

## PROBLEMS OF INCREASING THE EFFECTIVENESS OF THE EDUCATIONAL PROCESS

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**Abstract:** the article explores the problems of improving the effectiveness of the educational process. One of the main tasks of modern education is the implementation of democratic changes in the relationship between the teacher and students, a complete rejection of authoritarian pedagogy. In this article the essence of the most widespread directions of the teacher's activity is revealed, the importance of methods and style of the teacher's activity for the development of the personality of students, realization of their potential opportunities is determined.

**Keywords:** educational process effectiveness, humanistic and democratic principles of personality-oriented learning.

## ПРОБЛЕМЫ ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ УЧЕБНОГО ПРОЦЕССА Ахатова Х.А. (Республика Узбекистан)

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**Аннотация:** в статье раскрыта проблема повышения эффективности учебного процесса. Одной из главных задач современного образования является осуществление демократических изменений в отношениях между учителем и учащимися, полный отказ от авторитарной педагогики. В настоящей статье раскрыта сущность наиболее распространенных направлений деятельности педагога, определено значение методов и стиля деятельности учителя для развития личности учащихся, реализации их потенциальных возможностей. Воздействие учителя на учащихся и установление отношений с ними осуществляется на основе многих методов и стилей.

**Ключевые слова:** эффективности учебного процесса, гуманистические и демократические принципы личностно-ориентированного обучения.

The problem of the psychology of pedagogical work has long attracted the attention of specialists, and this problem awaits its solution.

A holistic model of professional activity, based on humanistic and democratic principles, unites in itself four important components:

- 1) ideological, moral, spiritual beliefs;
- 2) pedagogical orientation;
- 3) pedagogical abilities of a special and general nature;
- 4) professional pedagogical skills and skills that ensure continuity [2].

Today, attention is growing in the study of the level of general and specific pedagogical abilities of the individual, most of the models reflecting the level of pedagogical ability of the individual, contained four interrelated microstructures. These are:

- 1) system models;
- 2) structural models;
- 3) pseudo-prognostic models;
- 4) prognostic models.

We will focus on the humanistic and democratic direction of activity, which is one of the components of the professional abilities of the teacher.

The influence of the teacher on students and the establishment of relations with them is carried out on the basis of the following methods and styles.

The authoritarian method is an undemocratic method that contradicts the principles of personality-oriented learning. Authoritarian method was widely used in traditional teaching. Unquestioning obedience to the teacher was required. And it was never explained why such rigor and exactingness is needed. Therefore, students did not focus on self-government and self-education. The main thing is that in the classroom there was absolute silence, and you could only raise your hand and receive the permission of the teacher. Instructions of the teacher were carried out without discussion.

In such a situation, the interests of the students were not taken into account, and the lessons were conducted strictly according to the planned plan. In the educational and cognitive process, conditions for discussions and discussions were not created, and basically the thoughts of the teacher were introduced into the minds of students. When communicating with students, their individual psychological characteristics were not taken into account, their emotional state was not taken into account. Of course, this method distanced the teacher from the students, around the students an atmosphere of isolation, uncertainty and anxiety was created. And although the teachers, committed to this method, achieved high achievement, but the thinking of students, creativity, intelligence and other qualities developed poorly. As a result, the students had a feeling of insecurity in their abilities and capabilities.

The method of orders led to the fact that outside the lesson the students were not capable of self-government, which led to violations of discipline. This method would be typical for teachers with a strong will, not allowing good feelings toward the students. Students will not hear the words "Teacher loves me," instead, the guys formed a sense of fear (but not respect) in front of the teacher.

The democratic method is one of the methods of professional activity that ensures the effectiveness of the learning process. Thanks to this method, an environment of friendly communication and cooperation between the teacher and students is created, which promotes the appearance of positive emotions in the student and ensures achievement of the intended goal. Students are proud of their successes, and the need for joint activities and mutual support firmly takes its place in the cognitive process. In turn, the activity of the teacher is mutated, its humanistic orientation becomes the leading factor, the main attention is paid to the development of the personality of each student.

Students intensively learn the skills of self-management and self-control. They have a sense of responsibility for learning outcomes. Reliance on the humanistic and democratic principles of education is one of the main conditions of personal-oriented learning.

In the activity of the teacher, the liberal method, that is, the method of free activity, also manifests itself. It is typical for teachers with a low level of professionalism. Teachers who prefer to use it do not aspire to personal-oriented learning. In the lessons of such teachers, students are left to themselves and freely determine their occupation for themselves. "Freedom" extends to the behavior of the students as well, since they feel no responsibility. The effectiveness of such training can not be said.

Our research shows that only the activities of the teacher, based on democratic principles, can ensure the effectiveness of the educational process and the full development of the personality of the younger generation. Only in conditions of the humanization of education it is possible to create an environment for the harmonious development of students and the application of their creative abilities.

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