METHODS OF INFLUENCE ON STUDENTS AND THEIR PEDAGOGICAL-PSYCHOLOGICAL BASIS.

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ANNOTATION

This paper examines the main pedagogical methods of influencing students and their psychological foundations. The methods of persuasion, modeling, encouragement, punishment, and setting requirements are analyzed along with their role in the educational process. Based on the theories of motivation, social learning, and reinforcement, the mechanisms of effective influence on a student's personality are explained. The findings contribute to improving the effectiveness of pedagogical practice.

Keywords: pedagogical influence, psychological foundations, persuasion method, modeling, encouragement, punishment, setting requirements, motivation, social learning, reinforcement theory, student-centered education.

INTRODUCTION

The deeper and more branched the tree is, the stronger it is, the longer its life, and the more abundant its harvest. Over the course of many millennia of development, humanity has not been able to discover a more effective means of developing society than education, science, and crafts, which is why education and science are an important factor that determines the future of any society, nation, and state, and serves its development.

Education can achieve the results it sets itself only if it enters into comprehensive integration with internal and related sectors that can connect its roots with science and production, social life, in a word, life, and a state that can ensure a deep, comprehensive, continuous connection between science, education, and the economy and implement it in all spheres of social life will achieve development. It is no secret that our country is doing significant work in the field of education in this regard. The most urgent issues are the fundamental improvement of the education system, the identification of targeted areas for the training of specialists with higher education, especially the continuous improvement of the professional qualifications and knowledge level of pedagogical personnel.

In order to eliminate these problems and achieve a specific result, we must first of all pay attention to the psychological foundations of education. Education is a complex process aimed at providing students with a certain scope and level of knowledge, skills, qualifications, as well as the development of the intellectual activity of the individual. It is necessary to eliminate psychological tensions in the team, improve the professional skills of the head of the educational institution and subordinates, properly organize the free time of employees, create the opportunity to freely make suggestions for organizing work activities, and create friendly and cooperative relations in the team.

LITERATURE ANALYSIS

Gorbunova K.Yu., Maslova T.M. "Motivation for success is considered as a person's desire to achieve high results in various activities and communication and a constant desire to avoid failures, to avoid failure in life situations associated with the assessment of his activities and communication.

According to E.A. Lezhneva, motivation for success justifies the need to develop, which affects the formation of a person's professional strategy. Zvereva R.G. - the competitiveness of a person characterizes the synthesis of such qualities as clarity of goals and value orientations, a creative attitude to work, a desire for continuous self-development, etc. According to the author,

motivation for success is a driving and a factor in the development of the competitiveness of the student's personality. Based on modern definitions of the concept of "motivation" (V.K. Vilyunas, V.I. Kovaleva, E.S. Kuzmina, B.F. Lomov, K.K. Platonov, etc.), the motivational sphere of a person has a certain hierarchy is understood as a set of constant motives that are. and represent the direction of the individual. Researchers A.N. Leontiev, J. Atkinson, V. James, T. Dembo, N. Kuzmina, K. Levin, G. Murray, Heckhausen, F. Hoppe in their scientific work aimed at studying such personal characteristics that affect the motivation to achieve success. For example, the level of self-esteem and aspirations. A.N. Leontiev believes that motivation to achieve success is manifested in personal characteristics. The psychologist emphasizes the interdependence of individual behavioral strategies, most of which manifest themselves in childhood and are associated with the parameters of motivation to achieve success in life. Psychologist E.P. Ilyin notes that personal characteristics affect the characteristics of motivation to achieve success, and motivational characteristics are strengthened and become personality traits. At the same time, the psychologist The main influence on the development of motivation is determined by such personal characteristics as self-control and self-efficacy. Consequently, motivation to achieve success is interconnected with the personal characteristics of a person. The results of the analysis of the works of famous psychologists show that a person's high motivation to achieve success is based on ability, creativity, optimism, and confidence in success. Thus, E.Yu. Patyaeva emphasizes that such personal qualities as belief in the importance of one's work, understanding of one's mission, high efficiency, enthusiasm, self-confidence, and constant striving contribute to the formation of motivation to achieve success.

