

## ANALYSIS OF DIAGNOSIS AND ANALYSIS OF SUCCESS UNDER THE EFFECT OF EDUCATIONAL METHODS

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### ANNOTATION

The family plays an important role in the development of society in the upbringing of children at the level of a perfect human being, the upbringing of the younger generation belongs to the family, it becomes a coordinator and regulator in individual social relations. Scientific and technological progress, modernization, expansion of entrepreneurship, increasing prestige, education encourages a person to strive for success. Often in such situations, a person's behavior depends on the strength and direction of their motivation to succeed. The article argues that one of the most important issues in scientific psychology is to learn how to properly direct the methods of education in the family in shaping the motivation of preschool children to succeed.

**Keywords:** education, methods of upbringing, effects on upbringing, child psyche, diagnosis, analysis.

### INTRODUCTION

Today, on the basis of the strategy of actions in the five priority areas of development of the Republic of Uzbekistan for 2017-2021, great changes are taking place in all spheres and industries in our country. The great changes taking place in all spheres and sectors on the basis of the strategy of action are primarily aimed at improving the social life of the people, raising their spiritual and enlightenment thinking [1]. In this regard, education is the main criterion for deepening the values and traditions in the life of society, especially in raising the spiritual and intellectual potential, consciousness and worldview of our young generation.

The family plays an important role in the development of society in the upbringing of children at the level of a perfect human being, the upbringing of the younger generation belongs to the family, it becomes the coordinator and regulator of individual social relations, becomes the main foundation. Scientific and technological progress, modernization, expansion of entrepreneurship, increasing prestige, education encourages people to strive for success and achieve it. Often in such situations, a person's behavior depends on the strength and direction of their motivation to succeed. One of the most important issues in scientific psychology is the study of the ability to properly direct the methods of family education in shaping the motivation of preschool children to succeed. This situation develops in one of the works of A.S. Slavina (p. 64, 109), in which the author describes in detail the characteristics of the thinking activity of children who do not master, called "intellectual passive". This "passivity" is expressed in not wanting to think, in trying to avoid any mental tension. He stands out in child rearing.

In the research of scholars dealing with the problems of family and family upbringing, the main focus is on the current division in the family and the active level of parents in the upbringing

of children. It also examines the employment of parents, children and women and their impact on child rearing in relation to the family's financial means and accommodation.

Psychological research answers the question of what the characteristics of a typical parental unit that determine the character of a child in the family look like. The didactic basis for such studies is found in the work of A.M. Helmoth. This paper provides an analysis of children's differentiated behavior and its causes. One of the dimensions laid down by A.M. Helmoth, which is the basis of a different character, is spiritual character - the degree of ease (or difficulty) of overcoming a negative situation. The main content will have reasons related to children:

- 1) malignant and conspicuous deficiencies;
- 2) negative attitude to the family;
- 3) lack of skills for organizational work, insufficient overall development.

VI Samoxvalova distinguishes three indicators that can be considered in the difference between children's behavior and their personality:

- 1) attitude to the family;
- 2) attitude to parents;
- 3) family activities.

These indicators may appear in different forms in children, after all, there is no meaningful relationship between the level of upbringing and education. By classifying groups of children of the same upbringing, it is possible to distinguish which character group identifies all the others. This situation develops in one of the works of A.S. Slavina (p. 64, 109), in which the author describes in detail the characteristics of the thinking activity of children who do not master, called "intellectual passive". This "passivity" is expressed in not wanting to think, in trying to avoid any mental tension. He stands out in child rearing. In her work, VN Volokitina talks about the upbringing of children by their parents. He believes that children with a highly developed sense of child duty are filled with patience to overcome family difficulties. Parents who have a superficial approach to the family and their children are convinced that the solution to their problems is difficult for them.

The work of N.A. Menchinskaya and Z.I. Kalmikskaya showed that parents who do not know and do not try to know effective methods of family upbringing should not forget that the child grows up not as the parents want, but as they are brought up, unfortunately, most parents can't think. B.G. Anan'ev understood the phrase as a child's sharpness of mind in knowledge and used the concept of "learning".

