

**O‘zbekiston Respublikasi oliy ta’lim, fan va  
innovatsiyalar vazirligi  
Guliston davlat universiteti**



САМАРСКИЙ  
ПОЛИТЕХНИЧЕСКИЙ  
УНИВЕРСИТЕТ



**“SIRDARYO VILOYATINI INNOVATSION  
HUDUDGA  
AYLANTIRISH: MUAMMO, YECHIM VA  
XALQARO TAJRIBA”**

**mavzusidagi xalqaro forsayt formatidagi  
ilmiy-amaliy anjuman ishtirokchisi**



**“TRANSFORMING SIRDARYA REGION INTO  
INNOVATION REGION:  
PROBLEM, SOLUTION AND INTERNATIONAL  
EXPERIENCE”**

**participant of the scientific-practical conference  
in the format of the international website**

**Guliston-2023**

ёндашиш, ўзини ўзи ривожлантиришга мойиллик, меҳнатсеварлик, мулоқот кўникмалари, юқори натижаларга эриша олиш қобилияти, саломатлиги билан белгиланишини кўрсатди.

Меҳнат бозорида ишсиз ёшлар рақобатбардошлигини таъминлаш механизми, фикримизча, органлар, воситалар ва усуллар мажмуи, бошқарувчи ва бошқарилувчи ижтимоий ташкилотлар тизимости билан орасида ўзаро таъсир кўрсатади. Бу ерда иш билан бандликнинг кенг тармоқли хизмати, иш ўринлари ҳақидаги маълумотлар банки, ишсизлар рақобатбардошлигини оширишга қаратилган мақсадли дастурлар ва ҳ.к. ларни ўз ичига олувчи касбий таълим органлари, бандликка кўмаклашиш марказлари орқали унинг функционаллигини аниқлаштирувчи барча иқтисодий, ҳукукий, ижтимоий ва психологик омиллар мажмуини қамраб олади.

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## **PEDAGOGICAL COMMUNICATION IN STRATEGY AND TACTICS PSYCHOLOGICAL AND PEDAGOGICAL IMPACT**

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Today, effective teaching activities should be built on subject-subject interaction between teacher and student. But due to age characteristics, the teacher has a number of advantages over children in the development of gnostic skills: he knows more and he knows how, he better expresses, perceives, understands, he has richer life experience, and therefore higher level of culture. Awareness of this difference dictates to the teacher a very specific nature of interaction with the student at the time of broadcasting information. Firstly, it is necessary to instrument the position “on equal terms”, in which it is possible to establish subject-subject relationships and create a favorable psychological atmosphere. Secondly, to awaken the student’s intellectual activity, expand his knowledge about the world and ways to independently search for truth, meaningfully build your own version of life, therefore, for the purpose of the child’s personal development, the teacher a technological algorithm for informative impact should be implemented. Conventionally, it can be distinguished two blocks - speech and demonstration, which in practice they merge together. Speech and demonstration influence complement each other and help perception of information. For example, verbal explanation in combination with clarity deepens

comprehension and understanding of the subject of conversation, promotes adequate perception and understanding. Thus, speech It is not so much about pedagogical as about psychological impact. Psychological space is what represents the psyche at the level of the individual, inherent in a particular person. Different authors give different descriptions of psychological space: how “image of the world”, “quasi-space”, “system of relations”, “semantic space”. The category of psychological time, as a psychological concept, necessary to describe the characteristics of the reflection in the psyche of a system of dynamic parameters and relationships that affect the functioning of various systems

in the mental organization of a person, and also determine a person's assessment of the events of his life. The purpose of psychological influence is to overcome subjective defenses and barriers of the individual, restructuring of his psychological characteristics or models behavior in the right direction. the barrier has not been overcome, full impact is impossible. There are personal, emotional, cognitive and activity-based psychological contacts [2]. Personal contact involves taking into account the personal characteristics of the pupil: orientation, motives of behavior, relationships, interests, age and individual personality characteristics. Emotional contact is expressed in the commonality of emotional positions and experiences of the teacher and student in relation to the situation and to each other. The establishment of emotional contacts is achieved on the basis of the rapprochement of emotional positions and experiences, what is possible based on knowledge the pupil, as well as understanding his situational emotional state. An experienced teacher usually does not take serious action until he finds out emotional position of pupils and will not provide removing the emotional barrier.

