

PSYCHOLOGICAL COMPETITIVENESS OF PEDAGOGUE IN CORRECTIVE OF THE DEFECTED EDUCATIONAL SIGNS

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ABSTRACT

Today's life confirms that the study and education of man, which is considered to be the highest standard in the light of the universe, is the result of the problem of individual service, from the beginning of the creation of mankind to the extent of its specific objective and subjective capacities. While it is evident that human knowledge and its adequate influence on the external (real) and domestic (ideal) world can be manipulated and controlled by these influences, it also pays special attention to the harmony of various social, economic, political, ideological and spiritual interests. Human development and activism are first and foremost determined by factors influencing the social and intellectual potential of its social interests, ideological views. Independence of the Republic of Uzbekistan has set an important task for every citizen - to form citizens of a new democracies. This requires that young professionals who meet modern requirements in higher education institutions not only study deeply theoretical knowledge, but also focus on training highly qualified specialists who are capable of practicing and having great human qualities, The This requirement of the present time once again emphasizes the need to prepare future personnel as armed, civilized individuals with high professional skills and technical skills. Today it is inevitable that the establishment of a completely different psychological and pedagogical approach in determining the category of "hard-to-reach" adolescents. At the same time, it is worth mentioning that teachers have a growing need for adequate understanding of individual characteristics of these categories and their need to corrupt their behavior. This article mentions the psychological competence of a teacher in correction of the behavior of disadvantaged adolescents. This article describes the method of determining the pedagogue's professional competence in working with disadvantaged adolescents.

Keywords: Disintegration, disintegration, competence, empathy, socio-psychological, cognition, deviation, emotional, correction, social rehabilitation, "I".

INTRODUCTION

One of the most important events that have taken place since the independence of our Republic is the Law "On Education" and the National Program for the Preparation of a Qualified Child, which is a long way forward in the way of upbringing the younger generation as fully developed people. One of the important tasks is the upbringing of a well-educated person, raising the level of education and upbringing, raising the idea of awakening the nation, raising a healthy generation.

All-round education of children imposes great responsibility on pedagogues for the formation of moral values and physical qualities, as well as the formation of high moral attitudes. Regardless of their attempts, the team of teachers often find themselves in the process of learning. At present, these students have developed ways to prevent and correct the inadequate behavioral defects in the tractor-made approach. There are a number of reasons why the bad guys are upset: The presence of stubbornness and negligence in the behavior of a

child in the behavior of a particular circumstance indicates the need to take account of the growth rate.

The issue of paying close attention to understanding, analyzing and developing human psychology has always been one of the top priorities of socio-economic development in all countries and in all countries.

In the course of the educational process, the organization of social psychological harmony, which is characteristic of interaction between the pupil and the pupils, the teaching of subjects of independent, creative thinking, will help to form the psychological competence. Indeed, the age of ontogenetic development is a period of aging, with the most complex and psychological crises, with a strong, high-powered, eagerly tired, eager to pursue the universe, with a sense of independence, flexible, behavioral social norms.

Special attention is paid to this issue in the National Program for Personnel Training, which is consistently implemented in our country. For this reason, it is important to note that during the educational process, the relationship between the teacher and the pupils and the psychological co-operation are moving to a new level. Moreover, "It is difficult for a disciplined discipline to take on the role of compulsory obedience in the teacher and student relationship. The main task of the teacher is to create the students' independent thinking skills In a democratic society, children, as a whole, are brought up in a free-thinking way. If children do not learn to think freely, the effectiveness of the training will be inevitable. Independent thinking is also a great fortune. "

Consequently, it is necessary to pay a special attention to the teenage period, which is very sensitive to family education, in the context of the speeches of our esteemed President Sh. M. Mirziyoev. Additionally, the challenges facing today, such as the lack of adequate schooling ability, and the inability to adequately perceive their "I" experience, are just one of the pending issues in dealing with disadvantaged teenagers. This includes the proper diagnosis of the psychological potential of learners, the development of a comprehensive curriculum for curriculum development in school education; the need to focus on such tasks as working with hard-working teenagers and their parents. At the same time, special attention should be paid to the psychological, pedagogical and social training level of the psychological health, which is based on the functional state of the psychology of the reader, the medical information.

