

WAYS TO TEACH ADOLESCENTS SELF-AWARENESS AND SELF-MANAGEMENT IN THE PROCESS OF EXTRACURRICULAR EDUCATION

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ANNOTATION

Successful work on oneself in the process of extracurricular education, first of all, understanding oneself, one's strengths and weaknesses, understanding one's position, place and importance in the community, being able to determine one's future independently, or implies a certain level of self-awareness.

Keywords: self-awareness, self-management, adolescence, factor, friendship, independent thinking.

Аннотация: Sinifdan tashqari ta'lim tarbiya jaroyonida o'z ustida muvaffaqiyatli ishlash, birinchi navbatda, o'zini, o'zining kuchli va zaif qirralarini tushunib yetish, jamoadagi mavqei, o'rni va ahamiyatini anglab yetish, kelajagini mustaqil belgilay olish, ya'ni o'zligini anglashning muayyan darajasini nazarda tutadi.

Калит so'z: o'z-o'zini anglash, o'z-o'zini boshqarish, o'smir, omil, do'stlik, mustaqil fikrlash.

Аннотация: успешная работа над собой в процессе внешкольного образования, прежде всего, понимание себя, своих сильных и слабых сторон, понимание своего положения, места и значимости в сообществе, умение самостоятельно определять свое будущее или подразумевает определенный уровень знаний. самосознание.

Ключевые слова: самосознание, самоуправление, отрочество, фактор, дружба, самостоятельное мышление.

INTRODUCTION

Self-awareness and self-control Deep understanding and understanding of moral norms, the correct formation of the notion of moral qualities, the ability to distinguish between good and evil, at the same time to be able to assess the character, to see its own shortcomings and advantages. The task of the teacher is to form the spiritual ideal of adolescents. It is on the basis of this ideal that adolescents should set goals for themselves and strive to achieve self-awareness and self-management. It is advisable to use the interview method for this.

During the conversation, it is necessary to strive for teenagers to understand that man is self-created, to form in them the correct moral ideas that will help to create a positive spiritual ideal. Psychological and pedagogical preparation of students for self-awareness and self-government is very important. Therefore, the importance of self-awareness and self-

governance, the importance of conversations that reveal their importance in personal development. The following topics can be selected for such conversations:

- Can a person create his own character?
- Where to start learning self-awareness and self-management?
- How did adults work on themselves?
- "What do I like and dislike about my character?"

Conversations and essays on topics such as adolescence show how adolescent students evaluate themselves, their inner worlds, self-analysis, self-assessment, and some moral qualities.

Conversations about the lives of celebrities and how they have cultivated high spiritual qualities are of great importance for a deeper understanding of spiritual norms, self-awareness and self-governance.

In conversations about the lives of celebrities, it is helpful to draw students' attention to how they have worked on themselves. A vivid example of this are the enlightened people: A. Fitrat, A. Cholpon, M. Sofizoda, A. Avloni, Majidi, Elbek, Hamza, A. Qodiriy, Ishakhon To'. It is possible to take the work of Ibrat and others on their life activities, striving for the highest spirituality and enlightenment. The more they worked on themselves, the more demanding they and their creations were, the more they rewrote their works, the more they devoted their lives to enlightenment and enlightenment, and to improving the lives of ordinary people. The fact that they were engaged in self-education until the last moments of their lives, developed programs and plans for self-improvement, all of which have a great impact on the minds and emotions of adolescents. arouses lively interest, encourages thinking, reasoning, understanding the need to work on themselves.

After such conversations, it is advisable to conduct written work on the basis of conversations so that students have a deeper understanding of the spiritual qualities, more serious attention to the characters.

Conversations on moral issues are taken from the lives of students, when they are supplemented with evidence that reflects the positive and negative qualities of the individual, have a great impact on the perception of spiritual identity, accelerate the process of self-realization, o Activates students to work on themselves. It is difficult to find such opportunities in the lives of students, and the assumption that students themselves are indifferent to them is unfounded. Because in most cases we do not pay attention to the exemplary actions of teenagers in front of our eyes. Usually, these activities have great educational potential, especially for students to use in a period of positive self-esteem, self-esteem. Therefore, it is necessary to involve students in more useful work. They should be guided by their interests and abilities. Usually, the results of socially useful work are not analyzed, and are limited to incentives or criticism if the work is done falsely. In fact, the comparative analysis of the results of work, the behavior and attitudes of students in the process of work serves to their correct management of their morals and is an important factor in the development of correct self-assessment. Comparative analysis is also an important factor in students' self-control.

