



METHODOLOGICAL PRINCIPLES OF DEVELOPING THE CONSCIOUS DISCIPLINE OF STUDENTS IN THE LESSON PROCESS

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Article history:	Abstract:
<p>Received: 6th April 2023 Accepted: 6th May 2023 Published: 7th June 2023</p>	<p>In this article, the methodological foundations of the development of students' conscious discipline in the course of the lesson are outlined. The importance of forming the conscious discipline of students within the educational process of the school is based on the child's awareness of the conscious discipline of the educational process. When developing a model of the content and forms of the development of conscious discipline, the following recommendations are given, arising from the modern requirements of educational renewal.</p>
<p>Keywords: students, lesson discipline, conscious discipline, behavior, healthy microclimate of the lesson, choice of action, conscious attitude, responsibility.</p>	

INTRODUCTION. Today, the problem of the student's personal discipline is undergoing a deeper analysis and reflection. Modern requirements for the discipline of students require that the educational work conducted with them should not have the nature of strict control, and the arising problems should not be solved by authoritarian methods. It is known that discipline is the natural freedom of a person in his activities, which accepts human values as a personal necessity. In this case, the task of general education schools is to create conditions for the growing young generation to express their personal identity and define their position.

Achieving and improving the effectiveness of the educational process in the continuing education system is directly related to increasing the educational power of education. The educational power of education is inextricably linked with the personality of the teacher, his professional skills, ideological and moral qualities, organization, perseverance. The state of discipline in the school and the level of discipline of the students in the entire educational system are determined by the correct organization of teamwork, skillful teaching in the classroom, active activities of school organizations, the general culture of the school, the unity of the influence of the school, family and neighborhood [5].

ANALYSIS OF LITERATURE ON THE SUBJECT. Technologies of education of discipline in students of general education schools in our country K. Yoldoshev, Sh.A. Isroilov, Yu.M. Asalov, O. Musurmonova, O. Jamaliddinova, G.K. Tolaganova, I.M. Khakimov, G. Khudoyorova, G.G. Researched in the works of Yadgorova, O.U.Avlaev.

In the works of foreign scientists, J. J. Rousseau, H. Remshimudt, Yu. Khymyainen, A. B. Shneider, E. G. Eylesler, E. Erikson, issues of education of discipline and moral culture of students are reflected.

The analysis of scientific sources, the analysis of the scientific and educational literature, the results of pedagogical experiments, and the analysis of programs are the basis for concluding that there is no single and systematic approach to the problem of school discipline at present. Some educational and methodical manuals and recommendations created do not allow to completely eliminate this deficiency.

Despite the conducted scientific research, today the school requires students to conduct research on the basis of researching the foundations of discipline education within the educational process.

ANALYSIS AND RESULTS. In pedagogical literature, the concept of "discipline" is considered as follows: the ability to control oneself, actions, feelings, thoughts, to obey the will of the community [2]; compliance by students with certain rules of conduct [3]; conscientious fulfillment of the requirements of the teacher and class team by students [5]; compliance by students with the rules of behavior in and out of school[6].

A qualitatively unique field of discipline is the discipline of the lesson, which is decided according to the purpose of the educational activity. Also, the characteristics of school discipline differ depending on the age of the students.

There are three aspects of school discipline: academic discipline, which requires compliance with the rules of the student's attitude to study; personal behavioral discipline;

the discipline of community tasks, which involves the completion of community tasks by students.

These three aspects of school discipline together form the student's personal and social duty [6, p. 77].

Discipline rules are determined in the behavior of students and determine its stability. Subjecting the student's mind to changes, discipline forms a personal trait, a character trait, a personal quality - discipline. Education is mainly focused

on the formation of discipline among students, which reflects the conscious implementation of social norms and rules. Thanks to this established attitude, the child finds correct and reasonable behavior in various situations.

Discipline implies endurance and determination, while it is based on the will principle, and includes other moral habits necessary for communication.

Z. F. Orekhova believes that it is necessary to pay attention to accuracy, the habit of following orders and instructions when educating the student's conscious discipline [5, p. 39].

