SOCIAL AND PEDAGOGICAL ASPECTS OF THE DEVELOPMENT OF THE QUALITIES OF VIGILANCE AND ATTENTIVENESS OF STUDENTS IN THE INTERACTION OF HIGHER EDUCATIONAL INSTITUTIONS WITH THEIR FAMILIES

Mavlonov Bahodir Biloljonovich
Junior researcher of the Research Institute "Mahalla and Family", **UZBEKISTAN**

ABSTRACT

The article discusses the theoretical and practical issues of the effectiveness of managing students through the use of neurolinguistic programming technologies, which are the field of study of social pedagogy, psychology and linguistics, and developing the qualities of vigilance and awareness through speech and words. There are also ways for students to develop the qualities of vigilance and awareness through neurolinguistic programming technologies.

Keywords: Social pedagogy, family relations, psychology, neurolinguistic programming technologies, vigilance and awareness, information psychological security.

INTRODUCTION

It is well known that as human society develops, both the people themselves and their relationships with each other, especially the most intimate and intimate family relationships between people, are improving and becoming more complex.

Nowadays, the scale of international information, its modern features and specific scope, the development of the qualities of vigilance and awareness in international relations, has become one of the most pressing issues of social pedagogy. It is important to develop the qualities of vigilance and awareness in students through family and higher education cooperation. As everyone knows, that the President of the Republic of Uzbekistan dated February 7, 2017 "On the Action Strategy for the further development of the Republic of Uzbekistan" No. PF-4947 [1], PF-5938 "On measures to improve the socio-spiritual environment in society, further support the institution of the community and bring the system of working with families and women to a new level" dated February 18, 2008 In order to ensure the implementation of the main tasks assigned to the institute in the Decree No. 2 [2] and the program of the Cabinet of Ministers of the Republic of Uzbekistan dated December 31, 2020 "On measures to further develop the family institutions and efforts to prepare young people for family life" Resolutions 820 defines the urgency of the problem [3].

The mutual integration of family and education is closely complementary. Representatives of the modern enlightenment movement, such as Abdullah Avloni, Abdulla Qodiri, Abdurauf Fitrat, Mahmudhoja Behbudi, who based their knowledge on the issues of family and education, enriching the social worldview and advancing spiritual and philosophical ideas with their works irrigated with national thinking is also should be noted and valued. And it would be a shining example that writer Abdullah Avloni's statement "Science, morality and action are an adornment for young people" [4,5,6,7], as well as Abdurauf Fitrat's comments on the development of the spiritual and moral environment in the family [8].

It should be noted that the development of education is related to interdependence of country and existence of such spheres as socio-economic, political, cultural, ethical, domestic, technological and informational. As a result, it is formed through these essential parts.

The role of social pedagogy in the education system is of particular importance. Because its main task is to improve the level of intellectual knowledge and upbringing of adolescents, as well as to ensure the formation of their social outlook and the development of the qualities of vigilance and awareness. This issue is of great theoretical and practical importance from the scientific point of view of the development of the qualities of vigilance and awareness of adolescents in the family. In this case, our pedagogy and psychology scientists (N. Egamberdiyeva, O. Musurmonova, M. Quronov, S. Nishonova, U. Mahkamov, B. Khodjayev, E. Goziyev, J. Hasanboyev, O. Hasanboyeva, A. Rejaboyev, N. Oripova, H. Alikulov, etc.) have presented their thoughts, theories in their scientific research in harmony with patriotism national education, social justice and the formation of feelings of faith in the family and homeland. It is also possible to cite the research work of foreign scientists Y. Pakhomova, T. Wiesel, S. Kovalev [9,10,11].

It is observed that the effectiveness of developing the qualities of vigilance and awareness through speech and words in the minds of adolescents through using of neurolinguistic programming technologies, which are a field of study in social pedagogy, psychology and linguistics.

The problem is the effectiveness of developing the qualities of vigilance and awareness through speech and words in the minds of adolescents through the use of neurolinguistic programming technologies, which are a field of study in social pedagogy, psychology and linguistics. Linguistics studies in detail the internal structure, structural units, the different occurrences of these structural units in the speech process and the relationship of its main stages, distinguishing between language, which is the main means of human communication, and speech that occurs in the process of direct communication.

Man reflects universe in his mind. Reflection is done using the sensory organs. The sensory organs, on the other hand, transmit certain information about the external world to the brain. The brain generalizes this information. Apparently, the process of reflecting the objective world occurs through the central nervous system, the brain. Based on neurolinguistic programming, it develops special methods aimed at improving a person's unique qualities, which are necessary to perform the tasks assigned different areas of creative activity, which creates great opportunities for the development of future pedagogical science. It is possible to apply neurolinguistic programming in the integration of social pedagogy, psychology, and linguistics, therefore it can be widely used to influence and control the student's mind through speech and words. On the other hand Neurolingistic programming technologies are particular essential things in developing of students alertness and awareness, for this there is special need for it. In the study of neurolinguistic programming technologies [12], the study of the integration of such disciplines as neuropedagogy (also interpreted as neurology), psycholinguistics, neuropsychology is of particular importance. Basically, neurolinguistic programming is used to develop communication skills, positive visualization skills, as well as to develop certain personal qualities - determination, perseverance, activity, and so on.

