

**EDUCATION OF A CULTURE OF BEHAVIOR AMONG STUDENTS OF
EDUCATIONAL INSTITUTIONS AS A SOCIO-PEDAGOGICAL PROBLEM**

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ABSTRACT: In the article, the culture of behavior of students of secondary specialized educational institutions is reflected in the image of personality traits. The article reveals the socio-spiritual foundations of the formation of a culture of pedagogical behavior. The article analyzes the system of forming the etiquette of dealing with students of teachers of a secondary special educational institution, determines and analyzes the level of formation of the etiquette of dealing with students of a special educational institution.

KEY WORDS: Behavior, system, spirituality, culture, modern knowledge, knowledge, skills, methodological, pedagogical guidance, education, training, customs, traditions, humanity, pedagogical activity, skill, culture of behavior, conversation, pedagogical thinking, educational process, methods, learning process, pedagogical process, pedagogical thinking, analysis, pedagogical system, creative thinking, psychological characteristics, manners, means of communication.

INTRODUCTION

The main goal of the reforms in the field of education is to establish democratic, humanistic principles of upbringing and education, to radically change the content of education based on

the historical traditions and customs of our people, as well as universal values, for this, to open wide opportunities for the initiative of teachers and teaching staff and to encourage it in every possible way. , lies in the widespread introduction of the use of modern didactic tools that ensure the thoroughness of knowledge and skills.

The future of the country depends on the rich spirituality, culture and creativity of its citizens. “Because the new society cannot be built on the basis of the old education. In this regard, the content of education faces the following tasks:

- education of citizens capable of feeling our independence and self-realization;
- development of the strength of our republic in terms of intelligence and science;
- the formation of maturity, understanding of responsibility to society, the state and the family;
- to educate morally pure, physically healthy, selfless people with a high sense of the Motherland, a healthy generation, inquisitive and enterprising;
- to educate a person who does not limit learning to literacy, who knows how to apply the acquired knowledge in life;
- building a new democratic society, educating young people who know how to live and work in it;

The culture of behavior of students of secondary specialized educational institutions has a corresponding influence in the form of personal qualities. The image of a teacher, teacher, educator is described in the works of sages, thinkers and teachers who lived and worked in Central Asia and other countries of the world.

The set of guidelines indicated in them corresponds to the pedagogical activity and the requirements for the personality of the teacher. Of course, such requirements change over time and as social systems change. However, the requirements of a universal, rich spirituality remain in force in the manner of the teacher. Some issues related to the culture of treatment were developed by our scientists M. Ochilov, R. A. Mavlonova, M. Dzhumaev, B. Zhoraeva, M. Makhkamova and are currently being introduced into practice. It should be noted that in this case, the moral, methodological and professional culture of the teacher is considered as the main part of the culture of the individual. In the works of these authors, the problems of communication in the field of education and culture, which are characteristic of our time, are clearly expressed. Articles related to the need to form a new pedagogical thinking (which is the main condition for improving the culture of behavior among students of secondary specialized educational institutions), especially written by M. Ochilov, R. A. Mavlonova, O. Musurmonova, M. Makkamova, M. Dzhumaev, F Yuzlikaev and others were reflected in his research.

In the studies of psychologists M.G. Davletshin, E. Goziev and others, psychological problems of pedagogical culture are considered. In these studies, specific psychological manifestations are analyzed, optimal psychological conditions are shown under which the process of forming the personality of a teacher proceeds more successfully. An analysis of the psychological and pedagogical literature shows that in the next academic year the problem of forming a culture of dealing with young students will occupy a special place in the development of the teacher's personality. At the same time, the main attention is paid to improving the educational system,

the content of education, the effectiveness of pedagogical management in the formation of a culture of behavior in a specialized secondary school. Also today, pedagogical management in many ways closely expresses the problem of communication in the field of education and culture, and also confirms the importance of forming a general and social culture.