Moreover, the Decree of the President of the Republic of Uzbekistan "On the State Program on Youth Policy" is a necessary condition for the upbringing of healthy and harmoniously developed generation in the country, realization of creative and intellectual potential of young people, as well as bringing up young men and women of Uzbekistan to the full extent of the 21st century and the need to create opportunities and opportunities ... "

Level of knowledge of the problem: The problem of pedagogical and psychological approach to the upbringing of personality and maturity is reflected in scientific and scientific-pedagogical experiences of Central Asian thinkers, including Abu Nasr Farabi's "City of Fazil people", Abu Rayhon Beruniy's "Minerology", Abu Dhien's five-pound "Medical Laws" Hos Hajj's "Qutadghu bilig", A.Navoi's "Khazoyinul Maoni", Abdulla Avloniy's "Turkestan flower or morality".

Also in the countries of Western Europe and the United States, scientific studies have been made about certain aspects of the problem (F. Allport, S.Sayles, F. Taylor, M. Seligman in

the USA, J.Essenbech in Germany, G. Rosenfeld, Valdi Jose Basson in France, M. Vaner, R. Peters, R.Lynn in the UK, J.Piaje in Switzerland, D. Krech). At the same time, it is worth mentioning the scientific literature on the study of specific aspects of vocational psychological competence of school teachers. In particular, Usanova ON (1995), Morozova N.Yu. (1996), Dubrovina I.V. (1988), the creation of a set of different organizational systems for students in the form of certain psychological services; Bityanov MR (1998), Hutornaya M.A. (1998), Konavalova N.L. (2000), the scientifically-motivated activities of the medical-social and psychological-pedagogical specialized centers play an important role in the study of the problem.

In addition, Dubrovina I.V. (1997), Ovcharova R.V. (1999), Maxnovets S.N. (2000), Bulanova O.E. (2001), Shulga T.I. (2002), E.G.Goziev (2010), Z.T.Nishonova (2007), A.Jabborov (2002), certain principles of psychological support to students of various age groups are being practically developed. Taking into account social and psychological changes in society (Glotochkin AD, Zabrodin Yu.M., Sosnovskiy BA (1991), Derkach AA, Bodalev AA (2002), Samoukina N. V., Gromkova M.T. (2003), Zabrodin Yu.M., Markova A.K., (1996), Maxnovets SN, Klimov EA (2000), Kuzmina N.V. (2001 (2001), Maxnovets LA (2001), Talizina N.F. (2005), Sunnatova RI (2009), Nemov R.S. (2010) the introduction of a variety of educational programs aimed at psychological training of pedagogical staff by some scientists

In general, the interpretation of the concept of competence is detailed in various studies. In particular, in the study of philosophy T.I.Artemeva, G.Batishev, L.B.Bueva, M.Kagan, A.S. Begmatov, in the pedagogical research, E.E.Anton, A.V. Mudrik, L.I. Novikova, B.S. Mikhaylova, M. Shakalov, E.I. Stroeva, N.A. Banko, M.R. Kuronov, N.M. Egamberdieva; Psychological research. Ananov, A.A. Bodalev, L.S. Vigotsky, E.A. Golubeva, A.B. Dobrovich, I.A. Zimnyaya, AI Krupnoe, N.V. Kuzmina, V.N. Kunitsina, A.Leontev, V.N. Myasishev, K.K. Platonov, B.M. Teplov, S.L. Rubinstein, I.B. Shuvanov, N.V. Groxolskaya, K.G. Rakhmatullina, N.A. Ruzikulov; L. Becman, M.Kenal, M.Sveyn, K.A.Abulkhanova-Slavskaya, G.M.Andreeva, A.I.Dontsov, Ya.L. Kolominskiy, B.F. Lomov, Ya.Yanoushek, T.Yu. Bazarov, A.V.Tarasenko, E.B. Shevchenko, E.G. Goziev, V.M. Karimova, M. Bekmurodov, N. Boymurodov, I.I. Mahmudov, O.R. Shamieva; In the study of the acmeological direction A.A. Frantsev, A.S. Isaeva, T.V. Kryukova; In political-psychological research, S.V. Golev, V. Zinchenko, S.K. Roshin, A.N. Sukhov, A.A. Fayzullaev, R.S. Certain aspects of professional competence have been thoroughly investigated by Samarov and relevant scientific and practical recommendations have been developed.

Principle Part: The psychological competence of the pedagogue - not necessarily the management of the particular pedagogical process, but the success of each stage of education and its succession and its succession in a uniform system. In particular, it is necessary for each pedagogue to identify the function of subjects of different social status of the educational process and to create opportunities for the participants to achieve efficiency. All of this requires a more scientifically and scientifically-methodological approach to the problem of psychological competence of a teacher in correction of behavioral disorders among adolescents.

