to use technology, the ability to overcome conflicts.
3. It is said that a person's life and professional experiences create an image.[9]

Theory And Methodology

In the process of intensive development of society, modernization of the educational process, a new model of the teaching profession will be put forward. Continuing education ensures the effectiveness of pedagogical activity.

The creation of a modern pedagogical image increases the effectiveness of education in the system of continuous education, leads to the modernization of pedagogical activity, creates the basis for the creation of a prosperous society, which is the main idea of our national ideology.

Image is an image, a system of external characteristics of a person, which emphasizes the uniqueness of the person. He always reflects his individuality in his meetings with other people. Elements of the image are an integral part of human character and individuality, shaping the attitude of people

[5]Khaidarov F.I., Khalilova NI Methods of teaching psychology. Textbook. 2006. - Б. 17-18.

[6]Khaidarov FI, Khalilova NI Methods of teaching psychology. Textbook. 2006. - Б. 17-18.

[8]*Shepel VM*Imageology: secrets of personal envelope. M., 1997.

[9]*Shepel VM*Imageology: secrets of personal envelope. M., 1997.

around him. The image of a person is also recognized to a certain extent by others. Image, as a tool of a unique person, helps to build relationships with others. From the English word image, we can say that the image of a certain person is created by other people.

In connection with the transition to the new standards, special attention is paid to the professionalism of the individual, his achievement of high ranks, the development of personal culture, innovative creative pursuits.

In our opinion, innovative creative research is the development of the teacher's ability to express himself and his knowledge, to improve the concept of integration, logic, identity, to show, to find new, professional and original solutions, to express their personal identity and feelings.

In many ways, a teacher's success depends on his or her professional ability to have a positive impact on others and to what extent. It is required that the teacher's inner and outer worlds be in harmony, and that his thoughts and actions be reflected in his work.

Social relationships are primarily about trying to understand how another person is doing the truth. In order to be effective, a person must be able to understand each other, his subsequent actions, and the structure of human knowledge must be unbalanced and unusual. Once this is formed, an interest in urgency is needed to change the situation, to build knowledge and system, to build inner strength.

One of the tasks of our modern educators today is to correctly diagnose the intellectual development of students, to identify psychological defects in education and upbringing, to prevent the most important deficiencies and disorders.

For the teacher, the image is more important than in other fields, which leads to the emergence of students' imagination, the emergence of positive attitudes and, in turn, the formation of their image. The main qualities of a teacher should be his communicativeness, reflexivity, self-control, empathy.

Theoretical and methodological bases of the phenomenon of socially based image, social activity, which reveals the dependence of image on political and socio-economic conditions, use mainly functional and phenomenological approaches. Thus, on the one hand, based on, on the other hand, the real presentation of the image, its carrier is the study of internal socio-cultural relations.

Today, researchers are looking for effective models of policy image through a variety of means, such as communication strategies. The existence of pragmatic goals in shaping the image of politics allows political scientists to use covert management technologies[10].

The study of the origin of the image in the modern cultural and historical situation, cultural research identifies three aspects of understanding this phenomenon: economic, political, social. The analysis of the content of the word "image" has several formulas: image - as a form that reflects the object, as a material, as a means of perception, as a form of social management.

The basis of image is culture. Philosophical interpretation of image is psychologically different. If in the next image it is defined as conjecture or thought, then philosophy refers to this phenomenon in the field of social perception. With the emergence of advanced theories of the natural sciences in the twentieth century, a new ideology, based on the idea of renewal, plays an important role. Truth is manifested as a subjective product of the human mind, an intuitive means of knowing the truth. On this basis, the role of the learner becomes important, and it becomes a key concept in the structure of world knowledge.

Experimental Research

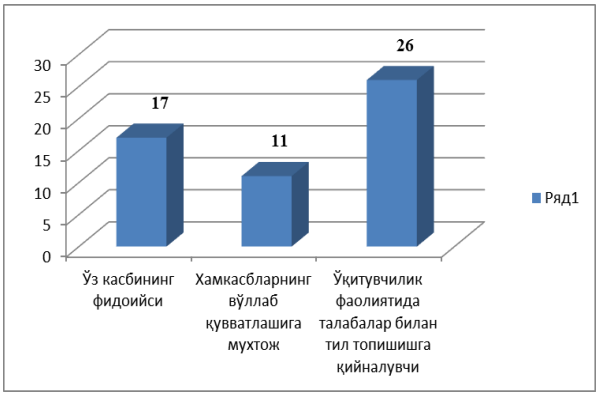
We aim to study the socio-psychological factors of the formation of the image of the modern teacher, the empirical study of social psychological mechanisms, factors and laws in the formation of the spiritual image of the modern teacher.

In our study**We used the test "Psychological study of the teacher".**

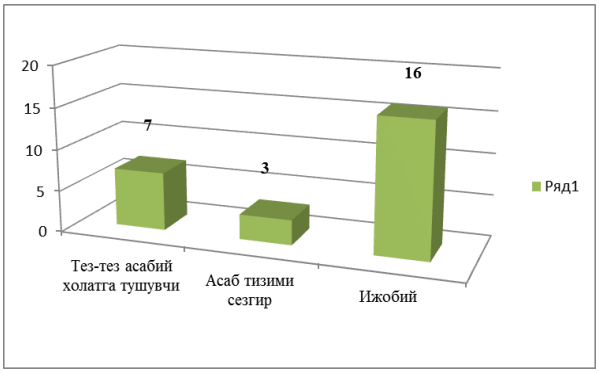
We present an analysis of the results of this methodology conducted by 54 teachers of higher education in 2 professions and teachers of the humanities and natural sciences. [11]

[10]Kriksunova I. Create your own image. - SPb: Lan, 1997..

