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THE ENVIRONMENTAL EFFECT AND PEDAGOGICAL GROUP ACTIVITY ON THE DEVELOPMENT OF ADOLESCENTS PERSONALITIES

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ВЛИЯНИЕ СРЕДЫ И ПЕДАГОГИЧЕСКОЙ ГРУППОВОЙ ДЕЯТЕЛЬНОСТИ НА РАЗВИТИЕ ЛИЧНОСТИ ПОДРОСТКОВ

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Abstract. This article provides comments on improving the methodical system of forming the qualities of vigilance and awareness in the behavior of adolescents, creating a positive social, spiritual and psychological environment in the family and in the field of education. At the same time, the results of the research on the influence of the activities of the pedagogue and the pedagogical group on adolescents are presented.

Аннотация. Рассматривается совершенствование методической системы формирования качеств осознанности в поведении подростков, созданию положительной социальной и духовно-психологической среды в семье и в сфере воспитания. При этом представлены результаты исследования влияния деятельности педагога и педагогической группы на подростков.

Keywords: adolescent, manners, education, worldview, freedom of thought, communication.

Ключевые слова: подросток, манеры, воспитание, мировоззрение, свобода мысли, общение.

As human society progresses, people themselves and their relationships with each other, especially family relationships, which are the most sincere and closest among interpersonal relationships, become more complicated. In particular, at a time when information technologies are rapidly developing and increasing, upbringing the young generation and forming positive qualities in them become one of the most urgent issues of today. After all, it is no secret that the exchange of various information around the world through the Internet impacts the mind and worldview (negatively and positively) of adolescents by various ways. Today, the scale of the Internet and its modern features impacts on the scale of development of qualities of vigilance and awareness in international relations, puts social pedagogy to the forefront and makes it one of the urgent issues. It is important to develop the qualities of vigilance and awareness in adolescents on the basis of cooperation between family and educational institutions.

At this point, it should be noted that in accordance with the Law "About Informatization", the process of forming an information society has been legalized. In particular, according to Article 4 of this Law, specific directions of the State Policy in the field of informatization are defined, and the rights of citizens of the country are ensured to freely receive and distribute information, freely use information resources. At the same time, the Information and Mass Communications Agency (AOKA) and the Center for Mass Communications constantly monitors the information space and

performs timely elimination of information attacks in the field of information security and society informatization in Uzbekistan including the following:

- to improve the technology of developing vigilance and awareness qualities in the family in order to protect adolescents from harmful external information;
- to improve adolescents' preventive system of self-protection against information attacks by means of educational tools and moral standards;
- to study the pedagogical and psychological features of the development of the skills of sorting the information received by adolescents based on their family environment;
- it is of urgent importance to form the qualities of vigilance and awareness in adolescents' behavior, to improve the methodical system of creating a positive social, spiritual and psychological environment in the family and in the field of education.

Such Presidential Decrees as UP-4947 "About the strategy of actions for further development of the Republic of Uzbekistan" dated February 7, 2017; UP-5106 "About Measures for Increase in Efficiency of the State Youth Policy and Support of Activities of the Union of Youth of Uzbekistan" dated July 5, 2017; UP-5712 "About approval of the concept of development of system of national education of the Republic of Uzbekistan till 2030" dated April 29, 2019; UP-5938 "About additional measures for social support of employees of self-government institutions of citizens" dated October 18, 2021; UP-60 "About the Strategy of development for New Uzbekistan for 2022–2026" dated January 28, 2022; UP-87 "About measures for further acceleration of work on system family support and women" dated March 7, 2022; such Resolutions of the President of the Republic of Uzbekistan as PP-146 "About the organization of activities of the State committee of family and women" dated March 1, 2022, as well as the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan "On measures to further develop cooperation between the institution of the family and self-government bodies of citizens with educational institutions in raising the perfect generation" dated July 25, 2022 and "About measures for further enhancement of economic mechanisms of ensuring conservation" dated October 11, 2018 defines the urgency of the issue.

Mutual integration of family and education complement each other. These decrees and decisions require the cooperation of family and educational institutions in developing the virtues of vigilance and awareness in adolescents, forming spiritual worldview.