The system of formation of manners of treatment with students-teachers of a secondary specialized educational institution

Social and spiritual need, profession and personal qualities
Conscious choice of profession and educational process
Laws and rules of the culture of pedagogical communication
Scientific and methodological approach to education. Way of communication.
Relationship between teachers and students
Educational results
Scientific and practical recommendations

Pedagogical communication tasks;

- providing students with new information and knowledge, exchanging ideas with them;
- mutual knowledge of the teacher and students;
- disclosure of the interlocutor's capabilities and independent decision of his transactions;
- ensuring the pedagogical expediency of the teacher's personal opinion;
- achieving mutual satisfaction of the participants in the dialogue;
- use the right tone and communication skills in relation to colleagues and teachers.

Socio-spiritual foundations for the formation of a culture of pedagogical behavior.

- patriotism, patriotism, humanism. Diligence, respect for people, fidelity, sympathy and sympathy for the feelings and trust of people;
- fidelity to the family, piety and conscientiousness;
- respect and care for minors, parents and them;
- Courage, humility, justice, honesty, striving for good, skill and confidence, mastery of one's profession, love for it, creativity, unity of language and heart, unity of word and deed, sweetness of speech;

Organization of activities of teachers in secondary specialized educational institutions.

1. The use of Uzbek folk pedagogy, its national and international features. Learning from experience and methods used in education.
2. Work with parents to systematically increase their awareness of folk pedagogy.
3. Use examples of education and upbringing of Uzbek folklore in the process of moral, mental, labor and physical education.
4. To give children an understanding of the ideas of the great thinker, scientist, writer and poet on issues of education;

5. To achieve the restoration of the customs, traditions, rituals of our people, national features created over the centuries;

The main directions of education of the culture of behavior of teachers.

1. Conducting conversations with teachers on specific topics;
2. Conducting special training hours;
3. Carrying out various educational activities with parents;
4. Organization of extracurricular activities of various content;
5. Conducting various events in the college together with teachers and students;

The criterion for the formation of a culture of pedagogical communication with teachers of the head of a secondary specialized educational institution.

1. Formation of a person's position, his social behavior, actions and worldview of teachers.
 2. Professional and creative activity of teachers.
 3. Active attitude of teachers to their profession and profession.
 4. Mastering the methods of teachers in generalizing and analyzing pedagogical situations;
5. The influence of teachers on new pedagogical tasks, the ability to change pedagogical situations The ability to anticipate the development of the pedagogical process;
6. Separation of the individual style of teachers in relation to their activities, that is, the presence of a stable combination of pedagogical activity and pedagogical influence, which ensures high rates of education and upbringing of students;
7. Improving the pedagogical activity of the teacher himself.

The main types of influence of the head of a secondary specialized educational institution on student activity.

1. Organizer (leadership, advice, advice);
2. The assessor (highlighter) puts an assessment and emphasizes the activities of students.
3. Reprimand, punishment in the form of a direct question calling for discipline;

The position of the teacher in communication with students;

1. Positive (I approve, positively boast);
2. Negative (resentment, distrust, fear);
3. Neutral (offer, reproach, direct indication);

Determining the level of upbringing of the etiquette of behavior among students of secondary specialized educational institutions;

1. Problematic approach to teaching students;
2. Perfectly studied the standard of teacher education;
3. Conducting independent work. Results achieved in teaching practice;
4. Curiosity, creativity in working on oneself;

Based on the data collected during the experiment, we considered it necessary to make recommendations on teaching students of secondary specialized educational institutions to the judgment of students.

1. It is advisable to take into account future pedagogical features of teaching pedagogy and psychology.
2. You can teach to analyze the need and importance of the acquired knowledge, skills and good qualities of a future teacher, giving illustrative examples of the activities of a future teacher.
3. In lectures and practical exercises, it is of particular importance to demonstrate the use of illustrative examples from the experience of experienced teachers, the widespread use of demonstration samples, the use of teaching and training tools, techniques, and methods of influence.
4. The use of methods to explain that students of secondary specialized educational institutions change under the influence of psychological characteristics, situations, external and internal factors, individual psychological characteristics of a person, their age factors are manifested in their activities. It is necessary to plan a workout taking into account the level of fatigue, an indicator of emotional and mental stress.

All special subjects related to pedagogy and psychology should be studied in depth and comprehensively in secondary specialized educational institutions.

