



ENSURING EFFECTIVENESS OF EDUCATIONAL ACTIVITY AS A PSYCHOLOGICAL PROBLEM

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A B S T R A C T	K E Y W O R D S
<p>The effectiveness of educational activities is the main criterion as the best criterion for assessing the level of quality of the educational process. In each education system (primary, general, secondary specialized, higher), the main task and goal is to increase the effectiveness of educational activities. Factors influencing the effectiveness of educational activities and the dynamics of educational effectiveness are one of the pressing issues in psychology.</p>	<p>Education, teaching methods, effectiveness and phenomenon</p>

Introduction

The problem of ensuring the effectiveness of educational activities as the main criterion has always been an urgent issue of the educational system. Improving the effectiveness of educational activities relies on methods used in various forms in the pedagogical process at all stages of education and scientific research of scientists. The problem of using these methods remains relevant even now, because, firstly, modern education cannot be carried out without these methods, secondly, modern life conditions require new approaches to using these methods, and thirdly, these methods are characterized by their compatibility with constantly dynamically changing conditions. Indeed, after all, education is a complex, multifaceted process aimed at revealing the student's important strengths, forming positive social and moral qualities of a person, assimilating the experience of past generations, and understanding the specific social aspects of the society in which he exists.

The Main Part

At the current historical stage, higher education institutions are called upon to form a new generation of people with modern thinking and working methods. Behavior and lifestyle of students is the social face of the student. Any high moral principles, the most modern knowledge are useless if they are not reflected in the student's lifestyle. These aspects are an integral characteristic of a person. In this regard, the problem of educating young people during the educational process in higher educational institutions deserves special attention.

Effectiveness of educational activity serves as the main criterion as the best criterion for evaluating the quality level of the educational process. In each educational system (primary, general, secondary-special, higher) the main task and goal is to increase the effectiveness of educational activities. Factors

affecting the effectiveness of educational activities, the dynamics of educational effectiveness have been one of the topical issues in psychology. Several psychologists have expressed their views on this problem.

M. V. Gamezo notes that effectiveness in educational activities can be the cause of educational development as a sign of both the productivity of teaching and the full performance of tasks set in teaching. The highest rate of teaching effectiveness means that the technology in education is also used perfectly. Also, Gamezo emphasizes that the educational process, its organization and conduct should be directed to the manifestation of the individuality of the learner. It can be concluded that learning efficiency can be increased by allowing the learner to fully demonstrate his abilities. For this purpose, it is necessary to constantly use various technologies and methods in the educational process.

A.N. Leontev, every behavior of a person can show the productivity of his activity only when he enters into social relations with the community. In the effectiveness of the pedagogical process,

A.N. Leontev emphasizes the importance of establishing social relations as the main task. According to A.N. Leontev, the main issue in educational efficiency is the mutual relations of the members of the learning group and the stability of relations with the pedagogue. If a stable relationship is established between the subjects of the educational process, it allows to increase the educational efficiency several times.

The social situation also has a great influence as the main source for increasing the efficiency of certain activities of a person. This view is supported by scientists such as L.S. Vygotsky, J.G. Mead, and J. Piaget. According to these psychologists, in order to increase the effectiveness of pedagogical activity, it is necessary to create a favorable social environment and situation, similar to the development of other activities. Only then can the expected results in educational activities be achieved. It is considered a certain condition that the necessary efficiency can be achieved only if a favorable social environment in educational activities is formed.

In order to increase the effectiveness of educational activities, we can include various elements in a favorable social situation, from the existence of the necessary material and technical base for education to the professional competence of the teaching pedagogue. For this reason, the influence of many subjects (students, teachers, administration, etc.) is required to ensure the social situation. V.V. Rubtsov, who supported the opinions of the above-mentioned psychologists on the issue of increasing the effectiveness of educational activities, notes several problems in the issue of social relations in the educational process:

- the question of how to organize the individual and group learning process;
- how to organize study groups;
- the issue of allowing students to show their individual characteristics and recording them;
- the issue of effectively organizing the joint activities of pedagogues;
- the issue of correct and stable teacher-pupil relations.

V. Rubtsov noted that a quality social situation can be formed only when the right solution is found, and this can have a positive effect on educational efficiency.