The purpose of the family and educational institutions is to direct young people to knowledge, enrich their social outlook. It is necessary to emphasize that the views of representatives of the modern enlightenment movement such as Abdulla Avlani, Abdulla Khadiri, Abdurauf Fitrat, Mahmudkhoja Bekhbudi, Cholpon, who promoted spiritual and philosophical ideas through their works imbued with national ideas, are also of particular importance.

In particular, the enlightened writer Abdulla Avlani's quote "Science, morality and action are ornaments for young people" and Abdurauf Fitrat's remarks on improving the moral environment in the family can serve as an example [1].

It should be emphasized that the development of education and the stability of the country is formed on the basis of interdependence of socio-economic, political, cultural, moral, household, technological and informational sectors.

The role of social pedagogy in the educational system is of particular importance [2]. Because its main task is aimed at forming the level of intellectual knowledge, educational and social worldview of children of adolescent age, and ensuring the development of vigilance and awareness qualities. After all, developing the qualities of vigilance and awareness in children of adolescent age is a matter of both theoretical and practical importance from a scientific point of view.

The topic of upbringing and identity of adolescents in the family were studied, also conducted

research on the uniqueness of teenagers and developed pedagogical methods of working with them. By using neurolinguistic programming technologies, which are the fields of social pedagogy, psychology and linguistics, the effectiveness of developing the qualities of vigilance and awareness in the minds of adolescents' through speech and words were studied. Education is the main agent of human socialization, after family. The role of educational institutions in determining the qualities of vigilance and awareness of adolescents is of great importance. Today, problems related to social, economic, organizational and other issues in the education system have a significant impact on the quality of education, the qualification of the personnel and the level of effective work [3].

The success of mastering in the educational process depends on: 1. Content of education. 2. Availability of educational plans, programs, manuals and training manuals. 3. Improvement of educational methods. 4. Teacher's skill. 5. Individual psychological characteristics of the students.

According to the results of the research conducted in connection with the study of this issue, the fact that the majority of respondents are not satisfied with the quality of education indicates on problems in the field. By studying these problems, it became known that it has a negative impact on the education and worldview of adolescents, including the formation of the qualities of awareness and vigilance in them. 56% of the respondents said that they are not satisfied with their children's education at school, 22% are partially satisfied, and every fifth is completely satisfied (Figure 1).

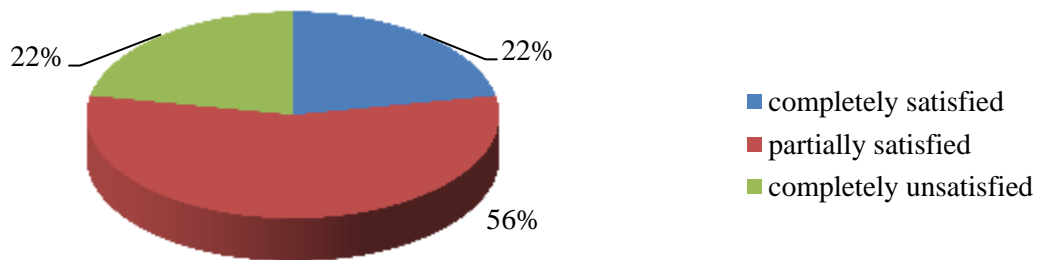


Figure 1. Parents' opinion about adolescents' satisfaction with school education (in percentage terms): Is your child satisfied with the school environment?

Based on results, if to try to explain the reason why main part of parents and adolescents are not satisfied with school education: firstly, it depends on the quality of education and the level of knowledge of teachers; secondly, it is stipulated by the oldness of educational buildings and equipment. According to the results obtained during the research, the following are listed as the main problems for adolescents and their parents: the low level of knowledge of school teachers — 46%; boring lessons — 45%; the building and equipment of the educational institution is in need of repair — 43% (Figure 2).