Educational institutions should pay attention to the special subjects taught to students. In particular, it is necessary to deeply study the science of pedagogical skill, aimed at forming a culture of student behavior. In addition, the teaching methodology must also meet modern requirements.

This is what students understand when they move to higher courses. Below we will consider the extent to which students are trained in specialties in a teacher training college.

I-II it is indicated whether the students of the course are satisfied or not satisfied with the subjects of the specialty.

Table 1.

Course	Students	Subjects taught by specialization					
		Theoretical lessons			Practical Lessons		
	Number	Satisfactorily	Highly Not satisfactory	Unsatisfied	Satisfactorily	Highly Not satisfactory	Unsatisfied
I	23	15	3	5	13	5	5
II	23	11	5	7	13	4	6

15 first-year students answered satisfactorily to theoretical classes in the specialty, 3 - not very much, 5 - completely unsatisfactory. In the 2nd year, 11 students are satisfied in this subject, 5 are very satisfied and 7 are completely dissatisfied. In the 3rd year, 11 students answered that they were satisfied, 4 were very satisfied and 8 were not at all satisfied. The students expressed

their attitude to practical classes in pedagogical colleges as follows. In the 1st year, 13 students answered that the teaching of these subjects was satisfactory, 5 were not satisfied, in the 2nd year 13 were satisfied, 4 were not very satisfied and 6 were not satisfied. It can be seen from the students' responses that they became more critical of the teaching of subjects as they moved from course to course.

The number of students who expressed dissatisfaction with theoretical studies and practical studies in this specialty increased as they progressed through the course.

Thus, the students' ability to analyze the subjects they study and how well the teachers teach them, as well as their ability to think critically, also increased during the intermittent learning process. In order to study more clearly the above remarks of students, when we asked them why they considered the subjects taught at school to be unsatisfactory, they gave the following reasons.

- A. Ignoring the level of knowledge of students.
- B. Do not study each group in pairs.
- C. Passivity of demanding teachers.
- D. Failure to use teaching aids and textbooks in the classroom.
- E. Superficial attitude of teachers.

They indicated that the acquisition of such shortcomings is an obstacle to learning and they are not satisfied with the lessons being taught. At the same time, they stated that this is the most important factor in the development of mastery of special subjects.

Therefore, he wants to emphasize the teaching of these subjects.

A 2nd year student says: "When teaching special subjects, we will get deep knowledge if the class is divided into two groups." It can be seen from the answers of the students that the teacher is able to organize the educational and training process in a qualitative way, and the students fully master the new material in the lesson. The use of forms and means of modern methods of education and upbringing, the choice of a method for their rational combination in specific conditions, the ability to use modern technical means in the educational process, including computers that are in a differentiated relationship with them in the educational process, the ability to reasonably evaluate one's knowledge and behavioral addiction leads students to take their studies seriously.

Pedagogical practice opens up ample opportunities for future specialists to directly apply the knowledge gained in the course of theoretical training. The purpose of these classes is, firstly, that young students learn their specialty more deeply, and secondly, to embody in them the culture of behavior inherent in a high person, and thus the representatives of the future generation should develop these qualities. To achieve the next goal, it is necessary to use various effective methods of working with youth and the public, improve them and introduce innovations. Such methods are widely used in educational practice in the following main areas:

- interviews were conducted with students on certain topics;
- special educational hours were held;

- organized various extra-curricular activities;

Each of these events was held with the aim of forming a culture of high behavior, manners, and behavior among students and young people, depending on their character.

Special educational hours are directly aimed at the formation of a culture of interaction, and it is desirable that they consist of ongoing conversations conducted in a planned manner with specially selected groups.

The study shows that, first of all, students, when entering a secondary specialized educational institution, do not have a complete understanding of the essence of pedagogical communication, its aspects, skills, so it is necessary to pay special attention to the formation of a culture of communication when teaching pedagogical and psychological sciences. In practice, a consistent study of the theoretical and practical foundations of the culture of communication shows its effectiveness in comparison with the usual study of pedagogical sciences. For example, on the 1st course in the subject "Introduction to specialization" 6 hours introduces the features of the teaching profession, the requirements for the teaching profession, aspects of pedagogical activity, ways of mastering the skills of pedagogical activity.