Modern researchers have identified the most important personal qualities that are decisive factors in the motivation to achieve success. Thus, Karpova E.V., Afanaseva A.S. believe that the motivation to achieve success, self-regulation and educational motivation depend on the individual characteristics of the student, the nature of the closest reference group, the level of development of the student community.

Zherdeva L.A. found that the motivation to achieve success is interconnected with such components of self-awareness as closeness, self-confidence, self-control, self-esteem, internal conflict and self-blame. Fokina I.V. believes that the level of motivation to achieve success and the sociometric status of students are interconnected. Timofeyeva O.V. It was found that students who are motivated to achieve success recognize the value of their career and consider it one of the main goals of life, which differs from students who are clearly motivated to avoid failure. According to psychologists, human behavior is largely determined by the system of their values   and attitudes. According to the results of the research of A.N. Bezrukova, T.S. Timofeyeva, S.N. Kovalenko, the desire to achieve success among young people is associated with the important values   of friendship and independence. Thus, the motivation to achieve success in students depends on the student's personal characteristics, qualities, and value system. Students' enthusiasm for education, the desire to gain knowledge are associated with their personal qualities.

DISCUSSION AND RESULTS

Education is a two-way process and is carried out as a result of the collaborative activities of the teacher (teacher) and the student (learner). To be successful in education, we need to understand its psychological foundations:
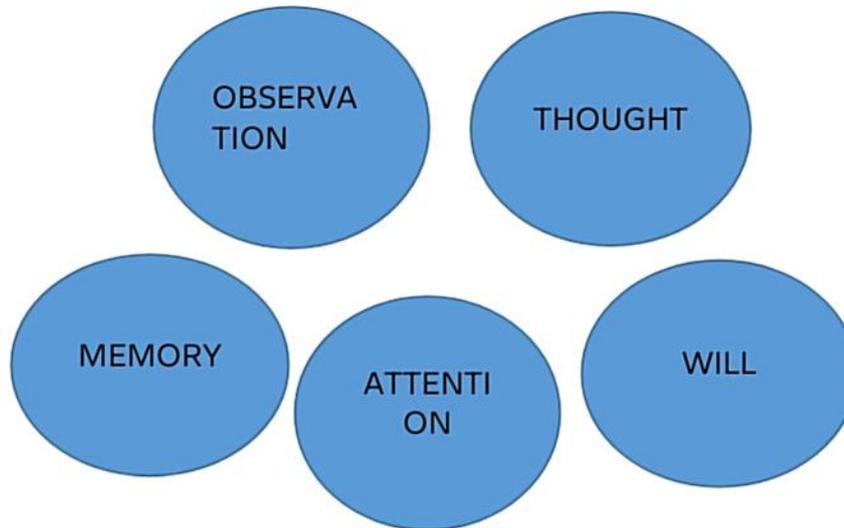
Formation of observation and thinking in the educational process. In order to form observation in students, the teacher must teach them to set clear and specific goals: to separate parts and components from a whole object, to compare objects, to distinguish important and insignificant signs. One of the important aspects of mastering knowledge is to understand the educational material, to the point of understanding its interdependence, intersubject relationships, belonging to certain areas and systems. The student must be able to understand that the materials being studied have a complex internal connection with the topics covered, the definition of laws, the origin of cause-and-effect relationships. This cannot be understood through simple perception or observation. Therefore, it is determined by thinking, reasoning, positive research, that is, the power of thinking.

Memory in the educational process. Several different memory tools are used to remember, retain, and recall educational materials. Initially, knowledge and information enter the student's mind in an associative way. In particular, they are more easily assimilated due to the similarity, proximity, and contrast of the objects and phenomena being studied. Sometimes laws and rules are memorized mechanically, without understanding their meaning. However, such materials are not well preserved in memory. That is why memorizing the essence of educational materials as logically as possible gives the expected effect. The effectiveness of the assimilation process largely depends on the settings given to students - their readiness to accept this spiritually, the provision of clear instructions, and the process of self-direction. Usually, based on the characteristics of the materials, they can be divided into those intended for long or short-term memorization, for clear recall, and for free thinking. Attention and interest in education. The stability, content, and orderliness of the learning process directly depend on attention. When attention is passive and weak, the learning process slows down or stops. The learning process takes place only when students' attention is focused on a specific task for a long time.