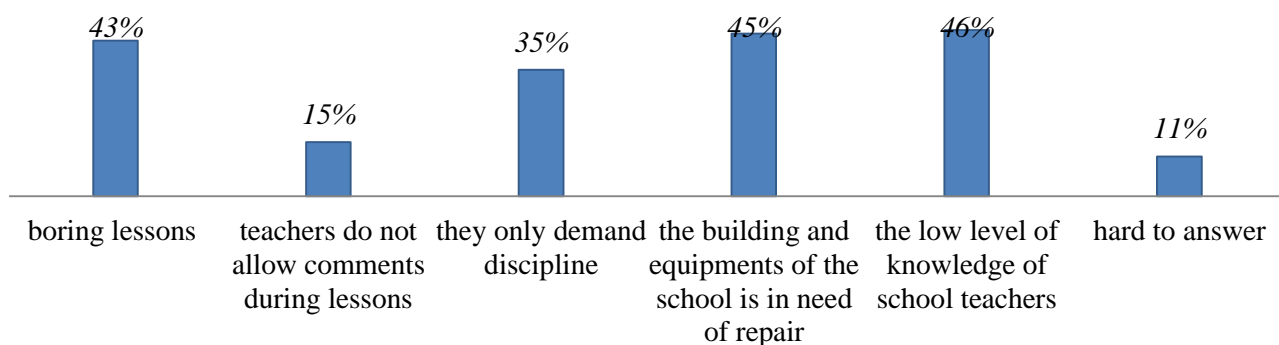


Figure 2. Parents' opinion about the main reasons for adolescents' dissatisfaction with school education (in percentage terms): What aspects of the school education do you and your child dislike?

The fact that the lessons are conducted by the teacher in the form of a monologue and the requirement of strict discipline causing students' interest get dampened in most sciences. 35% of the respondents said that only teachers are allowed to speak in the lessons and they do not communicate with the students, 29% of them said that teachers are only interested in order and discipline, which dampens their interest in studying. About 70 percent of teenagers consider school classes are boring (Figure 3).

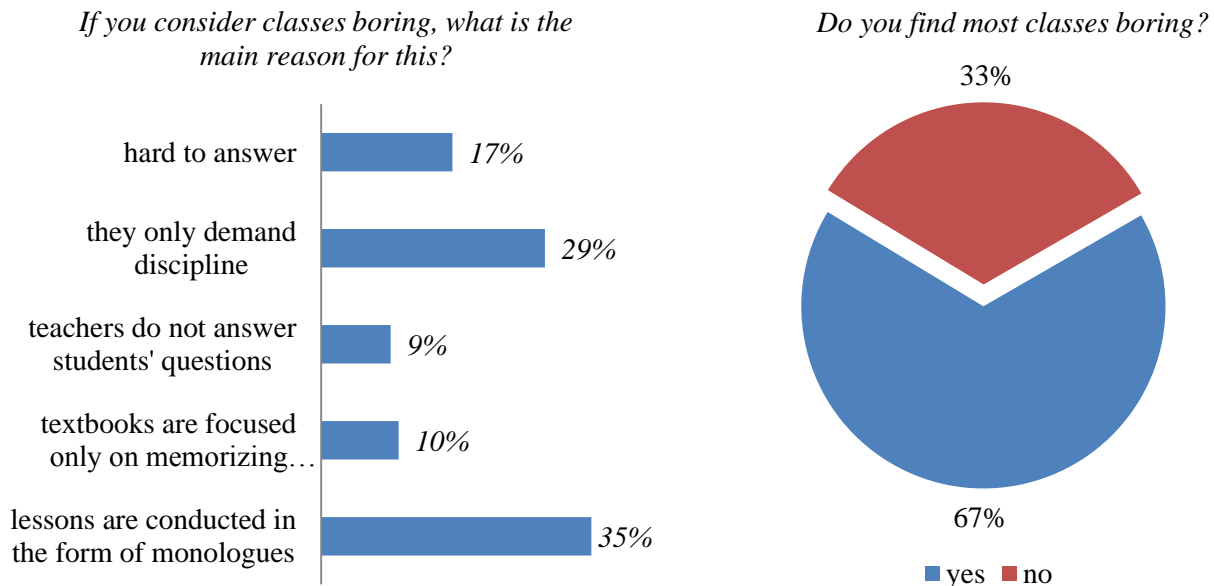


Figure 3. Opinions of parents and adolescents' about the reasons why classes are boring (in percentage terms)

Based on the answers given by the adolescents, it was determined that in order for the lessons to be interesting it is important that teachers and students should establish a dialogue, discuss the topics, the teachers should have new modern knowledge, and the lessons should be conducted in an interesting way with the help of new multimedia technologies. Every second (55%) adolescent noted that communication during the lesson increases their thinking skills and makes lessons more interesting. 45 percent of adolescents believe that the high level of lessons can be reached by improving and enriching teachers' new modern knowledge. Also, 40 percent of respondents think that the level of interest in classes will increase if new multimedia technologies are used. Every fourth adolescent recognized the need to update teaching methods (Figure 4).