Reader conferences are organized on works of art related to the teaching profession, and in the process of studying the course, they get acquainted with student life, the spiritual image of the student, the culture of his behavior, the culture of clarification in student houses.

When studying the general foundations of pedagogical science, we proceeded from the problem of pedagogical communication, which is the subject of our study. From the experience we have observed, students learn the directions of pedagogical activity and the role of pedagogical communication in it, the expediency of interaction between the teacher and education, dependence on knowledge of the theoretical and practical foundations of pedagogy. After all, pedagogical communication is a fundamental issue of all pedagogical technology.

The study of general pedagogy and the quality of education and upbringing of the younger generation depend on the preparation and skill of the teacher, and pedagogical science occupies a special place in preparing students for the teaching profession. This subject equips students with professional pedagogical knowledge, skills and abilities, educates pedagogical knowledge, ways of a creative approach to pedagogical activity, and a culture of pedagogical thinking.

When studying pedagogy, he relied on the Law on Education, the National Training Program and the idea of humanization, democratization of society, which convinced of the priority of dialogue and pedagogical attitude in teaching science.

6. Are you angry with the behavior of your interlocutor during a conversation? Students' answers to the question can be seen in table 6 ?

Table 2.

Examiner Answers	Courses			
	I	II		
Percent at the expense	65	58		

As can be seen from the table, 65% of first-year students answered yes, 35% answered yes, 58% of second-year students answered yes, 42% answered yes.

Why did you answer "burden" to students I-II? when we asked them, it turned out that they had difficulties, especially in the teaching practice conducted in these courses.

So, in the educational process of secondary specialized educational institutions and under the influence of teachers, the competence of dealing is formed. This is due to qualified teachers.

Students have always expressed a desire to follow and imitate them.

So, as a result of the training and education of these intellectuals, students correctly orient themselves in the profession.

The answers of students of I-II courses show that they came from school with only positive fantastic impressions. Later, when he moves on to the real direction of the profession, he discovers that the profession is a big responsibility. The school needs to allocate separate hours to give students an idea of the profession.

Therefore, as indicated in the "State Training Program", it is necessary to orient students to a profession at the beginning of the school year, it is necessary for children to study subjects related to specialization in depth, depending on their abilities. and abilities, it is desirable to teach the pedagogical and psychological foundations of the profession.

Thirdly, in the curricula it is advisable to teach pedagogical professions in the 1st year of the subject "Introduction to Specialization".

After graduating from a secondary specialized educational institution, which university do you want to enter? So did the students of grades I-II answer the question?

Table 3.

Courses	What university do you want to enter after graduating from a secondary specialized educational institution?			
	Answers in %			
	Number of students	To the Pedagogical University	Culture to university	To the technical university
1	40	16	10	14
2	40	18	10	12

According to the results of the study, it became clear that the motivation of students to acquire a teaching profession is based on the desire to learn from experienced teachers, imitate a university teacher, and try to be like their parents. Interest in this profession increases mainly during the years of study from school (from grades 5-6) to a secondary specialized educational institution.

Therefore, starting from grades 5-6 of the school, students should be informed about the choice of profession and the professions they have chosen. It should be noted that it is important to carry out work on the correct orientation to the profession.

In addition, it is necessary to allocate assistance in the formation of a culture of communication between students of selected professions, art books, teaching practice and interest in the profession.

In addition, it is important to prepare students for teaching practice in secondary specialized educational institutions. Our research is based on a creative study of national traditions, achievements and pedagogical ideas of the great figures of future professional youth. - Provides education for people in pedagogical activities, the formation of competence to deal with them in one area.

The study shows that, firstly, when entering a secondary specialized educational institution, future specialists do not have a complete understanding of the essence of pedagogical communication, its aspects and skills, so it is necessary to pay special attention to the formation of a culture of communication in teaching pedagogy and psychology.

In practice, a consistent study of the theoretical and practical foundations of the culture of communication shows its effectiveness in comparison with the usual study of pedagogy.

For example, on the 1st course in the subject "Introduction to specialization" 6 hours introduces the features of the teaching profession, the requirements for the teaching profession, the aspects of pedagogical activity, the ways of acquiring the teaching profession. Conferences of readers were organized on literary works related to the teaching profession, and in the process of studying the blind, they were presented with student life, the spiritual appearance of students, the culture of their behavior, the culture of life of students.

