

**SPIRITUAL AND PEDAGOGICAL ROLE OF SELF-EDUCATION IN
THE FORMATION OF GENERAL SECONDARY SCHOOLS
STUDENTS AS PERFECT PERSONS**

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Abstract: This article is devoted to a detailed presentation of scientific and practical research and theoretical research of the author on the role of self-education in the system of spiritual and educational upbringing of secondary school students. At the same time, it is stated that the development of pedagogical and psychological foundations of a system that regulates activities that form the basis for independent thinking of students is an urgent problem of scientific research, and scientific and practical research to solve this problem is relevant.

“Self-regulation” and “self-education” did not appear recently in pedagogy and psychology. Teachers and psychologists are more familiar with the terms “independence”, “independent reading”, “independent work”, and since the famous Czech teacher Yu.A. Kamensky pays special attention to education for independent work of students, the formation of skills for independently performing educational tasks [6].

An important issue of our time is that independent thinking acquires a material essence in the conditions of market relations. If we look at the issue more broadly, independent thinking can be effective only when it becomes an internal desire, an emotional, intellectual and spiritual need of the student, and not only through external influence. Therefore, the development of pedagogical and psychological foundations of a system that regulates activities that form the basis for independent thinking of students is an urgent task of scientific research. The fact that this issue acquires a socio-economic essence not only in the educational process, but also on the scale of the entire society is of a methodological nature. Its methodological basis is associated with the acceleration of social, scientific and technological development in conditions of independence, the acceleration of social life, and the increasing role of the human factor in industries. Effective use of knowledge and skills requires a person to know the scientific foundations of the mechanisms of self-regulation and self-government.

Preparing a person for independent life and work is carried out first in the family, in preschool education, and then at school. It is in this sacred school that he acquires the skills of continuous learning, constant improvement of his abilities, awareness of his duty to society, and regulation of his behavior based on the requirements of society. Therefore, an important issue in the educational process is informing students about the mechanisms for regulating their activities, status and personal qualities, taking into account social requirements and the characteristics of their body, and educating them in this spirit.

Self-regulation and governance is a much broader issue. It is necessary to distinguish between personal qualities, mental state and activity, and principles of self-regulation. A person's self-regulation is influenced, first of all, by his active attitude towards himself and others, secondly, the moral and social orientation of his personality, thirdly, his personal and social experience of comparing himself with others in joint activities and communication. However, research in this regard has not yet begun. We are interested in the internal mental and physical mechanisms associated with the student's self-education at school, and we are interested in the answer to the question of whether he can engage in self-education.

At the same time, we do not mean that the processes of blood circulation, respiration, assimilation and dissimilation associated with the vital activity of the human body occur on their own. We think only about the regulation and management of certain physiological and mental states, based on a person's ability to regulate his activities based on the requirements of the activity in which he is engaged.

In the theory of cybernetics and automatic control, it is understood that self-regulation is a certain constancy of the parameters of the working system or, in general, the preservation of its changes within the appropriate limits of the system. The theoretical foundations of self-regulation of functional systems were developed by Russian scientists P.K. Anokhin, N.A. Bernstein and O.A. Kanopkin. At the same time, they substantiated the self-regulation of the state, human activity, and the subject's ability to actively change himself [4].

The conscious system of self-regulation of activity has its own structure and is unique for different types of activity. It includes the following links: activity goal, essence, state model, action program, result assessment, change-correction.

The great Russian physiologist P.K. Anokhin explained the principles of the human brain, its functional blocks, its integrity, the necessary levels of movement and vegetative control, that is, exactly one part or all parts of the body, and their subordination to the current movement and the state of the body for its vital activity, it is scientifically proven that it serves to obtain a useful result. Based on his ideas, it was possible to determine the physiological basis for understanding the purposeful orientation of human behavior, the mechanism of emotional reactions, and the complex

essence of behavior correction [4].

The scientist's thoughts on the functioning of functional systems have general theoretical significance not only for the science of physiology, but also for teachers, as the scientific basis for the ability to turn a person's behavior and behavior in a direction beneficial for his activities. Functional systems are universal and can be easily applied to any system, including living organisms, machines, and socio-economic structures. This theory enriched the activity of the human brain of I.P. Pavlov with new data, which made it possible to supplement the doctrine of reflexes with the activity of complex nervous mechanisms [6].