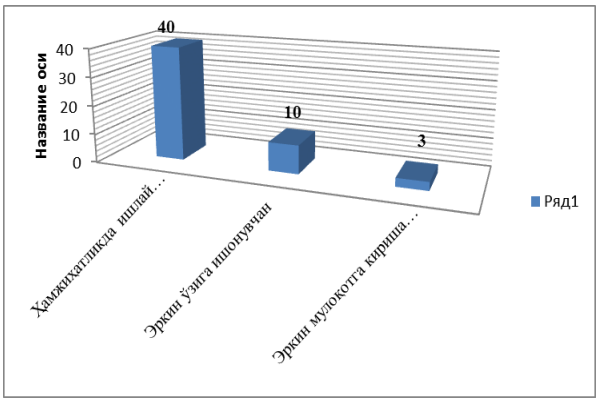
[11]Jurayeva SN, Kiyamov NS, ..Cultural and historical prerequisites for the development of the innovative potential of the subject of creativity. Psychology



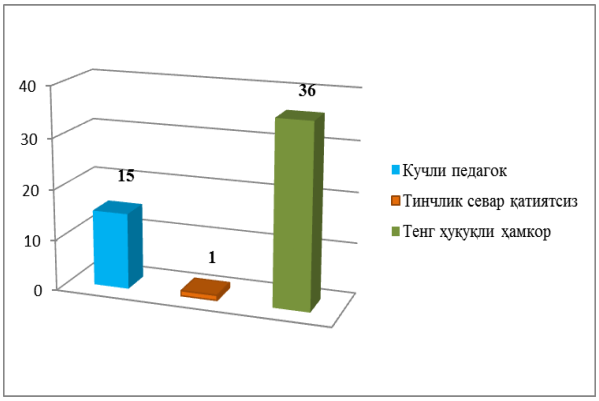
Strong values of the teacher



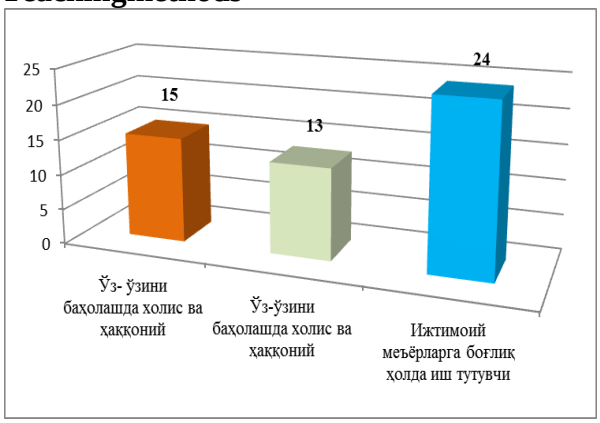
The psycho-emotional state of the teacher



Self-assessment



Teachingmethods



Explain The Results

An important aspect of the study is that in the process of professional training of a future primary school teacher, the role of professional knowledge in the assessment of the criteria and the importance given to it by the teacher and students is: ; mastering the basics of general psychology, pedagogical psychology and developmental psychology, ethnopsychology (2nd place); Professional image (3rd place). Knowledge of the theoretical and practical foundations of modern pedagogy (4th place). This means that teachers and students have a common understanding of the importance of professional knowledge for the process of vocational training. This means that students are willing to learn the information provided by the teacher in the process of professional training.

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Table

Learning Outcomes of the Importance of Professional Image and Knowledge for Future Teacher Training

№	Criteria	Teachers			Students			t
		X	m	place	X	m	place	
1.	Deep understanding of the essence of the process of education and upbringing, understanding of its goals and objectives	1.33	0.47	1	1.38	0.49	1	-0,467
2.	Mastering the basics of general psychology, pedagogical psychology and developmental psychology, ethnopsychology	2.15	1.11	2	2.23	0.70	2	-0,362
3.	Professional image	5.61	0.70	3	5.21	0.85	4	2.60 *
4.	Knowledge of the theoretical and practical foundations of modern pedagogy	3.94	1.19	4	3.71	1.29	3	0.844
5.	Know the methods of teaching your subject	4.66	1.17	5	4.62	0.98	4	0.005
6.	Understanding the cognitive processes and psychological characteristics of school-age children, knowing effective ways to influence their personality	4.15	1.42	4	5.12	0.80	5	-5,254 ***
7.	To know the essence of educational work with parents and the community	5.53	0.68	6	5.12	0.92	5	2,515 *

* p≤0.05; *** p≤0,001

It is obvious that the students' ability to acquire professional knowledge corresponds to the requirements of the teacher. However, we can see that there are some differences in their assessment of the methodological aspect of professional knowledge, the organization of activities and the importance of knowledge in human psychology. Teachers are in the 5th place, students are in the 4th place to know their teaching methods; to understand the cognitive processes and psychological characteristics of school-age children, to know the effective ways of influencing their personality, teachers are in the 4th place, students are in the 5th place; Knowledge of the content of educational work with parents and the community was rated by teachers in 6th place and students in 5th place. It is obvious that teachers need a deeper understanding of child psychology in the process of professional training. Undoubtedly, their experience in helping to teach their subject is based on the fact that knowledge of the content of educational work with parents and the community should not be neglected. Students' knowledge in this area was rated 5th. Even the statistical differences in the color frequencies of the results show that the differences between them are expressed in terms of reliability. Understanding the cognitive processes and psychological characteristics of school-age children, knowing the effective ways of influencing their personality (4,15 and 5,12; t = -5,254, p≤0,001); professional image (5.61 and 5.21; t = 2.60, p≤0.05). to know the essence of educational work with parents and the community (5,53 and 5,12; t = 2,515, p≤0,05). In the educational environment, the system of "subject-subject" and "teacher-student" relations is more open and possible in order to achieve harmony between teachers and students in the process of professional training, which is important in the relationship between the remaining criteria of professional knowledge. Continuing the analysis, let us turn to the correlation between the reported knowledge of the profession and the correlation.