That is, the future specialist will have preliminary theoretical knowledge about his profession. According to our observed experience, students are taught the areas of pedagogical activity and the role of pedagogical communication in it, the role of the teacher and education, the expediency of interaction between the teacher and education, the theoretical and practical foundations of pedagogy.

After all, pedagogical communication is a fundamental issue of all pedagogical technology.

The study of general pedagogy depends on the quality of education and upbringing of the younger generation, on the teacher, his training and skills. Pedagogical science occupies a special place in preparing students for the teaching profession.

This subject equips students with professional pedagogical knowledge, skills and abilities, educates pedagogical knowledge, ways of a creative approach to pedagogical activity, and a culture of pedagogical thinking.

"Law on Education", National Program for Training Personnel and Humanization of Society as its methodology in the study of pedagogy. It was born from the idea of democratization. This ensures that communication is the priority of the pedagogical setting in the study of science.

CONCLUSION:

1. Raising a culture of behavior of students in grades 5-9 in a purposeful educational process requires pedagogy to conduct research on the basis of psychology and pedagogy.

2. Methods and conditions for cultivating a culture of behavior among students in grades 5-9 are formed on the basis of a model created based on the results of the research work of psychologists and didacticians.
3. Forms a characteristic that includes the main components of educating the culture of behavior of students in grades 5-9: axiological, humanitarian, social, technological, ethical and creative.
4. For students in grades 5-9, the culture of behavior manifested itself in the ability of a junior specialist to independently study the problem and cognize self-consciousness in his creative activity.
5. The introduction of a culture of behavior, consciousness and activity qualities among students in grades 5-9 ensures the scientific nature of the educational process, and the effectiveness of teaching science in the educational process.
- 6 On the basis of experimental and verification work, it is shown that flexibility and variability are necessary when choosing forms of education, methods and means of forming a culture of behavior of students in grades 5-9, and the quality level being formed is inextricably linked with the proper use of students' free time.
7. It cannot cover the large-scale problem of teaching the culture of behavior of students in grades 5-9. As a result of the formed experiment, the description of the patient increased.
8. The competition is considered as a way of teaching subjects, conducting surveys, using literary analysis, conducting special seminars that effectively form a culture of communication, and gradually develops such types of student activities as analysis and synthesis, generalization, concretization. At the same time, the level of pedagogical skills in teaching students in grades 5-9 has increased, and the attitude of students to further life experience and the continuation of the educational process in higher education has rationally changed.

In this regard, we have developed a set of recommendations aimed at improving the quality of education of the culture of behavior of students in grades 5-9:

- to consider the formation of a culture of behavior as an important task in the preparation of a future junior specialist; reflect the formation of this social quality as one of the main goals in the curriculum of pedagogy, the curriculum of the pedagogical college; taking into account the level of formation of a culture of behavior in tests in a pedagogical discipline;
- increase the number of teaching hours of pedagogical discipline and introduce optional subjects for students that contribute to the formation of a culture of behavior;
- contribute to the formation of such culturally important qualities as the culture of thinking of the individual, pedagogical creativity, pedagogical improvisation, understanding the cause-and-effect relationships that arise in different cultures, and applying them to events taking place today;
- the method of intercultural communication allows you to understand yourself, evaluate your own behavior, continuously implement a plan of action that forms the natural morality of the individual;

- when determining the form and content of activities to educate students in grades 5-9 in the field of culture of behavior, in improving the culture of behavior, individual characteristics and cultural outlook of a person should be taken into account;
- Students in grades 5-9 do not have a regular discussion of the level of activity and culture of behavior: the question of the culture of individual behavior is discussed twice a year at a meeting of the pedagogical council, twice a year at the group council;
- creation of the principles of Eastern education, realizing the social responsibility of the student, his promising education and readiness to respond to the needs of the development of society.

Methodological guidelines have been studied and recommended in the education of a culture of behavior of students in grades 5-9 as a general didactic category and the expansion of methodological teachers as teaching methods is associated with program materials and will not be an additional burden in the educational process.

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