Every mental and physiological process in a person, no matter how simple or complex they may be, is associated with the formation of a functional system and consists of a set of behavioral actions. Any desire of a person can be to satisfy his needs, acquire a social profession, etc.

Motivational impulses arising in the anterior parts of the cerebral hemispheres represent ideal, needs or physiological needs in the internal receptor area of organisms; motives are directed to the structures of the reticular formation in the limbic system of the brain. As a result of this, a special activity of the brain arises, without which no human action or activity can occur. The structure of the reticular activity of the brain ensures the study of the surrounding situation and the appropriate response to external reactions at the right time. This process is afferent synthesis, which is a necessary condition for goal and decision making. In the process of afferent synthesis, the brain "sorts out" a large amount of information coming from external organisms; environmental factors affecting the body in connection with the flow of stimuli are called afferentation. In turn, afferent synthesis is associated with experience in human memory. Therefore, an important necessary component of a functional system is the neurophysiological memory apparatus.

Studying a situation, the brain makes the optimal one for a given situation from a large number of possible "solutions". This is the time of a sharp turn in brain activity, after which the brain makes a "decision" and develops a "program of action." On this basis, the flow of stimuli acquires an afferent character and performs an executive function. However, the brain needs a start signal before it can initiate movement. This initial afferentation consists of an excitatory current that determines the favorable time for the body to carry out a decision. Before making a "decision" and developing a "program of action," the brain forms a special apparatus for "anticipating desire," which is called an action acceptor. In humans, the receptive motor apparatus is the product of long evolutionary development.

Foresight is characteristic of humans and all living organisms and is a means of understanding the spatiotemporal structure of the Universe. Foresight serves as a means for a person to proactively consider physiological processes and provide a unique

response to adverse situations.

Until now, the motion receiver has not had an exact neurophysiological definition, but is a product of the work of the entire brain and memory apparatus. It is these structures that play an important role in high afferent synthesis and “decision making”, developing a program of action. Based on this, the body performs various actions based on the decision and program of action. However, the enrichment of each movement occurs under the constant control of the brain. This control is carried out using feedback afferentation, or two-way communication. Through two-way communication channels, information transmits to the recipient an action, which includes a ready-made model of this action and a plan for its implementation, as well as the final result. The emotional background is important when performing an action. If the result of the action corresponds to the real model, the person will experience satisfaction and positive emotions. If the result of an action does not correspond to the real model, a negative emotion is formed, and the body directs its reserves to obtain the expected result. Thus, the structural mechanisms of a functional system will consist of the following: 1) afferent synthesis; 2) decision making; 3) an action acceptor, or a foresight device, that is, a device that models a future result; 4) the unification of somatic and autonomic functions, forming an afferent observation complex in the act of movement; 5) the result of the action; 6) bilateral afferentation – the stage that determines movement.

The mechanisms of the functional system and hierarchy of activity that form the act of movement in humans are briefly summarized as follows. This shows that a person can change and control the properties of his body. This shows that the possibilities of education and self-education are endless. The capabilities of the human nervous system have shown that it can not only change some of its properties, but also completely change itself and create anew.

In the course of activity, its form and program can change and adapt to each other. However, the goal of the activity remains unchanged until the person achieves it or abandons it for another goal. In children and adults, in the course of activity, in its main parts, ways and means, the program of action changes depending on conditions, since the same goal can be achieved in different ways and means. However, children have a harder time distinguishing what is important from what is unimportant than adults, and due to their inexperience, they may make more mistakes and produce lower quality work. These defects may gradually disappear. The next component of the activity is the evaluation of results. The evaluation takes into account the success of the performance, accuracy of movements, smoothness, effectiveness, and quality.

After the “result evaluation” part of the activity, the correction stage begins. If the goal is fully and correctly achieved, no corrections will be made. A person, as the subject of his activity, determines his tasks, methods of achieving goals, means, observes the work process, changes methods and means depending on conditions,

evaluates the results and, finally, creates satisfaction from his work. In the process of change and rationalization of activity, a process of intellectual, moral and spiritual growth occurs in a person, he learns something, his mind grows, his strengths and capabilities improve. These aspects are of interest to educators and psychologists. The functions of the control structure in any type of activity are manifested in various processes: perception, memory, thinking, imagination. In this case, the difference is seen in the experience, persistence and intelligence of the person. Therefore, this situation can be seen when creating learning tasks for a student. In this case, we see changes in tasks in the structure of the system of self-government of human activity. As a result of teaching a student self-government in educational activities, his personality develops and he develops traits of independence in himself as a subject of management. In the process of self-control, a number of mental processes develop: attention, memory, imagination, thinking; personal qualities, will, self-awareness, abilities, and character are also formed.