In this analysis, personal characteristics in the correlation relationship with the teacher's professional knowledge of students, as well as in the relationship of importance in the process of vocational training, the internal connections between the criteria are a wide range of positive and negative links.

Teachers' attitudes to the criteria of "deep understanding of the nature of the educational process, understanding its goals and objectives", the criteria of "knowing the methodology of teaching their subject" (r = 0.467; p≤0.01) and "education with parents and the community" to know the content of the

work ”(r = 0,498; p≤0,01); The criterion of "knowledge of the theoretical and practical foundations of modern pedagogy" is the criterion of "understanding the cognitive processes and psychological characteristics of school-age children, the effective ways of influencing their personality" (r = 0.449; p≤0.01); "Understanding the cognitive processes and psychological characteristics of school-age children, knowing the effective ways of influencing their personality" (r = 0,577; p≤0, 01) and the criterion "knowledge of the content of educational work with parents and the community" (r = 0.573; p≤0.01); The criterion of "understanding the cognitive processes and psychological characteristics of school-age children, the knowledge of effective ways to influence them" and the criterion of "knowledge of the theoretical and practical foundations of modern pedagogy" (r = 0.708; p≤0.01) and understanding of their psychological characteristics, knowledge of effective ways to influence them ”(r = 0.582; p≤0.01),“ knowledge of the content of educational work with parents and the community ”(r = 0.665; p≤ It is commendable that he made a positive connection with 0.01).

At the same time, there was a negative correlation between the attitudes of teachers and students towards professional knowledge. For example, the criteria of "deep understanding of the essence of the process of education and upbringing, understanding of its goals and objectives" and "general psychology, pedagogical psychology and developmental psychology, the basics of ethnopsychology" (r =-0.547; p≤0.01); "General psychology, pedagogical psychology and developmental psychology, mastering the basics of ethnopsychology" and "knowledge of the theoretical and practical foundations of modern pedagogy" (r = -0,443; p≤0,01) and "knowledge of teaching methods" (r = -0,505; p≤0,01) and a number of other cases. Of course, the role of professional knowledge is always recognized, but it is advisable for them to reflect in a positive way the importance of the professional activity of primary school teachers. Perhaps the specific nature of the results will allow us to obtain other information.

Looking at the results of the study, the correlation coefficients, which reflect the attitude of teachers to the importance of professional knowledge in the work of teachers, indicate that little needs to be done in this regard (9).

Negative attitudes are more prevalent than positive internal interactions in teachers' attitudes: "deeper understanding of the nature of the educational process, understanding of its goals and objectives", "general psychology, pedagogical psychology and developmental psychology" and "developmental psychology". knowledge of practical bases ”(r = -0.371; p≤0.01) and“ understanding of cognitive processes and psychological features of school-age children, knowledge of effective ways of influencing their personality ”(r = -0.331; p≤0.01). connections are a clear example. If the above-mentioned shortcomings are eliminated in the process of professional training of future primary school teachers, it will undoubtedly serve to effectively organize the work of teachers.

We can not say that the results of important indicators of professional knowledge for the professional training of future students are sufficiently positive (see Annex 10). It is not a mistake to say that their primary school teachers replaced their professional knowledge in a way that was appropriate for their teachers.

There are positive correlation coefficients in students' attitudes, but they are few: "knowledge of the methodology of teaching their subject" with the criterion of "deep understanding of the essence of the educational process, understanding its goals and objectives" (r = 0.403; p≤0.01); The criteria of "knowledge of the theoretical and practical foundations of modern pedagogy" and "knowledge of the content of educational work with parents and the community" (r = 0,412; p≤0,01) had a positive correlation coefficient. The remaining significant coefficients are negative. This is unfortunate.

In the process of professional training of future primary school teachers, if the professional knowledge, personal and professional qualities necessary for a modern teacher are combined, in the future the teacher can use it wisely in professional activity. In the process of professional training of future teachers, attention should be paid to ensuring the internal

integrity of the professional image and knowledge.

Conclusion

In conclusion, in the process of intensive development of society, the modernization of the educational process ensures the effectiveness of the pedagogical activity of the continuous educational process.

- Effectiveness in the educational process is expected when the image of a modern teacher is consistent with the development of social society.
- The creation of the image of a modern teacher increases the effectiveness of education in the system of continuous education, leads to the modernization of pedagogical activity, creates the basis for building a prosperous society, which is the main idea of our national ideology.

Thus, the use of scientific and pedagogical data is important in improving pedagogical practices. This is because the development of modern science and technology requires a teacher to be creative, to think freely about the important problems of science, to pass on the achievements of science to students and, finally, to teach students to think positively and do research. Therefore, the teacher must first conduct research and acquire skills in this area. During the research, the teacher collects and analyzes experiences and draws conclusions based on them. In the process of applying these conclusions in his practice, he acquires the most important knowledge that is necessary for a modern teacher.

Thus, the image became a subject of research in various fields of scientific knowledge, related to the personal list in all spheres of society. This aspect allows us to define the image as a subjective structure of certain social processes, events, things, people, etc., which is equal to the human behavior. Perhaps the image has become part of our culture.

There is a stereotypical image of the teacher's professional image in the public perception, which has a common classification about all teachers.

Society has a direct impact on the structure of the teaching profession by setting high standards for its professional image.

The image of the teacher is formed through the concept of "I" and is self-awareness and control of behavior.

The formation of the image of a modern teacher is a necessity for today, and such a complex work can not fail to bear fruit. A person with the right to education is required to be constantly on the lookout.