Establishing emotional contacts with children during depends largely on the style of pedagogical communication of the teacher. The style of pedagogical communication expresses the features of communicative capabilities teacher; the existing nature of the relationship between the teacher and students; creative individuality teacher; characteristics of students. Being a socially and morally charged category, communication style inevitably reflects the general and pedagogical culture of the teacher and his professionalism. The generally accepted classification of pedagogical communication styles is their division into: authoritarian, democratic and liberal-permissive (A.V. Petrovsky, Ya.L. Kolominsky, V.V. Shpalinsky, M.Yu. Kondratyev and others). With an authoritarian style of communication, the teacher alone resolves all issues related to life activities both the class team and each student. Based on his own settings, he determines the position and goals of interaction, subjectively evaluates the results of activities. In its most pronounced form this style manifests itself with an autocratic approach to education when students do not participate in the discussion

problems that are directly related to them, and their initiative is assessed negatively and rejected. The authoritarian style of communication is implemented using tactics dictatorship and guardianship. Schoolchildren's opposition to the authorities teacher pressure most often leads to persistent conflict situations. The role position of these teachers is objective. The student's personality and individuality are outside the interaction strategy. In this regard, mutual positive personalization of teacher and student

turns out to be unlikely. Authoritarian style of communication, according to N.F. Maslova, generates inadequate self-esteem in students, instills a cult of power, creates neurotics, and causes an inadequate level of aspirations in communicating with other people [3]. Moreover, the dominance of authoritarian methods in communicating with students, according to V.V. Shpalsky, leads to a distorted understanding values, to a high appreciation of such personality qualities, as “the ability to get away with it”, “the ability to use others to do what needs to be done oneself”, “the ability to force others to obey unquestioningly”, “external attractiveness and physical strength”, etc. [4]. The liberal-permissive (anarchic, ignoring) style of communication is characterized by the desire

the teacher is minimally involved in activities, which explained by the removal of responsibility for its results. Such teachers formally perform their functional duties, limiting themselves only to teaching. Liberal-permissive communication style implements non-intervention tactics, the basis of which constitute indifference and disinterest in the problems of both the school and students. The consequence of such

tactics is the lack of control over activities schoolchildren and the dynamics of their personality development. Academic performance and discipline in the classes of such teachers are, as a rule, unsatisfactory. The common features of liberal-permissive and authoritarian communication styles, despite the apparent opposite, are distant relationships, lack of trust, obvious isolation, aloofness,

demonstrative emphasis on one's own dominant position. An alternative to these communication styles is cooperation between participants in pedagogical interaction, more often called democratic. With this communication style, the teacher is focused on improving the subjective role of the student in interaction, to involve everyone in solving common problems. The main feature of this style is mutual acceptance and mutual orientation. As a result of open and free discussion students together with the teacher when problems arise come to one decision or another. Democratic The style of communication between the teacher and students is the only one a real way to organize their cooperation. Teachers who adhere to this style are characterized by an active and positive attitude towards students, adequate assessment of their capabilities, successes and failures. Them characterized by a deep understanding of the student, the goals and motives of his behavior, the ability to predict his development personality. According to external indicators of its activities teachers of democratic communication style are inferior their authoritarian colleagues, but the socio-psychological climate in their classes is always more favorable. Interpersonal relationships are characterized by trust and high demands on oneself and others. With a democratic style of communication, the teacher stimulates students to creativity, initiative, and organizes conditions for self-realization, which creates opportunities for mutual personalization of the teacher and schoolchildren. The characteristics of the above styles of pedagogical communication are given in a "pure" form, however, in real pedagogical practice they most often occur mixed communication styles. The teacher cannot completely exclude from his arsenal some private techniques of authoritarian communication style. As research has shown, they are sometimes quite effective, especially when working with classes and individual students with a relatively low level of socio-psychological and personal development. But even in this case the teacher should be generally focused on a democratic style of communication, dialogue and cooperation with students, since this style of communication allows for maximum implement a personal development strategy for pedagogical interaction.