In the formation of self-government, the student's perception of himself, knowledge of his capabilities and the ability to evaluate them are formed. According to research by psychologists, the level of self-awareness and capabilities of a person is reflected in the product of his activity. Depending on the work a person performs, one can find out his knowledge, skills, abilities, hard work, thoroughness or superficiality, laziness, impatience, lack of interest.

Students should be taught whether students' assessments of themselves and their abilities are "correct-adequate", "incorrect-excessive" (overestimating one's own strengths – overly self-confident or inadequate highest self-esteem) or low (modest, not knowing the meaning). This especially depends on age. Teenagers often overestimate their strengths and capabilities, and this can continue into adolescence. If a person overestimates himself and his capabilities, he strives to advance and rise; good, but to know that he has something that he does not have, and to think that "the teacher did not understand him, underestimated him," this leads to grief and slows down his development. Low self-esteem can also cause negative qualities: a student can believe in his "second-classness," "lazyness," or inaccuracy, and not be ashamed of this, but get used to it. This condition may remain with him for the rest of his life, or it may continue until he has a strong influence. For example, if a new teacher makes a positive, personal impact on him, instills in him a sense of self-worth, or if this student falls in love with someone, he may change.

Correct self-esteem is formed depending on age and experience, communication with peers, attitudes and assessments of adults. The activity of each child is a continuous process, occurring one after another, having a beginning and an end. In childhood, adolescence and adolescence, a person learns self-management as a subject of age-related activity, realizes his capabilities, abilities and what he is capable of.

Being human, he has a clear idea of his potential: 1) be able to set a goal and strive to achieve it; 2) choose the most convenient way to form your own movement, methods and means of achieving the goal; 3) be able to program activities, take into account the results of methods and means of achieving the goal, parts of the action coming one after another; 4) be able to self-evaluate - be able to evaluate the products of your activities along the way and the final result; 5) knows how to make changes and adjustments to the results obtained; 6) understand relationships in self-government: must be able to establish relationships with people and tools.

Self-government depends on understanding your own strengths and capabilities. This activity will be holistic and conscious. Fostering students' interest in self-government and constantly directing them towards this gives them the skills and abilities of self-government. Students gradually learn to evaluate their behavior as a subject of activity. Semi-automatic, conscious mechanisms, that is, skills and habits, also play a role in self-control. However, if a person is conscious, he can rationally control these actions [2].

The purpose of education is to teach schoolchildren to be self-disciplined, conscientious about work, able to study and work independently, self-discipline, and self-control.

When determining the level of self-government, it is necessary to take into account the opinions of teachers, educational production masters, group trainers, friends, and classmates. This is the student's ability to independently plan, program, set goals, ways and means in the structure of self-government activities, set an independent goal, show determination to achieve it, stability, self-confidence, conscious desire, initiative, the ability to be critical of oneself, independence, feeling responsibility, amenability to learning, and mastery of self-education skills may also be key indicators. This is the basis of self-diagnosis.

Self-education of secondary school students is carried out through certain methods. Professor A.I. Kochetov in the book "Organization of Self-Education of Schoolchildren" shows self-knowledge as the main method of self-education of students, and defines introspection, self-analysis and self-study as its components. As a result, he exhibits self-esteem and self-control. The basic method consists of 3 components. The stages of self-knowledge are: introspection, introspection and self-knowledge [3]. There is a certain logic in this, since the means of self-education, self-study, written oral report, written self-analysis, self-education increase self-awareness.

Thus, if we say that the main method of self-education for students is self-knowledge, we have a certain basis. Previously, we examined scientific and practical issues of self-government. Based on this, the following is a summary of self-knowledge. As we have already mentioned, self-knowledge of schoolchildren consists of introspection, introspection and self-education.