In order to attract the attention of other people, a teacher must not only be well-dressed and tidy, but also have good qualities.

- be able to have a pleasant conversation;
-should be able to smile;
-should be able to curb passions;
-should be polite.

The main thing is to have scientific competence.

-intelligence;
-кto achieve the achieved goal;
- We should try to show our talents, because everyone has the ability.

If a modern educator correctly assesses his capabilities, he will find the right path. He is always self-confident and successful in his professional and personal life.

Image is a condition that unconditionally explains to those around you what level of society you belong to, what profession you belong to, what character, temperament, vision and financial situation you have.

The basis of the image is personal charm. Image elements as symbols of a person's appearance not only reveal his external aspects, but also reveal his inner world, individual characteristics and shape the relationships of other people.

Man's Image is the perception and manifestation of his appearance and his inner and outer verbs.

A brief analysis of the image and the analysis of it can help to visualize it in the form of a solid - emotional image of the object in terms of socially significant aspects.

Image, on the one hand, is a well-known mental process of self-expression, and on the other hand, in the process of talking to a partner, it serves as an external source of the person. That is why self-presentation has a purpose in the eyes of others, such as establishing, defining and supporting one's own image.

The importance of our chosen topic includes the following:

- The formation of the professional image of the student - ensures the successful operation of the student on the basis of practical experience and knowledge in solving professional problems.

-Solving the problems associated with the formation of professional image in the workplace, solving them, provides a criterion for the preparation of qualified professionals for life through the formation of professional training.

- There is a need for a new type of educational institutions to have a unique style of cooperation between teachers and students;

- The constant increase in the amount of information leads to an increase in the need for changes in the forms of cooperation between teachers and students, and as a result, the need to learn;

- Today, the sharp change in the criteria and requirements for the personal, professional education of teachers helps to close the gap between the worldview of students and teachers.

- proved that there is a change in the position of teachers and students on education, and as a result, it is necessary to make changes in the methods of cooperation between teachers and students to ensure the effectiveness of teaching.

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METHODOLOGICAL AND METHODICAL PROBLEMS OF PSYCHOLOGICAL DIAGNOSTICS OF THE SPIRITUAL SPHERE OF THE PERSONALITY

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ANNOTATION

The article reveals the essence of psychological diagnostics of the spiritual sphere of a person. The author presents methodological and methodological aspects in solving the problem of the formation of spirituality as a phenomenon of personality development.

Keywords: *Diagnostics, personality, spirituality, phenomenon, values, morality.*

Introduction

Psychological diagnostics and, accordingly, the study of the characteristics of the spiritual and moral sphere of the individual is one of the most difficult tasks of psychological science and, in particular, psycho-diagnostics.

Psychological and pedagogical sciences are faced with the task of studying the formation and development of independence and responsibility among young learners, when a young person, possessing real spiritual resources, is able to self-actualize - first of all, in accordance with the requirements of society.

Modern philosophical, socio-psychological and pedagogical knowledge defines the spiritual and moral sphere of the individual as a kind of foundation that sets the content side of the activity of the individual in its interaction with oneself, with others and with the world in general. Spirituality is the content and form of knowledge, values and activities - both theoretical and practical - a way of implementation, functioning and development of education, social consciousness and socio-historical practice. By its very nature, spirituality is opposed to chaos: it is aimed at transforming it into an ordered system through norms, rules, values and assessments, the organization of the implementation of actions, communications and socio-cultural institutions.

The formation and maturity of the main functional components of the spiritual and moral sphere of the individual can be considered as a necessary foundation, on the basis of which not only the success and completeness of a person's life is formed. What is no less important - it is such a person who is a worthy citizen of a country following the path of implementing democratic reforms.

An important component of the social maturity of an individual is the acceptance of responsibility for his actions upon himself, which, of course, excludes the infantilism of life attitudes and the possibility of a consumer attitude towards people and society as a whole.

Literature Review

Among the Russian psychologists who studied the formation of meanings as the semantic basis of culture, the spiritual experience of mankind, one can name A. N. Leontiev. In our time, the scientific analysis of the objectification of meanings in the public consciousness is carried out by B.P. Petrenko. Based on their research, we can say that the spirituality of a person, of each member of society, is generated in the process of assimilating the meanings objectified in the public consciousness, and revealing the meanings "hidden" behind the meanings. From a psychological point of view, the spiritual "I" of the subject who understands the world is formed precisely in the processes of meaning formation - the generation by him of both the meaning of specific social events and situations, and the meaning of life in general. Consequently, the sources of human spirituality must be sought not in meanings, but behind them - in the deep sense of people's actions, historical events, epochs, etc. The nature of the processes of meaning formation leading to the generation of the spiritual largely depends on the spiritual abilities of a person. There is reason to believe that not only the orientation and value-semantic organization of a person, but also his competence are important components of spiritual abilities. Competence is manifested in a person's ability to acquire new knowledge and skills, to cope with tasks that are essential either for his professional

activity, or in general for being. Competence reflects the general level of intellectual, moral and aesthetic development of the individual, including the experience of generating the meanings of the cultural and historical heritage of different eras.

Considering the phenomenon of spirituality, L.P. Bueva says that the problem of the spirit cannot be interpreted only from a religious point of view. Spirituality is not only religiosity, but a complex formation, where religious motives and science coexist contradictory. She believes that a person's spirituality is determined by whether a person is a person with the totality of his personal values and moral norms (faith, love, wisdom, and faith in God) or not. And there is a need to build a kind of vertical of values that determine the hierarchy of the steps of spiritual improvement of the individual. LP Buyeva notes that the common task of scientists, philosophers, teachers, religious figures, representatives of culture is to do everything "so that the spiritual structure of the human person, the system of its values, its spiritual space are protected and domesticated." She speaks of the sacralization of the external space of a person's being, that is, the system of his relations with the external world, but it is not at all necessary, according to the author, that sacralization was of an exclusively religious nature.