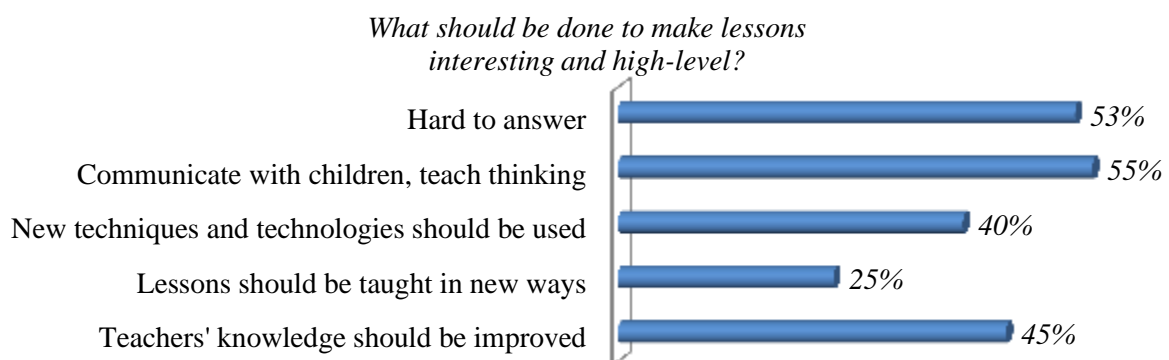


Figure 4. Ideas on how to make lessons interesting for adolescents (in percentage terms)

Positive cooperation between parents and teachers plays an important role in upbringing of children. During the research, it was shown that teachers talk with parents more about organizational issues than upbringing and behavior of adolescents. At the meeting of parents, mainly additional money collections (87%), children's learning level (60%), activities of additional clubs (45%) are discussed. In the next places, problems in the education of teenagers (25%), conflicts between students (11%), problems of puberty (11%) and health of students (5%) are emphasized (Figure 5).

What problems are mainly discussed at the parents' meeting?

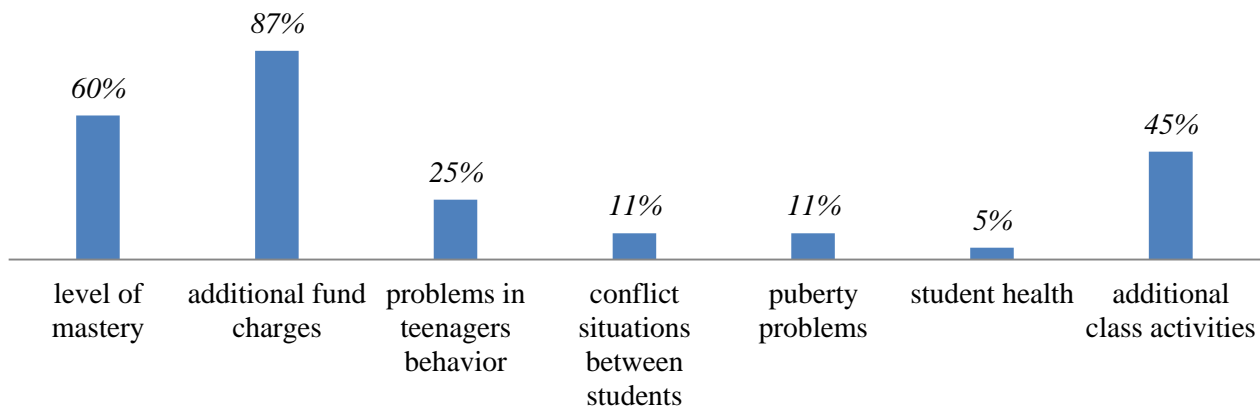


Figure 5. Parents' opinion about what problems are discussed between teachers and parents at school (in percentage terms)

Adolescents say that issues of manners, national traditions, respect for parents, friendship and faith are mainly discussed during educational lessons. At the same time, it was found that they talk about the need to collect money for issues such as school fund and repair issues (Figure 6).

What topics are mainly discussed during classroom hours and educational lessons?

