

METHODOLOGY FOR DETERMINING THE PERSONAL QUALITIES OF STUDENTS BASED ON NEUROPEDAGOGICAL TOOLS

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Abstract

This article discusses the determination of students' personal abilities based on neuropedagogical tools.

Keywords

neuropedagogy, neuropsychology, direction, results of scientific research, pedagogy and psychological processes, human brain, neurological changes, individual, subject.

The prosperity and prospects of society depend on how advanced the field of education in it is. For this reason, the system of continuing education, which at the moment was in front of it, was of strategic importance one of the issues is the formation of a new education and the creation of an international educational environment, this issue is a series of directives signed by the leadership of our republic and our government a vivid example is the introduction of documents into practice¹. This is the system of continuing education seeking knowledge in youth, spiritual and moral purification, faith, righteousness, faith, further formation of human qualities, such as honor, kindness, making them physically and mentally gixat is charged with ensuring that they grow up healthy. "When we say healthy, not only physically, but also spiritually, we imagine a healthy child to ourselves". Continuous inclusion of the Republic of Uzbekistan among the developed countries of the world the educational system also has a worthy role. This makes the educational process first of all, preschool education is aimed at improving the development and efficiency of activities it assumes that it is necessary to start with institutions and primary classes.

Education in educational institutions from the first days of independence of our republic innovative approach to the organization of the process, relying on active and interactive methods in the case of extensive use of modern pedagogical

and information technologies at an accelerated pace being established, special attention is paid to the orientation of the educational process towards the personality of the student directed. Because raising morally mature and physically healthy children effectiveness, in many ways, is what educators need to educate and how to educate is inextricably linked with their knowledge. This is from coaches and educators to preschool education and upbringing of pupils of institutions and elementary grades their comprehensive and in-depth knowledge of the personality of the learner in the process, their psychophysiological in addition to the features, neurological capabilities and aspects require to be recognized makes. In this, the coach and the students who are struggling to master the educational programs it is important that special attention is paid by educators, because training failure to master its programs in time is negative for the intellectual and social development of the individual effect.

All the attention and memory of the Children, its portability, information with the speed of acceptance and acquisition, the imagination and understanding of being, the "vision of the world" different from each other. The main reason for this is which of the Cerebral Hemispheres is human life in the fact that the leader in his activities is important. Because, the left half of the brain in the learning process relying on the sphere is only on the active development of the left hemisphere, while relying on the right hemisphere leads to the active development of both hemispheres. thus education this is how in the child's psyche in the process of obtaining self-esteem education for the child giving is one of the important factors in its upbringing and maturation.

In a new way to look for a solution to this problem effectively approach-a comprehensive analysis and solution of the problem is necessary. All for this human resources specialists-educators, psychologists, sociologists and neuroscientists, their experience and it will be necessary to combine the products of scientific research. Scientific carried out in this direction as a result of research, a new field of pedagogy is cognitive neuroscience-neuropedagogy being formed, this science is called "How to teach a person?", a simple, yet extreme can answer an important question.

Pedagogical processes in terms of neurological changes that occur in the human brain learning from the point of view, that is, the synergism of neuroscience with pedagogy-neuropedagogy 1997 in arose as a separate science. Neuropedagogy pedagogical neuropsychology,

Psycholinguistics, neurolinguistics, social psychology and individual, education of the subject and the individual further formed in the general field of knowledge related to the process.

In the emergence of neuropedagogy as a science, Charles S. Jacobs, L.S. Bassler, J.E. Bogen, B.T. Vouds, E. Lenneberg, A. Smith, P. Wolff, E. Jensen, B. Given, W.A. Moskvina, N.V. Moskvina, V.D. Yermeeva, T.P. Chrysman added a large mass. In the United States, this direction is scientific research on Charles S. since 1997. Hosted by Jacobs.

According to the scientists named above, human thinking is subjective because, his merits go to better decisions than those that can be obtained in a logical way while helping to come.

Improving the quality of education in Uzbekistan through the use of neuropedagogical knowledge and development of neuropedagogical characteristics of children in the context of an innovative educational environment some issues have been investigated, and major scientific research in this area has been carried out online not increased.

Neuropedagogy – cognitive neuroscience, differential Psychophysiology and when mastering various educational materials by the student personality of neuropsychology, its information on changes that occur in the functioning of the brain as well as the reader and he noted that the options for the individual lateration profile of the educator coincide education in the case is a science about the organization of the educational process.

Both human cranial hemispheres are in complex cognitive processes although involved, their activity strategies differ from each other to the extent of intuition. Left half people who are leading balloons can analyze data in series and logically as well as distinguished by the fact that the analysis is general-oriented from the private slices, the right hemispheres are those who are leaders understand the universe in an intuitive and general integrity, as well as the thought of they differ from general in their tendency to analyze private fragments. This is the case of Education mastering knowledge in the process of intuitive-emotional (communicative) as well as logical-rational manifested in the occurrence of (non-communicative) ways.

The main goal of neuropedagogy as a science is higher in the functioning of the human brain effective solution of pedagogical tasks taking into account the individual characteristics of psychic functions it consists in providing practical assistance to be made.

Neuropedagogy includes the following sections: neurodidactic, neuropedagogical diagnostics (diagnosis), neuropedagogical training, neuropedagogical correction and adaptation and Organization of neuropedagogical mix of the educational process.

Neurodidactics is a branch of didactics and is a branch of neurodidactics education the neuropedagogical principles of organization, educational process and internal groups the neuropedagogical composition of psychodynamics as well as the educational process are more effective to incorporate neuropedagogic humility into the educational process, aimed at ensuring that the educational process based on the objective laws of Neuroscience by teaching the forms and methods allows control.

Neurodidactics is divided into general and private parts. General neurodidactic theory methodological studies the laws. Private neurodidactics, on the other hand, are neuropedagogical diagnostics and engaged in the study of practical recommendations of teaching.

Neuropedagogical diagnostics-paired organs in a person leadership of the arms, eyes and ears several functional types of cranial hemisphere asymmetry, depending on their indications allows you to identify.

Neuropedagogical correction and adaptation - neuropedagogical characteristics of the child making adjustments to his value-motivation and behavior, as well as education ensures the organization of adaptation to the process.

Neuropedagogical education-neuropedagogical diagnostic results and pedagogical on the basis of the correctional technologies of neuropsychology, a group of educators oil on the organization of educational activities, taking into account the features of the neuropedagogical environment prepares recommendations.

In conclusion, when organizing an innovative educational project - its integrative theoretical base, general methodology and precise diagnostic and correction technologies when creating, the possibilities of the science of neuropedagogy can be effectively applied. That is education the information given in the process is not only for children to remember, but also for helps them to understand and master, without any relative difficulties.

This condition affects the development of cerebral hemisphere synchronization in children-in them provides an increase in the effectiveness of mental activity. For this to the following important cases the creation of new

pedagogical technologies based on neuropedagogy with reference to and it will have to be introduced into the educational process:

- each child has a different process of learning, understanding and thinking about the environmentkechadi;

- the peculiarity of each child's thinking to himself-the hemispheres of the human brain

is it a charge of receiving data and the speed of operation, the superiority and thinking of one or another memory system in the difference in the course of their processes;

- planning the educational process in preschool and primary educational institutions and

in organizing, each individ has its own characteristics of the activity of the Cerebral Hemispheres get.

In order for teachers in the educational process to convey educational materials to children in an understandable language it is necessary to attribute the hostities to their own in the Cerebral Hemispheres.

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