Computer programs, the first elements of neurolinguistic programming, were created in the early 1970s. Thus, a new direction began to develop in science in which the socio-pedagogical and neurolinguistic views of such scientists as AA Leontev, A.R. Luria, E.S. Bain, R.M.

Boskis, E.N. Venarskaya, OS Vinogradova, N.A. Eisler are very vital. Neurolinguistic programming, that is, putting words into a certain pattern, in other words, through coding, can affect the people surroundings (respondent) or the person can know the worldview of himself and others in the words he uses. These words contain a lot of information and it can be used effectively.

That is, if you can use the words of a stranger, you will join the person's inner world and become the same with him. This is where the possibility of mysterious control of another people opens up. The words that you are using depend on a lot of things. We need to keep our thoughts secret when we speak. It doesn't matter who said these words, the most important thing is that you control the situation with these simple words. Not the other way around, remember that anyone will judge you in 10 seconds with mysterious commands such as can you listen to me carefully? This strategy is very common in our lives and is one of the most enjoyable queries. Instead of ordering, You should ask this person if he or she is able to do the task, for example: Can you give me some salt? In this way even ordering would be pretty Queries like this are so simple, such as can you do it? Can't you do the same thing again? It would be more clear to give shining example with words that we use in our lives. For instance, can you look at this book? Can you give me a pen? Can you help me bring this up? It is possible to give a nice command using this strategy. But from time to time the answer may not be satisfactory.

For example, you may receive answers like "no", "I don't have time" or it is possible that people don't answer the question. Using different version of this strategy is more efficient such as "do you know", "do you understand", "do you understand", "can you remember". Here are more real-life examples. "Do you know what the lessons were yesterday?" Do you know how you feel? At first glance, these questions may seem simple. Because the answer to these questions is yes or no. But these questions, that is, "do you know," "do you understand," "do you understand," and "do you feel," have very interesting effects. What is the secret of this. By asking the above questions, you can influence this person's mind through giving questions like above and that person is focusing on that question and accepting anything without objection. Because in these questions reflects a person's inner world. The answer is replied in internal influences. Therefore, you can count list of the lessons, (mathematics, physics, literature). if you know, of course when the question is asked like "Do you know what happened yesterday?" After solving this problem, you can receive answer such as "I feel" or "I do not feel" from questions like "Do you feel it?".

But for the fact that the thought like "your mood is being considered," automatically sinks into others mind. We count these coded questions: "do you understand", "do you know", "do you feel", "do you care", "do you remember".

Another shining example for students like that "Did you notice that today Sultanova Nodira answered the questions more than ever?". In this case it is not important student's attention, the main thing is their belief.

On the other hand, there is mysterious praise that "Do you realize that you are doing this task better day by day?" Regardless of the student's (respondent's) response, you have already informed him or her about her or his developing for the better. It doesn't matter if he realizes it or not. Another trap would be that "You know, you're more confident" The question says that you have already increased your confidence, only you do not acknowledge it, your mind begins to look for the answer to this question.

But your information that you have gained confidence will come true. Understanding the power of these traps through this does not require proof. It is necessary to improve using the developed trap effectively and delivering it to the respondent (s). In addition, you can use of existing "coded" traps to make the right sentences for a specific purpose. This means that mysterious command questions work effectively in the mind of the student (respondent) and help to change the behavior and thoughts of others. Getting into his mind by using nice queries instead of commanding, rude words is a little more effective. Gentleness and perseverance are important in managing a student (respondent).

Controlling students effectively and influencing their outlook is formed by using coded words efficiently and practice it with respondents in training lessons

CONCLUSIONS

In particular, it is reached to form positive feelings and experiences in their minds, as well as develop the qualities of vigilance and awareness successfully through covert management of students (respondents). In conclusion, neurolinguistic programming which helps expressing students 'subjective experience, their thinking, behavior, and communicative processes, comprehend properly environment by yourself and others, also it assists to organize effective communication. Expressing ideas with specially programmed, organized words is effective in managing and educating the student (respondent), as well as in developing the qualities of vigilance and awareness.