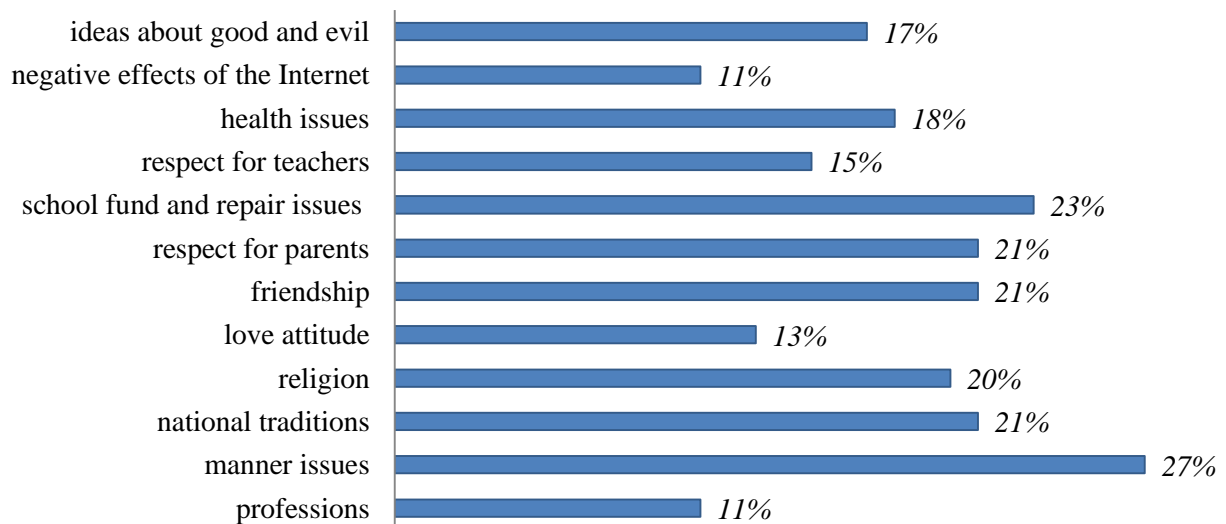


Figure 6. Students' opinion on issues what discussed during class hours and educational lessons (in percentage terms)

The educational level of the school and the performance of the teachers' duties are evaluated by the situation of additional works with students with low mastery. During the research, it was

found that in most schools, it has become a common practice for teachers to conduct lessons for additional fee with students who are lagging behind in subjects. 72 percent of the respondents noted that students with low mastery are taught by their teachers for an additional fee. In 18 percent of cases, it was found that some teachers work with students without additional fee who are lagging behind as part of their professional duties. Every tenth respondent could not give a clear opinion in this regard (Figure 7).

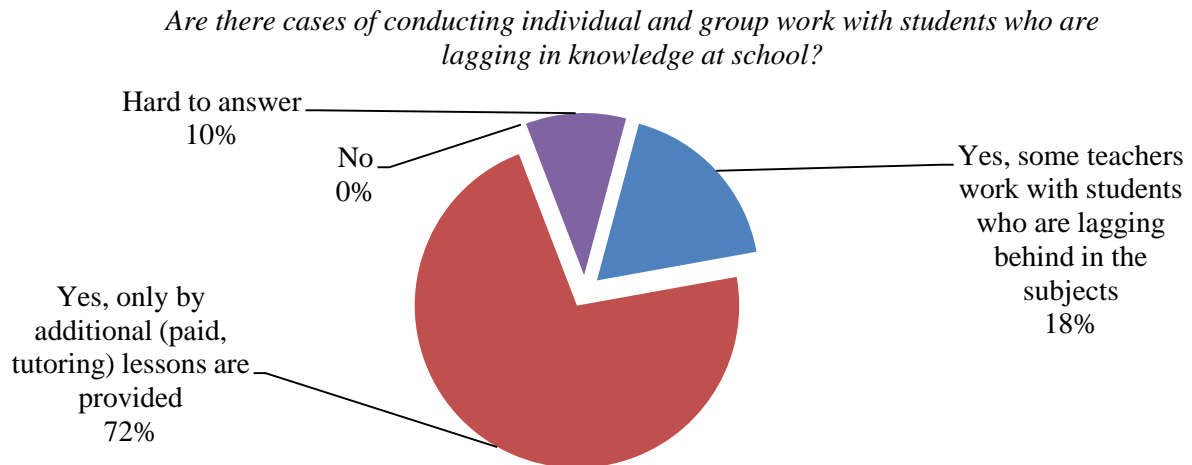


Figure 7. Parents' opinion about teachers' work with students with low academic performance (in percentage terms)