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### SPORT TRENIROVKASI TIZIMIDA ISH QOBILIYATINING JISMONIY VA FUNKSIONAL KOMPONENTLARINI RIVOJLANTIRISH

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**Annotatsiya:** Ushbu maqolada sport trenirovkasi tizimida ish qobiliyatining jismoniy va funksional komponentlarini rivojlantirish texnologiyasini ko'nikma, "qobiliyat" va "qayd etilgan xislatlar" kabi kompetensiyalariga ustuvorlik berish asosida takomillashtirish bo'yicha takliflar keltirilgan.

**Kalit so'zlar:** ko'nikma, qobiliyat, xislat, ish qobiliyat, tezkorlik, kuch, harakat, chidamkorlik, mushak, nerv, kompetensiya, komponenta, psixofunksional.

**Tadqiqot mavzusining dolzarbligi.** Inson hayoti va uning kasbiy faoliyatida, shu jumladan sport amaliyotida ham, "ish qobiliyati" – degan tushuncha qo'llanilib turilishi odat tusiga kirgan. Ushbu tushuncha gohida "umumiy jismoniy ish qobiliyati", gohida "maxsus jismoniy ish qobiliyati", gohida esa faqat "ish qobiliyati" ma'nolarida ifoda etiladi. Agar gap inson yoki sportchining hayotiy zarur harakat ko'nikmalari va harakat malakalari, shu jumladan uning jismoniy sifatleri haqida ketadigan bo'lsa, unda asosan "umumiy jismoniy ish qobiliyati" degan ibora qo'llaniladi. Bordiyu, insonning