First of all, it should be noted that our study mainly involved teenagers. The adolescents who have difficulty reading and behaving in the group are included. The average age of the examinees was 15 years. Most of the readers are from inaccessible families. Most of them do not have parents constantly employed. Most adolescents are part of the so-called "dangerous

group." The issue of personality disintegration is an urgent problem for these teenagers. The main contingent of pupils is pedagogical and social retardation.

During the review of the findings of the Socio-Psychological Compatibility Questionnaire, data confirming the presence of signs of dissatisfaction among pupils of secondary schools were obtained. The decline in activity was observed in almost all of the teenagers surveyed.

The indicators considered on the basis of the methodology of socio-psychological compatibility also provide an opportunity to evaluate the level of delinquency in adolescence and its "immunity". In general, correlation analysis was performed to determine the level of compliance of these parameters (Table 1).

Table 1: Correlation relevance of the results of the methodology of social psychological flexibility

The cemeteries	Flexibility	Accepting yourself	Accepting others	Emotsi-onal kom-fort	Inter-nality	Striving for superiority
Flexibility	1	0,688*	0,509*	0,648**	0,640**	0,526**
Accepting yourself	0,688**	1	0,198	0,738**	0,617*	0,558**
Accepting others	0,509*	0,198	1	0,608*	0,037	-0,053
Emotional comfort	0,648**	0,618*	0,608**	1	0,629	-0,029
Internality	0,640*	0,513	0,037	0,629	1	0,253
Striving for superiority	0,526*	0,558*	0,053	0,029	0,253	1

p<0,005,* p<0,001**

Thus, according to the results of the general analysis, the experimental study of the adolescents as a research object revealed a high correlation relation between the criteria of "self-admission" (0688), "emotional comfort" (0.648) "internality" (0.640). However, it was found that correlation relationships were somewhat weaker than the criteria for "admission to others" (0.033), "internality" (0.067), "self-admission" (0.198). High correlation was also found among the criteria for "self-admission" criteria such as "emotional comfort" (0.738), "internality" (0.617) and "aspiration for superiority" (0.558). At the same time, the weakest correlation indicators have been shown among the criteria "Acceptance of others and aspiration for superiority" (-0,053), "Emotional comfort and aspiration for supremacy". The main reason for this is that in adolescent juvenile delinquency, an increase in the "admission of others" is due to the emotional and emotional reductions in them.

During the study, it was also possible to examine the factors affecting the socio-psychological adaptation of disadvantaged adolescents, as well as the gender characteristics of the general indicators. In particular, the correlation between the results of socio-psychological adaptation surveys for gender-specific impacts was analyzed by boys and girls (Table 2 and 3).

**Correlation relevance of the results of the methodology of social psychological flexibility.
(Girls)**

The cemeteries	Flexibility	Accepting yourself	Accepting others	Emotsi-onal kom-fort	Inter-nality	Striving for superiority
Flexibility	1	0,668**	0,047	0,599*	0,657**	0,198
Accepting yourself	0,668**	1	0,225	0,617**	0,314	0,113
Accepting others	-0,047	0,225	1	0,140	0,636**	0,123
Emotional comfort	0,599*	0,559*	0,140	1	0,097	0,627**
Internality	0,657**	0,314	0,636**	0,097	1	0,124
Striving for superiority	0,198	0,113	0,123	0,127**	0,211	1

p<0,005*; p<0,001**

The high intensity of correlation in girls was observed in the following:

- "adaptation" and "emotional comfort" (0,599), "internality" (0,657);
- "Self Acceptance" with "emotional comfort" (0,617), "flexibility" (0,668) and "self-actualization" (0,668).

The criterion of "aspiration for superiority" did not have a significant relationship with other indicators of the social psychological adaptation questionnaire and did not affect girls' adaptation.

Comparison of the results of the analysis showed that the adolescents had high correlation with other criteria of "adaptation" ("self-esteem" (0,665), "emotional comfort" (0,599), "internality" (0,657), high correlation relation, internality "and" aspiration for superiority "(0,620), etc. (Table 3).