From the above information, it can be seen that many factors and tools can influence the increase in the effectiveness of educational activities. For this reason, psychologists have given different opinions on the issue of increasing the effectiveness of educational activities. For example, D.B. Elkonin and V.V. Davidov emphasize that it is necessary to change the structure of the educational process in order to increase the effectiveness of educational activities. A special model of the effectiveness of

educational activity was formed in the model of the special developing learning mechanism developed by Elkonin and Davidov. This model consists of the following structural components:

1. Contradiction.
2. Needs.
3. Motivation.
4. Motivational field.
5. Preparation.
6. Readiness for new activities;
7. Withdrawal from activity.

It is emphasized that the consistency of these components can lead to an increase in educational efficiency. However, it should also be taken into account that the needs of subjects are not always clear during the training process. This can negatively affect the readiness of the activity. In addition, motivations may not be a sufficient factor in increasing the effectiveness of activities.

Determining educational efficiency with the level of mastery of students in educational institutions is one of the known methods. Many factors affect the level of mastery: material condition, physical condition, age characteristics, family status, initial basic knowledge, ability to control one's behavior and other related individual and social factors. These factors and characteristics make it possible to assess the level of effectiveness of educational activities. In addition to the above factors, psychological characteristics and qualities such as the level of intelligence (the ability to acquire knowledge, skills and abilities to solve problems), creativity (the ability to create new knowledge), learning motivation and self-evaluation are also accepted by researchers as factors affecting the effectiveness of educational activities.

Psychologists such as B.G.Ananov, A.A.Lyublinskaya, L.V.Zankov put forward the idea that it is necessary to develop teaching techniques and methods in order to increase the effectiveness of educational activities. B.G.Ananov notes that the constant updating of educational methods, the development of new pedagogical technologies, and the use of new pedagogical methods in junior high schools have an effect on increasing the effectiveness of education. Testing of new pedagogical technologies and teaching methods from the stage of the primary grades of the educational process leads to an increase in the interest of students in learning, the formation of their positive attitude towards innovation, and an increase in the effectiveness of the educational process. It is appropriate to take into account the professional competence of pedagogues in the formation of modern pedagogical technologies. The reason is that pedagogues need sufficient knowledge and skills in their fields to be able to develop, master and implement new technologies. For this reason, it is necessary to have sufficient knowledge and skills of educators among students to improve educational efficiency.

A.A. Lyublinskaya notes that various tools and subjects should be used in the implementation of techniques and methods used in education. The author states that the methods of teaching with the help of usable objects serve to increase the educational efficiency in primary and senior classes, as well as in vocational educational institutions. Pedagogical techniques of this style help to accelerate the educational process of students, develop skills and abilities while developing brain activity of students, and cause a sharp increase in educational efficiency. Taking into account the opinions of A.A. Lyublinskaya, it should be noted that the organization of the educational process with the help of special tools of pedagogical techniques promoted by Lyublinskaya requires a sufficient material and technical

base. Providing all educational institutions with a material and technical base is a time-consuming process.

L.V. Zankov put forward the idea of forming new methods aimed at showing and developing the individual characteristics of students. L.V. Zankov, directing educational methods and techniques to the formation of individual characteristics and abilities of students, developing new pedagogical methods in accordance with the development of individual characteristics, increases the interest of students in the lesson, which leads to the development of educational efficiency. This idea requires the development of various personal development methods and techniques and their application to the educational process. Also, allowing students to show their talents individually, forces them to consider the issue of developing each of their abilities and qualities in a homogeneous environment. The reason is that in the socio-psychological environment of the educational group, students with different abilities may face certain obstacles in their self-expression. Such barriers include group values, group leaders, and the influence of an authority figure (teacher, administration representative) for the group. Formal and informal leaders in the classroom can influence the psychological environment in the group, the ability and qualities of other students to manifest. For this reason, teaching methods should be multi-level, multi-characteristic oriented.

Ya. A. Menchinskaya, D. N. Bogoyavlenskiy, E. N. Psychologists such as Kabanova-Meller emphasize. Ya. A. Menchinskaya's main scientific research topic was mental development. The researcher emphasizes that the personal qualities and abilities of the student are more important than the skillful pedagogue in the learning of the students. If in the previous pedagogical views it was emphasized that pedagogical skills and professional competence of the teacher are important in mastering the subject, according to Ya.A. Menchinskaya, it is necessary to organize the lessons taking into account the individual characteristics of the students, and to distribute the tasks according to the personal abilities and character qualities of the students. For this reason, Ya. Menchinskaya emphasizes that a talented student is a more important factor in educational efficiency than a talented pedagogue. In addition, it emphasizes the importance of teaching and learning processes in educational effectiveness, not as separate processes, but as a parallel process that requires each other.