It is necessary to especially highlight the position of V.P. Zinchenko, who, considering that spirituality is a person's path to himself, but not to his “ideal self”, but to “real himself”. This path, according to the author, goes through the mind and culture. In this case, spirituality is understood as the vertical of human growth. In this regard, he distinguishes 3 layers of human consciousness: the layer is existential (feelings, experiences, real state of mind); layer - reflective (search for the meaning and meaning of these feelings, human experiences, their understanding); layer - spiritual (layer of consciousness, in which the dialogue of the "I" of the real and the "I" of the ideal takes place). Thus, in the course of such a dialogue, a person finds his own "I".

V. Frankl considers spirituality as one of the basic "existential" of human existence, as the highest anthropological dimension of a person - a semantic dimension - above the body and mental (mental) dimensions. V. Frankl pays special attention to the spiritual unconscious, the concentrated manifestation of which is conscience - the organ through which a person catches true meanings. Conscience is open not so much to existence as to what is necessary and possible; it is a spiritual anticipation of what is yet to come, which W. Frankl calls intuition.

Common to the overwhelming majority of approaches to spirituality is the recognition of its transcendental nature, connection with supra-individual meanings and values, divine forces. Spirituality is, along with freedom and responsibility, the mode of existence of a person who has reached personal maturity. At the level of spirituality, the hierarchy of narrow-minded needs, life relationships and personal values is replaced by an orientation towards a wide range of universal and transcendental spiritual values. A person ceases to be an isolated individual, solving egocentric tasks of effective adaptation to the environment, and connects to the creative energy of supra-individual communities or higher forces, going beyond his own limits and opening up to interact with the world at a new level. Spiritual values substantively motivate "freedom for", and their non-hierarchical values are that various aspects of the mental appearance of a person are interrelated and interdependent. S.L. Rubinshtein speaks of a close and inextricable connection, relationships are not created by the predetermination of a free choice between them. Thus, spirituality is a prerequisite for personal freedom and autonomy.

For the study of spiritual abilities, the most important is the thought of S.L. Rubinstein of abilities and character, which, in turn, is determined by the orientation of the personality, attitudes, and its core features. The study of a person's abilities, the creation of a complete and adequate idea of his talents presupposes knowledge of the subject's orientation - the true core of his personality, as well as of his characterological properties. SL Rubinshtein writes: “… abilities are at first only possibilities; in order to know how a person implements and uses them, we need to know what he is, what of his tendencies and

attitudes entered his flesh and blood and was fixed as the core personality traits. This is a question about the character of a person. "

Today, in the overwhelming majority of empirical studies, general abilities are identified, the level of development of which determines the success of a wide range of activities. The theory of the intellectual threshold (Perkins, Theremin) has gained popularity, according to which a certain level of intelligence is required for the successful mastering of each activity; further success in work is determined not by intellect, but by other individual psychological characteristics, which include the spiritual and moral sphere of the individual.

Theory And Methodology

Before the advent of scientific psychology, the spiritual development of the individual was the subject of the analysis of philosophical teachings, in which the understanding of the concept of the soul was used to draw attention to the summit part of the psyche and did not pretend to be studied. M.Ya.Basov writes: “The concept of the soul, as a subject of psychology, excludes the possibility of development in its very essence. The soul is an eternal, permanent and unchanging essence. This essence is of irrational origin, and as such it is absolutely alien to development. "

It is appropriate to recall the statement of LS Vygotsky, in which the great scientist's admission sounds: “The higher mental functions have not been adequately investigated to their psychological nature; in essence, subjective and objective psychology studies elementary processes. The life of the spirit needs understanding, not explanation. The functional approach does not bring us closer to comprehending the psychological nature of the cultural development of behavior. "

Returning to the issue of creating a psychological tool aimed at identifying the characteristics of a person's spiritual sphere, it is also necessary to note those general methodological provisions on the creation of methods for assessing personality, which A. Anastazi puts forward, referring to the research of J. Levinger.

J. Levinger suggested the existence of personality traits, which she defined as a person's ability to have a concept of himself. A manifestation of this property in responses to personality questionnaires is a number of phenomena: "the effect of the facade, the position of defense in relation to the tests, the attitude towards the answer, social desirability, etc." Levinger believes that only with the onset of maturity does the individual overcome the stereotypical, habitual and socially acceptable image of himself in the direction of a differentiated and realistic idea of himself. Moreover, according to the results of her research, “many (if not all) people do not reach the last stage of the differentiated self-image, and therefore the answers to these personality questionnaires will receive overestimated indicators or indicators of-better adaptation”.

To level or at least reduce to a minimum these properties of personality tests, we used the well-known projective method of "sentence completion" with the introduction of modifications, the purpose of which was to create an opportunity to realize the ideas of human spiritual evolution according to the concept of the Sufis. The essence of the modification was that the respondents are offered not only the main proposal, which must be completed, but also four ready-made options for its completion. Of the options offered, the respondent marks the one that best suits him. If from the proposed options is not found suitable, the respondent has the opportunity to complete the proposal with his own option.