<b>РЕФОРМЫ РЕСПУБЛИКИ УЗБЕКИСТАН В СФЕРЕ ВНЕШНЕЙ ТРУДОВОЙ МИГРАЦИИ</b> Алимов Темур Эркинович .....	155
<b>VILOYATDA ISHLAB CHIQRISH VA FAN INTEGRATSIYASINI YANADA RIVOJLANTIRISH</b> .....	160
<b>PAXTANI MAYDA IFLOSLIKDAN TOZALASH MASHINASINI TAKOMILLASHTIRISH</b> Xodjiyev Muksin Tadjiyevich, Isayev Shaxbozbek Shavkatjonovich.....	161
<b>YANGI POLIMER KOMPOZITSION MATERIALLI KOLOSNIKLI PANJARANI UXK PAXTA TOZALASH MASHINASI UCHUN TEBRANISH CHASTOTALARINI ANIQLASH</b> Xodjiyev Muxsin Tadjiyevich, Murodov Orif Jumayevich.....	165
<b>IKKI QARAMA-QARSHI QUVURDAN KELAYOTGAN HAVO VA TOLALI ARALASHMANI O'ZARO XARAKATLANISHINI HISOBLASH</b> M.T. Xodjiyev, O.N.Alimov .....	170
<b>OTM TALA BALARINI ISH BILAN BANDLIKKA TAYJERLASH ASOSIDA MEHNAT BOZORINING SAMARALI RIVOJLANISHINI STRATEGIK KONSEPCIYASI</b> Ф.М.Зикрияев, Н.Расулова, С.Қаюмова.....	175
<b>OTM TALA BALARINI ISH BILAN BANDLIKKA TAYJERLASH ASOSIDA IKTISODIYETNI INNOVACION RIVOJLANTIRISHNING MAJLUD HOLATI</b> З.Зикрияев, Б.Норбўтаев, Н.Расулова, З.Негматуллаева.....	179
<b>PEDAGOGICAL COMMUNICATION IN STRATEGY AND TACTICS PSYCHOLOGICAL AND PEDAGOGICAL IMPACT</b> F. Niyazov .....	183
<b>SPORT TRENIROVKASI TIZIMIDA ISH QOBILIYATINING JISMONIY VA FUNKSIONAL KOMPONENTLARINI RIVOJLANTIRISH</b> Bairbekov Mamatkul Gaibnazarovich..	185
<b>WAYS TO DEVELOP STUDENTS' INTEREST IN PHYSICAL CULTURE</b> Bairbekov Mamatkul Gaibnazarovich .....	188
<b>ФИЗИОЛОГИЧЕСКОЕ ОБОСНОВАНИЕ (ФАКТОРЫ РАЗВИТИЯ), СРЕДСТВА И МЕТОДЫ РАЗВИТИЯ ПРЫГУЧЕСТИ</b> Баирбеков Маматкул Гаибназарович....	190
<b>BOSHLANG'ICH SINF O'QUVCHILARIDA AXBOROT BILAN ISHLASH MADANIYATINING HUQUQIY ASOSLARI</b> Abrorxonova Kamolaxon Abrorxon qizi, Bo'riyeva Shaxnoza Inat qizi. ....	193
<b>КЛАССИФИКАЦИЯ СУШИЛЬНЫХ УСТАНОВОК, ПРИМЕНЯЕМЫХ В КОЖЕВЕННО-МЕХОВОЙ ПРОМЫШЛЕННОСТИ</b> Давлатов Пулат ХХХ.....	195
<b>АНАЛИЗ ИНТЕГРАЦИОННОГО ПРОЦЕССА ПЕРЕРАБОТКИ СЕЛЬХОЗПРОДУКЦИИ</b> Давлатов П., Омонова Гулнозабону .....	198
<b>ВЫСОКОЭФФЕКТИВНАЯ КОНСТРУКЦИЯ КРЕПЛЕНИЯ ПОЧВОРЕЖУЩЕГО РАБОЧЕГО ОРГАНА</b> Элибаев Анвар Ахматович .....	199
<b>ВЛИЯНИЕ ТЕХНИЧЕСКОГО СОСТОЯНИЯ ТРАНСПОРТНЫХ СРЕДСТВ НА БЕЗОПАСНОСТЬ ДВИЖЕНИЯ</b> Элибаев Анвар Ахматович, Худойбердиев Икром Акрамович .....	201
<b>5LP LINTERNING ARRALI SILINDRI B'YI'CHA IZLANISHLAR</b> Эшқувватов Шокир Фахриддинович .....	203
<b>5LP LINTERNING ARRALI SILINDRI</b> Eshquvvatov Shokir Faxriddinovich, Yangiboyev Ikromjon Berdikul o'g'li, Berdimurodov Bekzod Qurbonovich .....	206
<b>KO'YLAQ VA BLUZKALARNING PASTKI QIRQIMLARIGA ISHLOV BERISH VA PARDOZLASH JARAYONINI TRAKOMILLASHTIRISH</b> Isayeva Rano Mardiyevna	208
<b>KIYIM ISHLAB CHIQRISHDA DIZAYN VA KONSTRUKSIYANING O'RNI</b> Islamova Rahbarxon Ravshanovna .....	212
<b>MUHANDISLIK VA KOMPYUTER GRAFIKASI FANIDA PEDAGOGIK TEXNOLOGIYALARNI QO'LLASH ZARURATI</b> Kasimov Ablakul Saitkulovich....	216
<b>СОЗДАНИЯ ПОДВИЖНОГО УСТРОЙСТВА ДЛЯ ТРАНСПОРТИРОВКИ ХЛОПКА И АНАЛИЗ ЕГО МОБИЛЬНЫХ ТРАНСМИССИЙ</b> Максудов Равшан Хасанович, Шухратов Шароф, Якубов Ином.....	219
<b>MUHANDISLIK GRAFIKASI FANLARINI O'QITISHDA BO'LAJAK CHIZMACHILIK O'QITUVCHILARINING KASBIY SIFATLARINI RIVOJLANTIRISH</b> Panjiyev Orifjon Erkinovich.....	226