It is quite common in children from an early age to master various objects in the family and in various forms of activity, and it is also characterized by its relative stability. The concept of "immediate development areas" introduced by LS Vygotsky, representing the educational characteristics of children, implemented in the context of cooperation with adults, with their support, remains relevant. research on parenting psychology, which focuses on the analysis of the characteristics of parenting, combines two tasks:

- 1) what methods of upbringing the child in the family;
- 2) determine what type of support is needed for the successful upbringing of the child in the family. In other words, the process of upbringing is adapted to the individual mental capacity of the child, as well as to what is taught to the child and how they are taught. N.S. Leites introduced the concept of "spiritual components of education". Under this concept, he

understood the multifaceted aspects of the psyche of children in the family, their activation, and the lack of purpose of upbringing without the appropriate direction. These components include:

- 1) Positive attitude of children to upbringing;
- 2) Processes of direct acquaintance with objects;
- 3) The process of active processing of the received education by the process of thinking;
- 4) The process of remembering and preserving the education received and processed.

Most psychologists, while analyzing the process of upbringing, note that it is not properly managed. One possible way to turn learning into a managed process is to organize the learning process as specifically as the task at hand.

More developed in this direction - P.Ya. It is an educational system based on Galperin's theory of the sequential formation of mental movements. According to this theory, the process of interiorization of actions takes place - the process of gradual transformation of external actions into internal, mental actions. The educational process will be built accordingly. The search for other opportunities to manage the teaching process is related to the development of the spiritual foundations of programmed education proposed by L.N. Landa. Programmed parenting is likely to be organized in such a way that the learner will not be able to take the next step in mastering without having the previous one. The next stage in the study of the educational process is for researchers to pay close attention to what is being newly established, each of which is a new approach to the child's environment. These are the following types of newly formed things:

- 1) a new type of attitude of the child to the object under study, which is visible in his ability to distinguish parameters;
- 2) a new type of attitude of the child to his activities - freedom (self-government);
- 3) a new kind of approach to their activities. The implementation of relatively easy and simple forms of self-control, accompanied by the subjects of renewal, is an important condition for the formation of the Educational process of managing one's behavior.

There is a concept of "mastery" in P.P. Blonsky's research. He noted that the problem of mastering upbringing can not be confused with the problem of memory, the acquisition of knowledge is not specific to memory, it refers to the thinking activity of the subject, which includes the whole range of mental processes (perception, memory, thinking). defines scientific activity.

In the experience of family circumstances, at every step for the parent, the child has to deal with negative emotional reactions to the attitudes, reprimands, attitudes, difficulties they face. In most cases, parents do not understand the meaning of these reactions, which, on the one hand, are an indicator of some kind of unhealthiness in the upbringing of the child, on the other hand - they themselves affect the child's attitude to criticism, family, parents, his views and interests. These reactions can be of different depth and strength, of different duration.

L.A. Savina and L.I. Bojovich concluded that the child does not accept the requirements of adults, because these requirements do not have a real meaning for him or, conversely, have a completely opposite meaning. This condition was conditionally called a "spiritual barrier" by L.S. Savina. Children's reaction is determined not only by objective justice or injustice in the parent's actions, but also by some inner mental trait related to the child's self-esteem and attitude toward themselves.



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This condition was conditionally called a "spiritual barrier" by L.S. Savina. Children's reaction is determined not only by objective justice or injustice in the parent's actions, but also by some inner mental trait related to the child's self-esteem and attitude toward themselves. There are children who find that their mastery is significantly reduced as family interests are not developed. More commonly, the primary cause of a child's failure to master parenting is a layer of new secondary cases that occur as a result of the child's inability to master parenting. At a certain stage, children develop a relatively stable level of self-esteem and aspirations based on it, which leads to the emergence of a new need: not only at the level of others, but also at the level of personal demands on themselves. "As they develop their own self-esteem and self-assessment of the environment by adapting to the demands of others, children will gradually recover from the direct effects of the situation. The main stimulus for their mental development, depending on their age, is not only the desire to gain the approval of others, but also the need to meet the requirements and the level of tasks they set for themselves," writes LI Bojovic. Thus, the problem of how to raise a child in the work of world psychologists has been studied extensively.

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