A person's understanding of his "I" can be called self-knowledge. The student acts as a subject of knowledge and activity for himself, understands himself on the basis of comparing himself with others. In this case, a person gets to know another person, so that he becomes an object of observation, study, and knowledge. Then knowledge and self-knowledge will appear as one. At the same time, a person has the opportunity to compare himself with another person, compare his personal qualities with him, and look at himself through another person. This is the beginning of a complex cognitive process. On this basis, gradually rising to higher levels and understanding the reasons for one's own behavior, determining one's qualities and on this basis analyzing one's shortcomings, analyzing one's strengths and weaknesses, one's own system of social relations, one determines one's position. This process involves human cognition and thinking. In the process of self-knowledge, an understanding of feelings, interests, and values begins. The basis is knowledge of your characteristics, control of your behavior, your actions, that is, self-control.

Students' self-expression should be taken into account in reading, community service, play and recreation, as well as in their relationships with society in which they can be observed in a new way. This legitimacy is also reflected in their perception of themselves as subjects. If everyone wants to know his personal qualities, he should observe and analyze himself in different situations. Communication, interaction with other people and through practical activities are of great importance in the self-knowledge of schoolchildren. In a highly developed and integrated team, its demands on each member lead to his knowledge and improvement of his own characteristics.

Self-knowledge is realized through the attitude towards another person. The "I" cannot be truly understood only as an immediate object. He realizes his essence in cooperation and communication with others only through his attitude. In such complex human relationships, each specific "I" acts as an object of another specific "I". Only then will people be able to recognize each other in human, i.e., interpersonal relationships. Students improve by comparing themselves to others and seeking positive role models.

In self-education, human knowledge becomes a necessary activity. Each person has the opportunity to recognize his side in relation to the person he perceives and compare it with the externally manifested sides of his behavior. However, self-learning is individual in nature.

When the pedagogical training of schoolchildren is based on the general laws of human learning by man, it will be of a deeper and more focused nature. The uniqueness of the teacher in this regard depends on the level of his training in this activity, the level of educational communication and requirements. Therefore, a person must begin to know himself by observing himself. Self-observation is, first of all, an analysis of memory, thoughts and behavior over a certain period of time. It has meaning not only

in itself. Emotions, thoughts, attitudes and personal qualities are important. A child should be taught to observe himself from an early age. For example, every evening before going to bed, a child should mentally analyze what he did during the day, what was right, what was wrong, and what was disappointing. As your child gets older, you need to devote more time to him and make him an integral part of your life throughout his life. An adult must analyze a certain period of his life and turn it into his habit. The science of psychology has proven that a person's actions become a habit only when they are repeated regularly. As a result of repetition, important connections are formed in certain centers of the states of the cerebral hemispheres. On this basis, repeating processes become a habit and a dynamic stereotype is formed. Self-observation should prepare the way for self-analysis. Self-analysis is the second method of self-knowledge. This process is more complex, it takes the form of a critical assessment of things, comparing them with things that are important to a certain person. If introspection is the expectation of what will happen, then the process of introspection encourages us to find answers to the questions of why exactly it happened, for what reason and due to what qualities it happened.

The student evaluates his personal qualities from the point of view of a perfect person, and also evaluates his psychological, professional, inclinations and social qualities of the individual. In this regard, self-analysis does not include a short "slice" of a student's life, but a much longer period and provides the basis for a conclusion. Forming healthy criticism and self-criticism in students is also a necessary development tool. An objective, friendly, impartial opinion is the basis for correct self-assessment of students and the formation of a demanding attitude. On their basis, the student's self-esteem is formed.

Self-esteem is intended not only to determine the student's level of development, but also to take a value-based approach to personal qualities, strengthen the need to be satisfied with one's positive qualities and develop them, to be dissatisfied with one's shortcomings and to change. Critical thoughts and attitudes can remain at the level of good wishes. If they are not turned into a powerful tool for self-transformation, if the right conclusions are not drawn, they will remain in the air. It appears when the desire to realize them is aimed at efforts at self-improvement.

Although the organization of self-knowledge, self-observation, and introspection form an entire system and prepare the ground for self-awareness, the means that strengthen it do not end there. S. B. Elkanov, who dealt with the issues of self-education of future teachers, used methods such as self-motivation and self-programming, management, self-training and self-control, self-conviction and supplement this with special self-training [5, 40]. In our opinion, if self-knowledge is strengthened by these means of self-education, students' self-education can acquire a certain consistency, become a habit and give positive results.

