

**THE STUDY OF PROMISING METHODS IN PEDAGOGY THAT AFFECT THE
SUCCESS OF THE HIGHER EDUCATIONAL PROCESS**

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In order to implement an effective educational process of the researcher, new versions of concepts, theories and teaching methods have been repeatedly proposed. The experience of introducing and using educational theories and concepts has shown that every innovation in education after a short period has been criticized. This does not mean that all innovations in the educational field were initially irrelevant. As for the methods of education, the traditional methods for these purposes have long been beliefs, the teacher's personal example, pedagogical tact and preventive measures, which are not enough for the implementation of the modern educational process.

INTRODUCTION. The current stage of development of educational technologies is characterized by new experimental studies of modernized theories, concepts, methods of teaching and upbringing. At the moment, the modern education process is characterized by a trend of a progressive lagging behind the introduction of innovative teaching methods from the results of scientific and technological progress. Achievements of science and technology in all spheres of production are interconnected with the formation of new requirements for the qualifications of specialists in all available professions, which in turn requires a revision and adjustment of educational programs and methods of their implementation.

Research methods. The methodological basis of research, based on the multifaceted nature of the factors influencing the educational process, is a complex application of complementary approaches, the main of which are system-activity, humanistic, competence-based and personality-oriented.

Methodology of psychodidactic in the preparation of teaching materials Psych didactics is a relatively new scientific theory that combines didactic, psychological and methodological knowledge. The psych didactic approach to education, in essence, should cover all the main components of training and education. But despite the fact that the new scientific theory has existed for more than two decades, to date, no unified understanding of

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the tasks of psych didactics has been developed. Each researcher presents the methodological apparatus of psych didactics in his own way.

To date, the main focus of research in the field of psychodidactics is focused on the study of methodological, didactic and subject-specific components of the educational process. As for the psychological component of psychodidactics, which determines the selection of the mental functions of a person, taking into account age, individual and personal characteristics that contribute to the achievement of the set didactic goal, this part of knowledge requires new research, based on the results of which it is necessary to create appropriate methods for diagnosing and correcting personality traits.

The sources of research were the works of Kazakhstani, Russian and foreign scholars on didactics, textbooks on Pedagogy of the twentieth century, UNESCO recommendations on the development of teaching strategies.

On the one hand, the section overviews, and on the other hand, the results of a practical study on the use of innovative teaching methods by teachers, and understanding of their strengths and weaknesses are presented.

Changes in didactics in the twenty-first century have been studied in the following areas, which lead to the active use of innovative teaching methods:

the features of the expansion of the subject of pedagogy—"education" have been analyzed;

approaches in modern foreign didactics on teaching the digital generation of students have been analyzed and generalized, taking into account their specific features;

attention is focused on pedagogical innovation as a direction for the development of didactics;

a survey of teachers on the using of traditional and innovative teaching methods has been conducted.

Comprehensive application of existing theories, concepts and teaching methods. In the context of the massive use of cognitive learning systems and training programs, no single existing concept or theory of learning can be universal. Even within the framework of one discipline in each individual lesson, it is advisable to use elements of various educational theories and teaching methods. The most optimal will be to form the components of theories and concepts of education individually for each topic of a specific discipline.

Aspects of cognitive pedagogy. The main accents of cognitive pedagogy are focused on the realization of human cognitive capabilities, including the perception of new information, its processing, memorization and assimilation [4-6]. It is certainly not advisable to focus the entire learning process only on the methodology of cognitive pedagogy, but it is simply unacceptable not to take into account the elements of its capabilities in the modern educational process.

Significant increase

the effectiveness of perception, memorization and assimilation of new knowledge by students occurs when the rhythms of the brain are activated in different frequency ranges, namely:

- Activation of delta rhythms of the brain during wakefulness helps to reduce anxiety and stress.

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- The effect of theta waves on the human brain helps to reduce anxiety, improve psycho-emotional state and memory, and also contribute to the activation of intuition and creativity.

- Most subjects perceive the pronounced activity of alpha rhythms as a great creative inspiration. "In the range from 8 to 10 Hz, a person's ability to perceive and understand new information sharply increases.

- When alpha waves are emitted at a frequency of 8.22 Hz, a person's creativity is significantly activated.

- When alpha waves are emitted at a frequency of 10 Hz, a person is in a clear consciousness and in high spirits, he has an increase in the presence of serotonin, in case of malaise, a decrease in pain is noted.

- When alpha waves are emitted at a frequency of 11 Hz, a person is in a relaxed state.

The most pronounced activation of the rhythms of the brain is noted in people who practice meditation. This is confirmed by the research of Professor Takahashi, as well as the study from Harvard Medical School. According to studies carried out in Kyrgyzstan, practitioners working with egomotives according to the method of A. V. Krutikov noted the activation of brain rhythms in the ranges corresponding to the activation of cognitive and creative abilities

The activation of the radiation of the rhythms of the human brain can occur not only spontaneously, but also with the help of attuning a person's awareness to the perception of new knowledge. Methods that contribute to attunement of awareness to a forced mode of perception of new knowledge are psychocorrectional work with egomotives and the formation of basic personal qualities of students, focused on the upbringing of spiritual and moral qualities of the individual. Methods of attunement of perception are described in detail in work

The educational component of the educational process. The upbringing of young people is one of the most important tasks of education. Of course, traditional teaching methods, persuasions, the teacher's personal example, pedagogical tact, preventive measures, playing psycho-trainings, have a positive effect on the education of schoolchildren and students, but this it is not enough for the correction and formation of the basic personal qualities of students, which are the basis for the interaction of a young person in the family, at school, at the university and in society.

One of the main problems that worsen the effectiveness of the educational process is insufficient training of teachers. Not any words will have the proper corrective effect on the student if the teacher himself does not possess the spiritual and moral values that he is talking about. Therefore, the upbringing of schoolchildren and students should begin with the upbringing of teachers and teachers.

Aspects of pedagogical interaction. Any learning process is primarily pedagogical, and for its implementation it is necessary to form an active two-way pedagogical interaction. Any communication process is inherently a perceptual component of communication, in which there is a mutual active perception and analysis of the interlocutors' reactions to their mutual behavior. A schoolboy and a student, as a rule, do not have the necessary amount of knowledge in order to be an equal interlocutor with a teacher. In these conditions, the

teacher's skill lies in his ability to create conditions under which the process of pedagogical communication will not be one-sided.

Taking into account personal individual characteristics in training. There are no completely identical people, each person is an individuality. Each person is characterized by manifestations of character, imagination, perception in accordance with the peculiarities of the yoke of individuality. And of course, it is simply unacceptable to ignore the individuality of a person when teaching. Consideration of individuality is of particular relevance in preschool institutions. It is at the preschool age that it is advisable to identify the mental, cognitive and creative characteristics of the child, and in the event of their obvious deviations, it becomes possible to provide the child with timely qualified assistance.

Conclusions. In modern conditions, the success of the educational process can be realized, in the preparation of teaching materials, developed taking into account didactic, psychological and methodological knowledge; with an effectively established pedagogical interaction between teachers and students, in which the individual and personal characteristics of both students and teachers will be taken into account. when organizing work in educational institutions for the diagnosis, correction and formation of personal qualities of both students and teachers.

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