In 2009, King D.B., De Cicco T.A. an attempt was published to create a self-report methodology for the study of spiritual intelligence. Structured tasks in this technique are personalized so much that, as J. Levinger writes, they lead to receiving socially approved and acceptable answers. The use of the projective technology of unfinished sentences when creating a questionnaire contributes to the accounting and implementation of the methodological position formulated by J. Levinger. As you know, the results obtained through the use of projective methods are difficult to subject to statistical processing, therefore, the above intermediate option was used: the respondents were asked to continue the sentence phrase, but, if possible, choose

one of the ready-made standard options (along with a free answer). These options were formulated in a special way, allowing to identify the individual (as well as age, gender, etc.) features of the spiritual sphere of a person.
Based on the above provisions that determine the effectiveness of the development of personality tests, we have created questionnaires aimed at identifying the features of the spiritual development of a person, which have now been tested four times. At the same time, questionnaires are created and tested in two languages: Uzbek and Russian.
The basis for the creation of questionnaires was not only the views of the Sufis, but also the modern, generally accepted in psychology, the provisions that the structural and functional components of the spiritual and moral sphere of the individual are the ability of the subject to see the relationship between his actions and the events of life that are significant for him and take for this personal responsibility. It is also necessary to include the ability of the individual to act within the framework of ethical and moral norms, taking into account the interests of others and himself.
The work being done is an attempt to build strict psychometric tools based on the ideas of the Sufi tradition about the evolution of the spiritual sphere of a person, to check and, if the check is successful, to use in psychological practice the characteristics of various stations of the spiritual evolution of a person that were proposed by the Sufis. As already mentioned, the approbation of the methods took place four times, the results of which made it possible to improve the questionnaires, to make adjustments to the wording of statements based on the data of mathematical statistics, therefore, in the tutorial we will present the results of the fourth approbation, which, in turn, is not final. It is well known that in order to create a working psycho-diagnostic tool, researchers - creators of the methodology need to carry out at least seven to eight approbations, or even more.
The previous stages of approbation made it possible to solve the following important and complex problems. First, based on the assessment of the reliability of each subsequent version of the methodology, the revision was made in the wording of the main proposal and options for its completion, as well as questions or statements. It should be noted that along with the data of mathematical statistics, during this adjustment, a qualitative, semantic analysis of the formulations was actively used for their correspondence to the Sufi concept of the spiritual development of a person, as well as a linguistic analysis of statements to eliminate possible ambiguity, ambiguity or weightiness of phrases for perception by respondents.

Experimental Study

The methodology “Seven Stations of the Spiritual Evolution of a Personality” includes independent scales corresponding to the steps of the Sufi Path: “Repentant”, “Abstinence”, “Self-denial”, “Poverty”, “Patience”, “Trust”, “Contentment”. Test items for each scale describe cognitive, emotional and behavioral patterns, which, by design, should reflect a person's worldview, characteristic of the corresponding station of spiritual evolution. Each item provides for a basic unfinished sentence and four options for its completion, as well as a free option for completion.

Table No. 1**Summary table for work with the Alpha-Cronbach coefficient**

Scale	Valuing full scale Alpha-Cronbach	Weak alignment clauses	Valuing clauses of Alpha-Cronbach after deleting	Rest of the clauses
Repentance	0,375	30, 9, 35	0,535	1, 15, 19, 24
Abstinence	0,373	36, 26, 17, 3	0,57	16, 21, 22
Self-denial	0,396	23, 8	0,548	6, 10, 21, 31, 37
Poverty	0,346	13, 29	0,554	7, 17, 20, 32, 38
Patience	0,267	33, 18, 12, 14	0,462	5, 25, 29
Confidence/Satisfaction	0,517	27, 34, 11	0,572	2, 4, 28, 39

In general, the reliability indicators obtained after deleting items can be considered satisfactory in all scales, with the exception of the "patience" scale with the final concordance coefficient value of 0.462. To meet the formal consistency requirements, a level of at least 0.6 is required, but in practice this is not always realistic, since some psychological the constructs "by definition" are unstable and very sensitive to situational factors in data collection, the characteristics of the sample under study. So, for example, the level of consistency of motivational scales is often not high - from 0.5, however, if the tool has proven itself on many samples and generally shows good results, the low reliability on a specific sample and the loss of any item can be interpreted meaningfully. Regarding our methodology, it is rather difficult to operationalize the mechanisms of spiritual growth under a high-precision measuring instrument, since we are torn between psychometric requirements and qualitative completeness, or construct validity. Excluding the points of the methodology one by one due to the fact that they reduce the reliability, we can "throw out the child with the water", since in the end nothing may remain meaningfully from the Sufi concept.

But at the same time, the results we have obtained force us to work on improving the quality of points and the reliability of the scales, since without this we will do too much sacrifice both in "how is measured" and "what is measured". 3-4 points out of 7 with a satisfactory level of reliability do not allow at this stage to talk about the complete readiness of the method. However, in addition to the Alpha-Cronbach coefficient, there are other indicators of the quality of the points on the scale - the correlation of points with the scale and the inter-correlation of points (correlations between points included on one scale).

Table No. 2.

Correlation of an item with a scale

Repentance		Abstinence		Self-denial	
1	,469(**)	3	,635(**)	6	,518(**)
9	,329(**)	16	,508(**)	8	,311(*)
15	,551(**)	17	,267(*)	10	,615(**)
19	,567(**)	21	,639(**)	21	,457(**)
24	,581(**)	22	,456(**)	23	,315(*)
30	,277(*)	26	,420(**)	31	,509(**)
35	,367(**)	36	,269(*)	37	,560(**)
Poverty		Patience		Confidence/Satisfaction	
7	,391(**)	5	,500(**)	2	,572(**)
13	,272(*)	12	,399(**)	4	,489(**)
17	,489(**)	14	,522(**)	11	,503(**)
20	,471(**)	18	,370(**)	27	,338(**)
29	,364(**)	25	,349(**),483(**)	28	,633(**)
32	,621(**)	29	,483(**)	34	,304(*)
38	,483(**)	33	,324(**)	39	,569(**)

Table 2 shows Spearman's correlation coefficients of items with the corresponding scales - all correlations are statistically significant and positive, which is consistent with the key according to which all items of our method are straight lines. Moreover, the results of the correlation analysis correlate well with the indicators of the reliability of the scales and the consistency of items - the items with the highest correlations with the scales are marked in green, while the items with the lowest correlations are beige. Thus, items with the lowest correlations correspond to items that reduce the reliability of the scales.