The task of the teacher is to pay special attention to the formation of life goals and ideals in the system of educating students. It is difficult but effective to teach schoolchildren who are not focused on the future, who do not have strong beliefs and life ideals, to self-education; it is necessary to form an opinion. An important driving force that motivates a person to perfection is his desire for the future. Self-education should contribute to its formation in the student. Self-education, or the creation of one's own program in this regard, is also important in the development of a student's personality. This can be done in different ways: a written plan or a commitment. Students must determine its shape based on their capabilities. In this case, experience shows that a written plan may be more helpful. Because having it in written form is the basis for active thinking when determining the tasks of self-education.

The possibilities for human self-improvement are endless. There is no limit to individual creativity here. One of them is to teach yourself. The essence of this method is that the student can consciously regulate his actions and behavior in certain situations. A person's intentionality in his actions protects him from mistakes and gives him the experience of pre-planning his actions. Giving instructions to oneself is like an exercise before a future action and, in turn, is a method of objective regulation and control. A person's desire to foresee the future is the reason for his ability to control himself even in unexpected situations, to direct his thoughts and attention. In this case, a person draws conclusions from yesterday's mistakes and asks the question: "Why did this happen?", "What is the reason?" Faced with his questions, he mentally instructs himself in advance to correct his mistakes in the future.

Teaching schoolchildren to self-educate is a process. Each process takes a certain time and becomes systematic. In this regard, self-monitoring and self-reporting methods are also useful for acquiring self-education skills. In this case, the student works on himself and observes his actions "from the outside," through the eyes of another person. Unlike self-observation, in this method the student's thoughts and actions occur simultaneously. The function of self-monitoring and reporting is not to observe or record an event, but to evaluate it and change behavior. Self-control comes from a person's ability to control events in the external world. Self-control is taught and then transferred to a person's behavior and actions. In self-education, self-control performs the function of correction and control of personal qualities. In this case, a person regulates his actions and constantly reminds himself of what he needs to do: "I must do this, I must do that," and so on. Self-education of schoolchildren can be carried out as an independent activity or as an assistant to the main practical activity. Then self-control helps to consciously implement self-discipline. As a student acquires self-discipline skills, self-control becomes ingrained in him or becomes a habit and arises spontaneously and involuntarily. This, of course, can be achieved not by itself, but through constant practice. Self-reporting as an additional method or tool complements and enhances self-control. Self-reporting your behavior

means changing your behavior.

Convincing himself, based on an analysis of his life and serious logical conclusions, the student consciously directs himself to the further development of his behavior, prepares himself for this. With the help of self-persuasion, he changes his self-awareness, his attitude towards various life events. Self-persuasion requires the student to have an active mind and a unique debate with himself. The student makes various positive or negative statements, identifies the truth and begins to implement it in his life. To do this, the student must have sufficient self-confidence. An important role in this is played by the formation of the ability to analyze, compare, and generalize the databases collected by him. To do this, the student should make good use of the methods of self-justification and self-comfort. Based on them, a person makes one or another decision about the development of his behavior in the process of convincing himself. "Should it be done this way or that way?" The execution of this decision is taken in the form of an order. The method of self-coercion is self-control. Self-control is a volitional influence on oneself, and when, after self-analysis, doubts or some relaxation in decision-making appear, factors appear that destroy it, which can be a means of active work in self-education. A situation arises in a person's thoughts and actions that when the time comes to carry out a planned event, work or plan, he calls on himself as a team. This situation arises in the life of schoolchildren when they have to do something that they do not want and do not accept from the heart. However, this work must be done for others and for the team. Then a person overcomes his internal spiritual conflict and is directed towards this activity.

The advantage of man over animals in this regard is that he is conscious, purposeful, able to see ahead and can use his will to complete the task assigned to him.

The hadith says that this is not a physically strong person, but a person who knows how to control his anger. A person is considered voluntary only when he does something that he does not want, that is unpleasant to him. Students should understand from a young age that human life continues in the form of alternating joys and sorrows. If he doesn't realize this in time, it will be very difficult for him to find the right path in the future.

The great Russian composer P.I. Tchaikovsky said: "A person should be able to work even when he doesn't want to. A person must be able to control himself and direct himself in the right direction. Inspiration does not come to the lazy" [7].