Correlation relevance of the results of the methodology of social psychological flexibility. (Guys)

The cemeteries	Flexibility	Accepting yourself	Accepting others	Emotsi-onal kom-fort	Inter-nality	Striving for superiority
Flexibility	1	0,685**	0,550*	0,540*	0,580	0,651**
Accepting yourself	0,665**	1	0,099	0,560*	0,097	0,190
Accepting others	0,091	0,098	1	0,091	0,098	0,162
Emotional comfort	0,599*	0,559	0,140	1	0,170	0,140
Internality	0,580*	0,097	0,098	0,170	1	0,620**
Striving for superiority	0,651**	0,190	0,162	0,140	0,620**	1

p<0,005*; p<0,001**

Experimental data from Dembo-Rubinstein's methodology revealed that 34% of adolescents and 26% of girls had adequate level of self-esteem.

In the course of the review of gender issues, inadequate self-esteem in adolescents is 1.7 times more than girls. This means that inadequate self-evaluation in disadvantaged

adolescents indicates a lack of personality, a lack of appraisal of the work, and a lack of comparison with others, such self-evaluation indicates a person's perceived disorder in the form of an "offense" for experience, his errors, failures, a sign of negligence. Inappropriate indicators of self-evaluation were later evaluated as a potential measure of socio-psychological disabling of learners. Correlation analysis showed that self-assessment in Dembo-Rubinstein's methodology has a moderate correlation with socio-psychological flexibility survey. Hence, this correlation is higher than that of deadaptation and is negatively oriented (-0,482). That is, the higher the self-esteem in adolescence, the lower the "disintegration" with the socio-psychological flexibility survey. However, negative correlation relationships in the same strength were also observed between self-assessment and adaptation (-0,354). To determine the reasons for the occurrence of this association, the correlation between the Dembo-Rubinstein methodology and the adolescents' correlation coefficients were analyzed in terms of adequate and inadequate levels of self-esteem. It was found out that the correlation link between adequate self-assessment and socio-psychological flexibility survey adaptation was insignificant. Thus, fluctuations in the range of self-evaluation do not reflect the level of adolescent adaptation.

In addition, significant correlating correlation was found between "self-evaluation" and "dismissal of others" (-0,417) and between the self-assessment and the integral coefficient of acceptance of others. The main reason for this is that disadvantaged adolescents' self-esteem attitudes are subject to non-acceptance criteria. It is important for pedagogics to consider the correction of the adolescent behavior.

The data obtained show that teachers having different psychological competencies differ from each other in terms of the external negative motivation component. In short, teachers with low-level competencies have a higher role than avoiding criticisms from executives and colleagues, as well as avoiding possible penalties or abuses, rather than having high professional competence in motivating their work.

The main objective of the psychological approach to curriculum behavior of the pedagogue is to change the tactics and strategies of the teacher's work through the development of professional-personality and to involve a wide range of public involvement in the correctional process with adolescents with disadvantaged.

The study examined the problem of professional competence of the pedagogue as a result of the psychological analysis of pedagogical professional activity on correction of "my image" in disadvantaged adolescents. The results of experimental research have been summed up, and the scientific findings of the research have been confirmed. The assigned tasks were solved positively and the following conclusions were reached:

1. The Concept of Psychological Co-ordination of Secondary School Teachers' Work with Disadvantaged Junk should be coordinated to co-ordinate a comprehensive scientifically-based approach to the provision of meaningful and organizational and methodological support for optimal conditions for their livelihoods, taking into account the personality of the specialists and the public in their deliberate behavioral attitudes.

2. Indicators of psychological competence for teachers of general educational institutions dealing with disadvantaged adolescents show that the following personal criteria are of particular relevance:

- professional motivation of a teacher;

- Individual-psychological features of the teacher (tolerance towards emotions in teenagers, empathy, readiness for individual-psychological approach on the basis of emotional intelligence);

- to know the individual psychological features of a disadvantaged teenager and to take it into account when organizing the learning process;

3. There is a correlation relationship between the adequacy of the teacher's understanding of the disadvantaged adolescent and his psychological competence.

4. By correcting the "I am" in the disadvantaged teenager, the effectiveness of the teacher's professional activities increases, which in turn creates the basis for the success of teenagers' rehabilitation and socialization.

5. The psychological competence of a pedagogue is one of the most important conditions for correcting the behavior of disadvantaged adolescents. This, in turn, contributes to a greater personal incentive and social responsibility among the teacher and student, and the creation of a single positive attitude towards the growth of social and personality attitudes in disadvantaged adolescents

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