REFERENCES

1. O'zbekiston Respublikasi Prezidentining 2017-yil 7-fevraldagi "O'zbekiston Respublikasini yanada rivojlantirish bo'yicha Harakatlar strategiyasi to'g'risida"gi PF-4947-sonli Farmoni. https://lex.uz/docs/-3107036
2. O'zbekiston Respublikasi Prezidentining 2020-yil 18-fevraldagi "Jamiyatda ijtimoiy-ma'naviy muhitni sog'lomlashtirish, mahalla institutini yanada qo'llab-quvvatlash hamda oila va xotin-qizlar bilan ishlash tizimini yangi darajaga olib chiqish chora-tadbirlari to'g'risida"gi PF-5938-sonli Farmoni. https://lex.uz/docs/-4740345
3. O'zbekiston Respublikasi Vazirlar Mahkamasining 2020-yil 31-dekabrdagi "Oila institutini yanada rivojlantirish va yoshlarni oilaviy hayotga tayyorlash chora-tadbirlari to'g'risida"gi 820-sonli Qarori. https://iiv.uz/uz/pages/ozbekiston-respublikasi-vazirlar-mahkamasining-qarorlari
4. Авлоний А. Туркий гулистон ёхуд ахлоқ. – Тошкент: Халқ мероси, 1993. – Б. 32.
5. Абдулла Қодирий. Тўла асарлар тўплами. Т.1. – Тошкент: Маънавият, 1996. – Б. 228.;
6. Маҳмудхўжа Беҳбудий. Танланган асарлар. – Тошкент: Маънавият, 1996. – 300 б.;
7. Чўлпон. Асарлар: 3 томлик. (О.Шарафуддинов таҳрири остида). Т.1. – Тошкент: Ғ.Ғулом номидаги адабиёт ва санъат нашриёти. 1994. – 448 б.
8. Абдурауф Фитрат. Оила ёки оилани бошқариш тартиблари. – Тошкент: Маънавият, 1998. - 112 б.;
9. Пахомова Ю. Л. Влияние техник нейролингвистического программирования на уровень развития интеллектуальных компонентов учебной деятельности старших дошкольников: дисс. ... канд. психол. наук. – Тверь, 2002. – С. 132;
10. Визель Т. Г. Нейролингвистическое направление в изучении проблем языка и речи // Лингвистика на исходе XX века: итоги и перспективы. – Москва, 1995. – Т. 1. – С. 92-93;

11. Ковалев С. В. Основы нейролингвистического программирования. – Москва, 1999. – С. 409.

12. Baddeley, M. and Predebon, J. (1991) "Do the eyes have it?": a test of neurolinguistics programming's eye-movement hypothesis, *Australian Journal of Clinical Hypnotherapy and Hypnosis* 12(1), 1-23.;

13. Beck, C. E. and Beck, E. A. (1984) Test of the eye movement hypothesis of neurolinguistic programming: a rebuttal of conclusions, Perceptual and Motor Skills 58(1), 175-176.; Craft, A. (2001) Neuro-linguistic programming and learning theory, The Curriculum Journal 12(1), 125-36.; Dilts, R. and DeLozier, J. (2000) Encyclopedia of systemic Neuro-Linguistic Programming and NLP new coding, (Scotts Valley, CA, NLP University Press).

14. Слобин Д. Психолингвистика / Д. Слобин, Дж. Грин. – Москва: Прогресс, 1976. – С. 146-148.;

15. Москвин В. А. Межполушарная асимметрия и индивидуальные стили эмоционального реагирования // Вопросы психологии. – Москва: 1988. – № 6. – С. 116-120;

16. Қуронов М. Биз англаётган ҳақиқат. – Тошкент: Маънавият, 2008.;

17. Atamuratov R. K. The importance of the virtual museums in the educational process. European Journal of Research and Reflection in Educational Sciences. Vol. 8 No. 2, 2020. Part II, 89-93.

18. Ходжаев Б. Х. Нейропедагогик билимлардан фойдаланиш орқали таълим сифатини ошириш // Узлуксиз таълим сифат ва самарадорлигини оширишнинг назарий-услубий муаммолари. Республика илмий конференцияси материаллари. 2010 йил 27-28 май. – Самарқанд, 2010. – Б. 174-175;

19. Ғуломов Ж. Р., Анварова В. Ж. Болаларнинг нейропедагогик хусусиятларини инновацион таълим муҳити шароитида ривожлантириш // Узлуксиз таълим тизимида ҳамкорлик педагогикаси. Халқаро конференция материаллари. 2014 йил 12-13 ноябрь. – Тошкент, 2014. – С. 192-193.

20. Трошин О. В. Нейропсихология детского возраста. – Нижний Новгород: НГМА, 2000. – С. 47.

21. Тункун Я. А. Основы нейропедагогики: история, теория и практика // Киберленинка. – Москва. – № 73-2, 2003. – С. 204.

22. Еремеева В. Д., Хризман Т. П. Мальчики и девочки: два разных мира. – Санкт-Петербург: Питер, 2000. – С. 17;

23. Еремеева В. Д. Нейропсихологические основы индивидуальных особенностей письменной речи // Сборник материалов 30-й межвузовской научной конференции преподавателей и аспирантов. – Санкт-Петербург, 2001. – С. 40-45; Нейропсихологические аспекты эффективности работы педагога. – Санкт-Петербург: Питер, 2002. – С. 29.