To order yourself as a way of forcing yourself means to overcome desire and prepare for the fulfillment of desires, to give yourself the freedom to prepare like "I must" and "I will." In some cases, self-control can be realized in the form of self-subordination. In this case, a person willingly submits to someone or something, realizing that he needs it. Self-submission is the essence of self-discipline, or the honest performance of one's duty and the submission of one's will to it. Subordination is a

very broad concept: subordination of people, society, nations, the state and domination over them, etc. However, we consider it not as a socio-political phenomenon, but as a pedagogical tool, as a method of self-education for schoolchildren.

In our work with schoolchildren, we were convinced that self-subordination is not an innate quality, but should be formed in them as a product of activity and education. The formation of this quality in him is associated with higher nervous activity, personality orientation, volitional qualities and lifestyle, upbringing, especially his moral qualities. The student's imagination and ideals about his life and future also play a decisive role. Therefore, it is appropriate to consider self-submission not as the behavior of a student, but as a quality of personal will.

One way to tame yourself is to train self-control. It manifests itself in keeping the student or classmates away from events and situations that lead to harmful and bad consequences. In turn, self-control is also an example of discipline. With its help, a person controls his emotions, intervenes when necessary and refrains from unnecessary things. Cultivating this quality in students is necessary not only in terms of self-education, but also in patiently overcoming situations and events that happen every day, at every turn, and inappropriate, inconvenient and unpleasant actions of others. Unrestricted, inappropriate interference in people's work, life and even in their words will bring people great disappointment or misfortune. The inability to suppress emotions and anger causes great trouble in the system of human relationships. In the hadith: "The person who can control his anger is called the strongest person." No wonder it is said: "If you are angry, sit down, if you are standing, stand up, if you are sitting, or be silent."

A person must have an internal "brake" that restrains his emotions. Sounds like a recipe. Self-control is one of its manifestations. In the teachings of our people, such as "don't interfere," "don't talk to adults," "don't interfere in the affairs of adults," there is a mention of self-control.

In addition to the above, self-control can be manifested in several ways: for example, reminding oneself, consoling oneself, encouraging oneself, rewarding oneself, humiliating oneself or punishing oneself, insisting, using oneself or making promises to oneself, swearing to oneself, etc.

Among these methods and means, self-consolation stands out as having a strong influence on self-education. Although relaxation and self-soothing are part of the self-education system, they have a much broader meaning. However, we are interested in this as a means of self-education for schoolchildren. Self-consolation is an important way of self-control; a person influences himself through words, based on his state of mind. Consoling oneself has different effects depending on a person's susceptibility to internal and external influences and the state of the nervous system. In some cases, people with an empty nervous system and lack of will can easily become complacent

and fall into illness and depression. Therefore, a person should take comfort in himself, while maintaining calm. Creating a desired situation by repeatedly repeating a comforting word to yourself, having full faith in the future state, repeating it in your mind through words, repeating the desired state in your own words, directing the spiritual world towards it and absorbing it, mentally preparing yourself for it is a function of comfort. Consolation in various forms and contents and situations is only a positive decision; a person must command his mind in the form of “I am calm,” “I am right,” “I believe in myself.” In ongoing research, self-comfort and self-education can be carried out in the form of special training. However, this is beyond the scope of our study. Based on the logic of self-education, we thought about the method of self-knowledge and the methods and tools that strengthen it.

Self-knowledge as a holistic method is introspection, introspection and, as a result, self-esteem. The remaining events that we have considered are methods or means of enhancing this process. It is worth noting that the comprehensive application of all of them in the process of self-education of students prepares the ground for self-assessment.

Thus, in this work, initially in conditions of independence, when preparing qualified specialists in secondary schools, we will not only prepare from them professionally mature, skilled masters of their profession, but also educate them spiritually, morally and cognitively, as owners of a certain profession, We explained the need based on scientific experiments. The reason for this is determined by the increase in the human factor in all spheres of development of society in conditions of independence. Preparing an independently thinking specialist requires the development of self-control mechanisms. At the same time, we have determined the scientific basis that a person’s self-regulation of his emotions, interests and aspirations depends on the physiological mechanisms of the higher nervous system and the work of the cerebral hemispheres. On this basis, we described the methods of self-education for schoolchildren and the mechanisms for their implementation. Their implementation in practice depends on the creation of an integral system of educational work in a comprehensive school, mutual agreement and integrated functioning of the components of this system.

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