According to the activity of attention, it is divided into involuntary, voluntary, involuntary; depending on the object, external, internal, depending on the form of activity:
- individual;
- group;
- collective types.

Involuntary attention is of great importance in the educational process. However, it is not advisable to work only on this type of attention in studying. It is known that overly interesting lectures and exercises have a negative effect on the student's thinking and overcoming difficulties. In the teaching process, relying more on voluntary attention gives good results.

Because the combination of voluntary attention and emotional interest is an important condition for the formation of attention. The role of interest in the educational process is extremely important. Because interests reflect the student's attitude to learning and the strength of inclination to the content of educational subjects. The power of inclination indicates a response to the needs that have arisen in them for knowledge, opens the way to finding a means of satisfying their thirst for knowledge. Those who are interested try to draw a general conclusion by combining objects, events and phenomena. The role of will in education. The effectiveness of mastery directly depends on the student's willpower, spiritual need and perceived educational motive. Therefore, it is important to teach them to overcome difficulties, not to be discouraged by the failures they sometimes encounter, but to give them the command to self-control. Currently, there are trainings, role-playing and plot games that serve to educate themselves, improve themselves, and realize their inner potential. It is the professional duty of the teacher to introduce the student to the effective use of each of them. Our era forces a person to think, reflect, reflect, and draw conclusions for himself every second as an independent-minded person. That is, in this boundless world, we are obliged to know psychology, since we cannot imagine ourselves without others, our interests without the interests of others. After all, the policy of our independent state is to protect the interests of man, to create a decent lifestyle for him, and in order to carry out these works, the future specialist, whether he is a teacher, a construction engineer, or an agronomist, a doctor, a medicine for the people's ailments, must know the laws of social existence and use them wisely, obey the norms of life, take his rightful place in society, and fulfill his civic duty.

Establishing positive relationships in the pedagogical team is an important factor for the successful implementation of the educational process. Establishing positive relationships between students and teachers, as well as among students, further improves the educational environment. Positive relationships not only improve the quality of education, but also improve the psychological state of students, increase their motivation and contribute to their overall development. Psychological and pedagogical methods are of great importance in establishing positive relationships in the pedagogical team. Psychological methods allow you to take into account the feelings, needs and interests of team members. Pedagogical methods are aimed at developing effective communication and cooperation in the educational process. In this introductory section, we will briefly touch on the importance of establishing positive relationships in the pedagogical team and the main psychological and pedagogical methods that can be used in this process. Healthy communication in the educational environment, mutual respect and support create favorable conditions for the development of each member. This, ultimately, leads to the success of everyone in the team.

The topic of psychological and pedagogical methods for establishing positive relationships in the pedagogical team is very relevant in the modern education system. There are several reasons for this:

1. The importance of the learning environment: A positive environment is necessary to strengthen relationships between students and teachers. Positive relationships increase student motivation, encourage them to actively participate, and make the educational process more effective.

2. Psychological health: The psychological health of students has a direct impact on their academic success. Positive relationships can reduce stress, increase self-confidence, and promote personal development.

3. Teamwork skills: Many professions today require teamwork. By developing positive relationships in pedagogical teams, students can be given opportunities to develop teamwork skills.

4. Decision-making and problem-solving: Positive relationships facilitate problem-solving and simplify decision-making processes. This increases the effectiveness of pedagogical processes.

5. Cooperation with parents: Establishing positive relationships with parents helps to achieve better results in the educational process. Psychological and pedagogical methods for establishing positive relationships in pedagogical teams may include: Social-emotional learning (SEL): Programs that help students develop their emotional intelligence.

Today, any educational process must have motivation for success. As scientists have noted, the problem of motivating participants in the educational process is currently relevant. This issue is related to motivation in order to prepare students as key participants in the educational process. "Motivation for students is the most effective way to improve the educational process: V.K. Starodubtseva, - Motivations are the driving force of the educational process and the assimilation of material.