Ya.A. Menchinskaya's scientific research on educational efficiency has scientific-theoretical and practical significance in the fields of psychology and pedagogy, and serves as one of the primary programs in the organization of special education. It also serves as an important theoretical basis for the establishment of an inclusive education system. Ya.A.Menchinskaya's scientific views can be useful in increasing educational efficiency in the special education system. But the researcher's ideas are not enough in the secondary education system.

D.N. Bogoyavlenskiy's scientific research was considered one of the main scientific research issues in mastering school education. Also, Bogoyavlenskiy conducted his scientific research on the formation of the ability to study in schoolchildren, the formation of thinking in the educational process of schoolchildren. According to the scientific conclusions based on the scientist's researches, it is possible to improve the quality of education by forming mastery skills and developing the thinking of students. According to this idea, the main goal of the educational process should be the formation of mastery skills, not mastery. In addition, it is emphasized that the subjects being taught should not be based on mechanical memory, but thinking should be the primary factor in the learning process. Bogoyavlenskiy notes the selection of students at school and their admission to school as one of the factors affecting educational efficiency.

On the issue of improving educational efficiency in education. Scientific works of E. N. Kabanova-Meller are also noteworthy. Scientific works of E. N. Kabanova-Meller serve as a very valuable basis for the topic of developmental education. In their research, scientists emphasize the need for proper organization of the educational process in order to improve educational efficiency.

Properly organized education should develop other qualities and characteristics of a person in addition to the function of gathering information and increasing intelligence. This leads to a further increase in mastery rates and a transformation of education from simple informational education to personality development education. [9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21].

E. Kabanova-Meller has developed her scientific concept on the issue of developmental education, and in her concept, it is necessary to go through the following practical stages in the organization of developmental education:

1. Generalization of all educational links (programs, textbooks, methods) lessons. Generalization is required both within and across disciplines;
2. Determine the teaching methods of each subject and form them according to the students;
3. The imparted knowledge should be able to connect the students' thinking and emotional sphere;
4. Forming methods of managing students' educational activities.

E. N. Kabanova-Meller's concept served as an important theoretical basis of its time in increasing educational efficiency in the general education system.

The scientist, through his concept, tried to emphasize the developmental task of education, and in addition to training a narrow range of specialists and imparting basic knowledge, the scientist paid attention to the adaptation of the person to the social order, the development of the individual characteristics and personality qualities of the person.

The issue of the effectiveness of educational activities as a topical issue has been the subject of several scientific studies and researches in world psychology. These scientific studies were carried out within the framework of educational processes and pedagogical activities in various fields. International scientific research on academic effectiveness is discussed below.

With the development of modern technologies, additional opportunities and new teaching methods develop in the educational process. As a confirmation of this idea, the organization of the educational process through high technologies can be shown as an example. Researchers of Kantho University (Vietnam) offer their research on the issue of organizing the educational process online with the help of information technologies. In this study, the level of effectiveness of online and offline classes of foreign languages, especially English, was analyzed. One of the unique aspects of this research work is the analysis of lessons conducted through the ZOOM platform and the GOOGLE MEET platform, and the effectiveness levels of traditional style lessons are compared. The study analyzed the effectiveness of two forms of education based on the following criteria:

1. Efficiency level of the selected platform.
2. Level of competence of teachers in both forms of education.
3. The degree of effectiveness of the form of education depending on the choice of students.
4. Achievements of students.
5. Learning environment.

Another important aspect of the researchers' scientific research is that in this research, not only students engaged in educational activities, but also individuals working in production were taken as research objects. This makes it possible to study the effectiveness of teaching and learning foreign languages on

a wider scale. According to the results of this research, 1.01% of the students who studied foreign languages in the traditional form obtained the C1 foreign language level, while those who studied online did not achieve this result. 59.12% of traditional education students, and 59.04% of distance education students who reached B1 level. From the results of the research work, the traditional form of education can serve as an important factor for educational efficiency. It was also observed that the traditional form of education has a high level of emotional impact and impact on the cognitive sphere in learning foreign languages.

From the information reviewed above, it can be concluded that the issue of educational efficiency is one of the urgent issues. The problem of improving and stabilizing educational efficiency is a problem that requires constant scientific research in the fields of psychology and pedagogy. For this reason, there is a demand to study this issue from different angles.

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