The following are the topics of conversations that help to develop spiritual self-awareness and self-management skills:

- What do you know about yourself?
- Independence means self-government.
- Create your own.
- Steadfastness and perseverance.
- My shortcomings and how to deal with them?
- What have I achieved?
- What can I do if I try?
- Unanimity and indifference.
- Selfishness and humanity.
- What does it mean to be free?
- What is humanity?

The nature of the conversation depends on the individual characteristics of the students and mainly on their self-awareness and the development of certain spiritual qualities.

If the conversation about one-word speech is aimed at a quadrupedal student or, conversely, at a student who lacks this quality; or if the conversation about initiative and flexibility is entrusted to students who lack organizational skills, the effectiveness of educational work will increase. This creates the necessary mood in students and contributes to the formation of appropriate qualities. Of course, holding a conversation in the spirit of openness and sincerity is the key to success.

The influence of fiction on the process of self-awareness is irreplaceable. Works of art affect the emotions, imagination, intellect and will of the student, open up a wide range of opportunities for the education of humanity, absorb the best human qualities, serve their maturity. Ideal images in works of art are combined with the emotional and intellectual activity of the student and help him to form his own ideal. Ideally, the program of action is a key factor in the development of positive personality traits in the minds of adolescents.

Individual conversations are also important in teaching adolescents self-awareness and self-management. Such conversations are most effective when the teenager has doubts in his heart, when he is strongly dissatisfied with his behavior. Feelings of remorse cause the adolescent to think about his or her shortcomings and analyze his or her behavior in the appropriate direction. At such times, children need sincere conversations with adults. In such conversations, the teacher must be able to hide the educational meaning of the word from the student. They are especially affected by conversations that touch on their personal pride and passion. In order to effectively use conversations, which are an important tool for developing self-awareness and self-management skills in adolescents, it is necessary to take into account the following requirements:

- To organize conversations based on the specific tasks facing the educational process;
 - Frequently entrust the conduct of interviews to students, not only to students who are strong, but also to those who do not have the appropriate qualities;
 - Take into account the great educational potential of conversations about the lives of celebrities;
 - Use of examples of class life (opposite) in conversations on self-awareness and self-government.
- Recognize students' good work without neglecting it;

- To build individual conversations on the basis of full trust and respect for the pupil. Not to turn them into exhortations, not to force them to agree with the conclusions, not to try to convince them of their bad behavior.

Debates over conversations are a more complex form of educational work. Debates require a certain level of self-awareness and preparation. Their difficulty is that not all students can be involved in the issues discussed at once.

At the same time, discussions are one of the most important forms of work, because the discussion involves an open exchange of views of all participants. The advantage of discussion over other forms of self-awareness and self-management is that it provides an opportunity for each student to be active. In the debate, he has the right to express his opinion and point of view, regardless of who he is. Students learn to prove their point as well as prove their point. This means that the discussion requires students to have a certain level of knowledge and self-awareness.

Due to the fact that adolescents are not always able to express and defend their views clearly enough, and better understand themselves through comparison, the first discussions are devoted to the lives of co-stars, favorite book heroes, interesting people. preferred to be processed. This is because the effectiveness of the discussions among high school students is high.

The success of the discussion largely depends on the choice of topic. Pre-asked questions that reflect the topic of the discussion will increase the activity of students. In particular, questions that have caused controversy and can be interpreted differently in real life are hotly debated. Questions should encourage motivated answers. For example, "What does it mean to live a glorious life?" The following questions can be included in the discussion on the topic:

- Who do you consider to be a glorious person? Are there people like that among your friends in the classroom at school?
- Is it possible to judge a person by his appearance?
- What does it mean to be free in one's actions?
- Duty and loyalty. Is there a contradiction in this notion?
- How to evaluate a person who behaves well at school and is rude and disobedient at home or vice versa?
- What do you think is the most disgusting shortcoming in humans?
- Is there a difference between being human and being called human?
- To what extent can a one-sided development arouse interest in others?
- What does it mean to be modern?
- What are the qualities of your ideal?
- Who do you want to be like literary heroes or people around you?

An important condition for the organization of discussions is sincerity, good communication with teachers. If you read before the discussion.

CONCLUSION

Adolescents are able to control themselves, to have a deep understanding and understanding of moral norms, to correctly form an idea of moral qualities, to be able to distinguish between

good and bad, and at the same time to develop their own morals and character. to be able to evaluate, to form the ability to see the advantages and disadvantages.

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