According to the author, learning motivation is a very effective process of changing a person's attitude to a particular subject of study and to the entire educational process. According to E.A. Kuzmin and Maslova T.M.: "For a student to achieve high peaks in life and develop himself, constant motivation to strive for success is necessary." Amerzhanova Sh.K. According to him, "Today, human success is one of the main indicators of the effectiveness of every person's life.

Student motivation is the processes, methods and means of motivating them to knowledge, their activities, and the active development of the content of education. According to the authors, motives can act in a set of feelings and aspirations, interests and needs, ideals and attitudes. The socio-psychological environment of the team is the most integral psychological characteristic of the group, a social process associated with the specific features of reflecting individual objects (events, processes) that are directly related to the joint cooperative activities of the group. The effectiveness of student activity depends on the state of the socio-psychological environment of the team. The most important signs of a healthy socio-psychological climate:

• trust and high demands of group members on each other;

• friendly and constructive criticism;

• free expression of one's opinion when discussing issues that concern the entire team;

• managers lack of pressure on subordinates and recognition of their right to make decisions that are important for the group;

• sufficient awareness of team members about their tasks and the status of work on their implementation;

• a sense of satisfaction among team members from belonging to the team;

• a high level of emotional involvement and mutual assistance in situations that cause frustration in any member of the team (deception, disappointment, disruption of plans);

• assumption of responsibility for the state of affairs by each member of the group, etc. When implementing this program, it is necessary to carry out the following additional measures.

1) study of literature on improving the professional skills of managers, managing the labor team and normalizing the psychological environment, methods and techniques of organizational and educational work;

2) develop personnel development programs that provide personnel training, professional development, and career planning opportunities for employees;

3) identify successes and failures in joint experiments with the team;

4) further improve the healthy socio-psychological environment in the organization by changing the leadership style, if necessary;

5) form a team based on psychological compatibility;

6) use the potential of employees in the process of making management decisions;

7) promote an increase in the frequency of formal and informal contacts between employees, showing their advantages and promoting their professional growth;

8) jointly organize and hold the team's leisure time:

- hold sports competitions;

 - organizing joint visits to theaters, cinemas, concerts;

- organizing receptions for special holidays, dates and ceremonies;

9) participation in amateur performances of team members;

10) creation of a psychological relaxation room for the team;

11) creation of a "box of suggestions and wishes" to improve team work, where employees can submit their suggestions;

12) periodic and ongoing psychological training by an organizational psychologist. Elimination of psychological tension in the team, improvement of the professional skills of the head of the educational institution and subordinates, proper organization of employees' free time, creation of the opportunity to freely introduce suggestions into the organization of labor activities, creation of friendly relations in the team, as well as cooperative relations in work.

CONCLUSION

Methods of influencing students are a central and integral part of pedagogical activity. In the modern educational process, the teacher is not only a provider of knowledge, but also a person who shapes the student's personality, develops his worldview, values, and social behavior. Therefore, in-depth knowledge of the methods of pedagogical influence and their psychologically based application are of great importance.

Through the method of persuasion, a logical and evidence-based influence is exerted on the student's consciousness, as a result of which he learns to consciously control his behavior. The example method, on the other hand, implements an educational influence through the personal qualities, ethics, and professional culture of the teacher. Encouragement strengthens the positive activity of the student and increases internal motivation. The methods of reprimand and demand serve to form discipline, responsibility, and accountability.

The psychological foundations of pedagogical influence are associated with the theories of motivation, hierarchy of needs, social learning, reinforcement, and emotional development. Taking into account the individual characteristics of the student - temperament, character, interests, needs and abilities - increases the effectiveness of the impact. In particular, a person-oriented approach allows you to develop independent thinking, initiative and creative activity of the student.

It is worth noting that pedagogical influence is not one-sided pressure, but a process based on mutual respect, trust and cooperation between the teacher and the student. The harmony of methods of influence, their selection and moderate application in accordance with the situation ensure high effectiveness of the educational process.

In conclusion, the professional skills and psychological knowledge of the teacher are the main factors in effective influence on students. A properly organized process of pedagogical influence serves to educate a well-rounded, socially active and responsible person.

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