Necessary qualities of a disciplined student, for them love of mental and physical work, systematic work on acquiring knowledge is the main responsibility of the student [6, p. 12]. Conscious discipline is the most important condition for the successful implementation of the activities of the state institution and the tasks of secondary education.

The concept of "conscious discipline" can be defined as follows:

the quality of a person formed on the basis of conscious compliance with the rules of conduct, a positive and responsible attitude to learning, managing one's behavior in accordance with the requirements in any situation;

the student's knowledge of the general rules of discipline, his purpose in society, the requirements, norms and rules of behavior at school, at home, in public places;

the belief that these rules must be strictly and precisely followed;

manifestation of an active life position, responsibility, friendship, indifference [4, p. 56].

The level of formation of students' conscious discipline at school is determined by the following indicators:

students' understanding of the need to observe discipline in behavior;

readiness for development and the need to fulfill social requirements and rules of labor, education, leisure time discipline;

Self-control in behavior;

undisciplined actions of others, violating the general discipline of the children's team.

One of the famous Russian scientists who dealt with issues of moral education of schoolchildren, V. E. Gurin singled out the following as indicators of the formation of the personality of students:

the ability and readiness to independently form activity and contradictions, needs, motives, behavioral goals based on an understanding of objective necessity;

high development of moral and voluntary qualities;

the ability and readiness for acceptable moral and voluntary self-regulation of behavior;

the presence of multifaceted experience in solving behavioral situations;

conscious attitude to the choice of action [1, p. 53].

When talking about the nature of the conscious discipline of students, it should not be forgotten that it consists of knowing the rules of behavior and the established order at school, understanding its necessity and a firm, stable habit of implementing them [2, p. 150]. Conscious discipline refers to the child's understanding of the importance of order as a necessary condition for learning.

The main method of educating conscious discipline is the organization of educational activities, the main purpose of which is to fulfill certain rules of behavior. One of the main conditions for the effective education of conscious discipline is the observance of this regime, which not only has a positive effect on the physiological functions of the body, but also plays a large disciplinary role, it teaches a certain style of behavior, helps to develop skills and abilities to fulfill disciplinary requirements [8, 38 -page].

The psychological environment or microclimate of the lesson is the joy and trust, mutual understanding, emotional and psychological state of communication between the teacher and students in the lesson.

A healthy microclimate of the class is characterized by the fact that students are not afraid of the teacher, believe in themselves, understand and support the teacher and classmates. At the same time, a good microclimate is characterized by the teacher's high demands on students.

An unhealthy climate in the classroom is a pessimistic mood, students' uncertainty, boredom, nervousness, fear. In the conditions of a positive microclimate, students not only work better and more efficiently in the classroom, learn the learning material, have exemplary behavior, but also get less tired. An uncomfortable atmosphere in the classroom has a negative effect on the psyche of schoolchildren, leads them to a state of mental tension, mental stress, which leads to a gross violation of discipline.

In scientific pedagogical literature, the concepts of discipline are often used as one-order phenomena, that is, discipline is an objective phenomenon that means order in people's actions, sometimes "discipline" means the quality of a person. In our opinion, the various approaches that we have considered to reveal the concepts of "discipline", "conscious discipline" allow us to better understand the process of moral education of students, in particular, the school, especially at the initial stage of the formation of the children's community, allows us to build all educational work more effectively. At the same time, these conclusions allow to better organize the school regime, monitor the study load, rest and extracurricular activities, and ensure the careful attitude of teachers to students. Otherwise, children have difficulties in communicating with others, as a result of conflicts between consciousness and behavior, the development of social adaptation slows down.

CONCLUSION. In the development of a modern model of the content and forms of the development of conscious discipline, the following recommendations can be made based on the requirements of educational renewal: formation of a high level of motivation for educational activities, the need for knowledge;

self-education and self-discipline;
forming the desire to be an active, creative, disciplined citizen who can directly participate socially and creatively in the life of the country, who can change reality;
giving students the opportunity to evaluate the results of their educational and cognitive activities and their behavior;
preparing students to independently discover knowledge, norms and values in the course of life and to determine their own professional destiny;
independent development of personal qualities necessary for life.

LIST OF LINKS:

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