It is known that in the course of the lesson, it is possible to create all the conditions for forming the opinion of adolescents, encouraging them to observe within the framework of various topics. According to the obtained results, it is shown that the secondary education system in our country is not aimed at developing the thinking of adolescents. During most of the lessons, it was noted that it was required to memorize only the knowledge given in the subject textbooks. 42 percent of respondents said that only their knowledge on subject is checked during the lesson, and 11 percent said that some teachers do not support expressed opinions of students in their classes at all. At the same time, every third respondent admitted that in addition to mastering the knowledge received by teachers, it is also compulsory to understand its essence (Figure 8).

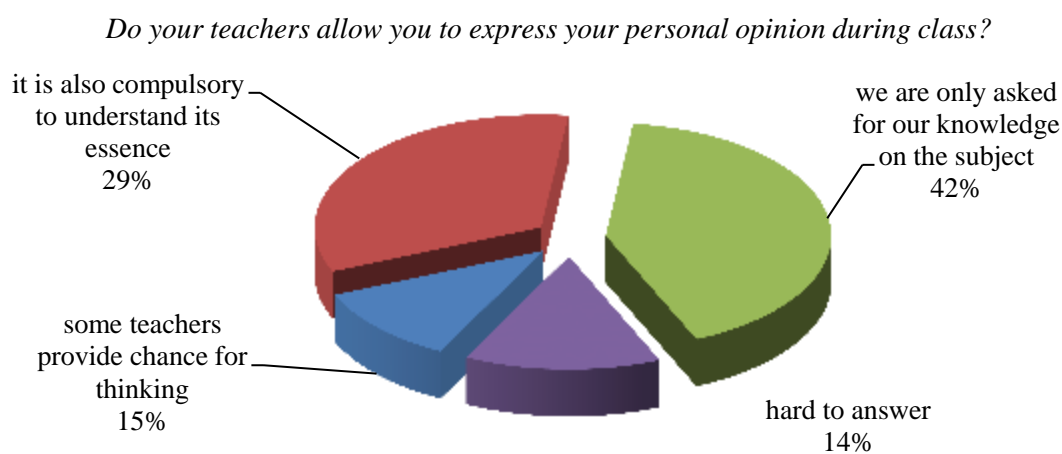


Figure 8. Adolescents' opinion about teachers' support of students' personal opinion during lessons (percentage calculation)

Based on the above information, the following main conclusions can be drawn:

The success of learning in the educational process depends on the educational content; the availability of educational plans, programs, textbooks, training manuals and modern multimedia technologies; improvement of educational methods; teacher's knowledge skill level; directly depends on the individual psychological characteristics of the student. Today, the majority of students are not sufficiently satisfied with the quality of education in schools, which indicates in a number of problems in this field. It was found that these problems, in its turn, have a negative impact on the education, worldview and the formation of the qualities of awareness and vigilance of adolescents. The main reasons for dissatisfaction with school education are: firstly, the quality of education, methodology, and insufficient qualifications of teachers; secondly, it was explained by the oldness of the educational buildings and equipment.

The teacher's monologue form of teaching and the strict order of discipline dampens most students interest in sciences. In order to make the lessons interesting, it is important to establish a lively dialogue between the teacher and the students, to discuss the topics, as well as to improve the skills of school teachers, to conduct lively lessons with the help of new multimedia technologies. Positive cooperation between parents and teachers occupies an important place in the education of children, and teachers today negotiate more about organizational issues with parents regarding the upbringing and behavior of adolescents, and these problems can reduce the effectiveness of this process.

More discussion of manners, national traditions, respect for parents, friendship, and faith issues during classroom hours and educational lessons has a positive effect on the expansion of the worldview of teenagers and the formation of the qualities of vigilance and awareness. At the same time, conversations about the need to collect money for issues such as the school fund and renovation in the presence of adolescents were considered unnecessary and inappropriate.

The level of education in the school and the performance of the teachers' duties are also evaluated by the situation of additional work with students with low mastery. In most schools, it has become common practice for teachers to tutor students who are lagging behind in subjects for an extra fee.

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