Table No. 3.**Results of exploratory factor analysispoints of methodology**

Factor 1	Factor 2	Factor 3	1*2	1*3	2*3	1*2*3	Not come
11, 37, 25, 10, 31, 15, 13,	27, 6, 30, 4, 35, 3, 16, 36	7, 38, 34, 33, 20, 18, 22, 26	1, 21, 12, 5	19, 24, 32, 9	39, 8	29, 17, 28, 23, 2	14
Theoretical distribution of points (by keys)	Repentance	Abstinence	Self-denial	Poverty	Patience	Confidence/ Satisfaction	Empirical distribution of items (by the results of EPA)
	1	3	6	7	5	2	
	9	16	8	13	12	4	
	15	17	10	17	14	11	
	19	21	21	20	18	27	
	24	22	23	29	25	28	
	30	26	31	32	29	34	
	35	36	37	38	33	39	

Note to table No. 2. 8:

1. column 1 * 2 - items with factor loadings, both for the first and for the second factor; 1 * 3 - for the first and third; 2 * 3 - on the second and third; 1 * 2 * 3 - for all three selected factors.

2. Clause 14 does not have a load higher than 0.2 for an absolute value not for one of the factors, therefore it was not attributed to any of them.

According to the results of EPA, the optimal number of allocated factors turned out to be equal to three. At the same time, with the help of correlation tests, it was revealed that they are independent, and this allowed us to use the Varimax rotation to optimize the factor load matrix. We can say that all the factor loadings obtained are relatively weak - in absolute value no higher than 0.6. Loads below 0.2 in absolute value - were not taken into account when assigning points to certain factors. According to table No. 3, we can compare the obtained empirical structure of the methodology with a key - each of the three selected factors includes points from different scales according to the key, then is not in line with our theoretical grouping criterion. Thus, the unification of items occurs according to other latent features, which will be revealed by a meaningful analysis of their empirical grouping.

The next step was to test this model for "psychometric consistency" using confirmatory factor analysis. The indicators of the theoretical model's correspondence with empirical data (that is, its "quality") turned out to be as follows:

• Chi-square = 844.013; 642 degrees of freedom; P-value for Chi-square = 0.00000

• Comparative fit index (CFI) = 0.469

• Root mean-square error of approximation (RMSEA) = 0.070.

The indicated values indicate the inconsistency of the empirical data of the theoretical model and its unsatisfactory characteristics. The analysis of the statistical indicators offered by the EQS package allowed us to "bring to mind" this model by removing the inoperative items and regrouping their belonging to the scales.

Interpret Results

Methodology "Spiritual and moral characteristics of a person" (DNHL)

Starting from the philosophical views of ancient thinkers, and also, first of all, taking into account modern research of both domestic and foreign scientists, we can distinguish the following structural components of the phenomenon of the spiritual and moral sphere of the individual:

- the relationship of a person with the social environment, reflecting the ability of the subject of life to accept / reject others in three aspects of the relationship: emotional, cognitive and behavioral;
- the ability to take responsibility for their decisions and act within the framework of ethical and moral standards, taking into account the interests of others and oneself. The ability of the subject to see the relationship between his actions and significant life events for him and to take personal responsibility for this;
- the implementation of the "inner work" of the individual is based on the formation of the ability to self-knowledge, constructive reflection on one's own experiences and the ability to analyze oneself and one's actions;
- one of the key features of the spiritual and moral sphere of a person is her ability not only to understand the feelings, desires and actions of another person, but also to show social skills, which in turn contribute to the successful interaction of a person with others.

Table No. 4Indicators of normality of distribution of scales according to the Kolmogorov-Smirnov criterion at three stages of testing the DNHL methodology

Kolmogorov-Smirnov criterion		Scales						
		Acceptance / non-acceptance of others			Internality	Responsibility for social activism	Reflexia	Empathy
		Emotional - integral characteristics	Behavioral level	Cognitive ideas about "I and others"				
Z-value at III stages of research	I	0,559	0,843	1,095	0,683	1,055	1,002	1,144
	II	0,580	0,853	0,514	0,566	0,505	0,639	0,483
	III	1,009	0,840	1,078	0,790	0,928	1,156	1,068
p - value at III stages of research	I	0,914	0,476	0,181	0,740	0,216	0,268	0,146
	II	0,889	0,460	0,954	0,905	0,961	0,809	0,974
	III	0,260	0,481	0,196	0,560	0,355	0,138	0,204

Thus, at the stage of the last approbation, the author's questionnaire was shortened and began to have two tasks that relate to the following scales and sub-scales:

Scale 1 - "Acceptance of Others - Not Acceptance of Others." The information that we receive on this scale allows us to characterize how the subject relates to other people. As already noted, a similar scale "Acceptance - non-acceptance of others" also exists in the questionnaire of socio-psychological adaptation by K. Rogers and R. Diamond. It seems to us that in the statements of the questionnaire by K. Rogers and R. Diamond, the emphasis is placed on the features of the person's communicative sphere, in particular on introversion - extroversion, which are features of a person's individual need for communication, but do not reveal the meaningful side of a person's relationship to another. It is possible that a person will have a high need for communication with people, determined by the idea of self-affirmation, and at the same time not oriented towards accepting others. From our point of view, when studying the characteristics of the spiritual and moral sphere, an approach focused only on the need to communicate with others is not entirely sufficient, because communicative characteristics are described. And acceptance-rejection of others is a characteristic of the system of a person's relationship to others, i.e. directly related to the spiritual and moral sphere. Therefore, the statements of the scales “Acceptance of oneself and others / non-acceptance of oneself and others” from the methodology of K. Rogers and R. Diamond were not used by us.

Example of statements:
- emotional level: “I enjoy the achievements and successes of my colleagues, as well as my own”;
- behavioral level: “As a rule, I take part in solving the problems of my friends”;

- cognitive ideas about "me and others": "Success in achieving your goals is helped by understanding the feelings and emotions of other people."

Scale 2 - "Internality - Externality". In our questionnaire, the key understanding of internality - externality remains, as in the classic questionnaire of J. Rotter, in which people differ in how they explain the causes of events that are significant for themselves and where they localize control over them. The external (external locus) type manifests itself when a person believes that what happens to him does not depend on him, but is the result of external causes (for example, the intervention of other people or circumstances). An internal locus of control is a type when a person interprets significant events as the result of his own efforts. However, from our point of view, internality - externality are not polar characteristics related to a person's ability to take responsibility for their actions and thereby determine the locus of control over events in a person's life.

Example of statements:

1) “I myself am the cause of conflicts with people”; “The reasons for the conflicts occurring with me are
worn out circumstances "; “Conflicts that happen to me, as a rule, happen through the fault of other people”;

2) "What a child grows up depends on his parents"; "The way a child grows up depends on the life circumstances in which he finds himself"; "How a child grows up depends not so much on the family as on his environment."

When interpreting data on this scale, we adhere to the position of J. Rotter in relation to the categories of internality and externality. Therefore, a high indicator on this scale corresponds to the internal locus of subjective control over any significant situations. A low indicator on this scale corresponds to an external locus of control, which means that the subject is not able to see the relationships between his actions and events that are significant for him in life, not to consider himself able to somehow influence this relationship and to believe that for the most part everything is decided by chance or actions. other people.

Scale 3 - "Responsibility for social activity" - the ability of an individual to act within the framework of ethical and moral norms for the benefit of others and himself, as well as the ability of an individual to take responsibility for his decisions and behavior on himself, regardless of how it is evaluated by others, as well as recognition that those events and relationships with others that occur in a person's life are the result or even a consequence of the actions of the person himself.

A high indicator of this scale indicates the formation of the respondent's ability to take responsibility for his decisions. A low indicator indicates that a person has difficulty in realizing his behavior as the reasons that predetermine the nature of relations with others and life circumstances. Example statements: “As a rule, I defend people who are being treated unfairly”; “As a rule, I think about what thoughts my words evoke in the people around me”; "Respect for elders is one of the values that needs to be brought up in children."

Scale 4 - Reflection. The scale allows us to answer the question of how much an individual has developed the ability to self-knowledge and self-awareness in the form of reflections on his own experiences, feelings and thoughts, and the ability to analyze himself and his actions.

In the scientific literature there is an approach by A.V. Karpov (2003), where two types of reflection are distinguished: intrapsychic reflection - the ability to self-perceive the content of one's own psyche and analyze it; interpsychic reflection - the ability to understand the psyche of other people, including, along with reflexivity, the ability to "take the place of another", as well as the mechanisms of projection, identification and empathy.

Scale 5 - Empathy. The scale makes it possible to determine how much the individual's ability is formed not only to understand the feelings, desires and actions of another person, but also to show empathy at an effective level in relation to the subject of interaction. The "Empathy" scale is used in many methods: N. Hall "Determination of the level of emotional intelligence"; empathy diagnostics according to A. Mehrabyan and N. Epstein; V.V Boyko

"Diagnostics of the level of empathic abilities"; I.M Yusupov "Research of the level of empathic tendencies". The difference between the statements of the "Empathy" scale of the author's questionnaire is that empathy is viewed as a socio-psychological skill that contributes to the successful interaction of a person with others. Success is ensured not only by empathy as compassion for a person, but also by the formation of an effective level of empathy. The indicators of this scale enable us to determine how well the respondent has developed the ability to be empathic at an effective level, and not only to feel and empathize with another.

Conclusions

Psychological and pedagogical science is faced with the task of studying the formation and development of independence and responsibility among students, ensuring self-realization of the individual in accordance with the requirements that society imposes on him. To the same extent of relevance and importance, it is necessary to solve the problems of psychological diagnostics of personal characteristics that make up the spiritual and moral sphere. Modern socio-psychological and pedagogical knowledge defines the spiritual and moral sphere of the individual as a kind of foundation that sets the content side of the activity of the individual in its interaction with oneself, with others and with the world in general.

The formation and maturity of the main functional components of the spiritual and moral sphere of the individual, in particular: the processes of self-regulation of behavior, the system of attitude towards oneself and others, the peculiarities of the locus of control, can be considered as a necessary foundation on the basis of which the success and completeness of human life is formed. Social maturity of an individual includes not only the success of social adaptation and the reality of social well-being. An important component of social maturity is the acceptance of responsibility for one's actions upon oneself, which, of course, excludes the infantilism of the lips of life, new and the possibility of consumer attitude to people and society as a whole.

One of the methodological tasks of our research was the creation of diagnostic tools that allow us to identify and study the features of the development of the spiritual sphere of the individual as an integrity, consisting of structural and functional components and are one of the most complex socio-psychological phenomena.

The study of the problems of the development of the spiritual sphere of the individual, in our opinion, is substantially supplemented by an appeal to the ideas of Sufi teachings. Therefore, the results obtained, based on the desire for scientific reliability, allow the reader to present our attempt to not only comprehend, but also the possibility of diagnosing the summit part of a person's life - his spiritual reality.

Spirituality cannot be achieved “once and for all,” N.A. Berdyaev argued that “the conquest of spirituality is the main task of human life,” and a person needs a whole life for this.

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