

**PSYCHOLOGICAL ASPECTS OF DIGITAL ELECTRONICS IN
THE PROCESS OF EDUCATION AND UPBRINGING****Berdikhanova Gulnara Nurlibaevna****3rd year undergraduate student of Nukus State Pedagogical Institute named after Ajiniyaz
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The article of the psychological and pedagogical direction is devoted to the problems of professional education and reveals a number of modern, often problems encountered. We cannot imagine learning in the 21st century without digital devices. It is easier and more convenient to teach preschool children with the help of educational programs on TV or other equipment. Older children also learn and explore the world digitally. Students of all ages are interested in a world full of scenery and illustrations running across the screen and developing a child's imagination [1]. The teacher should calculate the psycho-physiological aspects of the student and develop him an incentive to read books.

Recently, not many people are interested in printed books, newspapers and magazines, most choose electronic format. Read news from browsers and social networks. So to fight this ailment becomes much harder. Of course, to argue with the fact that it is very convenient and quickly does not it will work, since it is easier to enter the information of interest or the name books, voila, ready, rather than looking for and wasting precious time searching and walking to the bookstore[2].

The covid-19 pandemic has also contributed to the development of remote teaching schoolchildren and students. There are many programs for distance learning of the school curriculum and programs of higher educational institutions. All interest was taken by the process of education for any distance. And here the education process is not possible. Only if not upbringing within the family.

The family is, of course, the first standard of behavior and the most effective. Therefore, you can safely state the advantages and disadvantages distance learning, where the relationship within the family at this moment become more favorable and strong.

Sitting at home and sleeping or taking a nap is naturally pleasant, but how is it here for a teacher or mentor to educate the audience?

In our opinion, a number of programs for the development of moral ideas. For example, entertainment roles about culture of peoples of different countries, about their traditions, religion and their beauty nature.

Modern vocational education is characterized by a number of relevant problems that cover the entire educational process in new socio - economic conditions. The solution to these problems will be contribute to improving the quality of training and growth the prestige of the working profession[3].

There is currently no operational and unified methodology analysis of the labor market, allowing you to plan the scope and profile of training skilled workers, employees and mid-level specialists. The concept of "professional education" has entered a number of actively used categories in the last decade of the XX century. Gradually, it took one of the leading positions in solving problems related to the organization educational work at the university. However, in the scientific literature to the end the essence of the concept of "professional education" is not indicated, the reasons and factors of its development have been clarified. In this article the essence, mechanism and unit of measurement are concretized professional education, its system-forming qualities and driving forces.

The problem of quality changes introduced by the category that appears in the training system specialist. Most researchers' professional education is considered as the development of professional competencies or professional culture[4]. From the point of view of A.V. Reprintsev professional education includes: personality development, feeling responsibility, degree of training, degree of mobility of mental processes and individual qualities, pronounced social activity and readiness for moral and aesthetic activity. In work Baychekueva N.Kh. professional education expands to professional culture. In most works, "professional education", includes a generalized set of professional competencies. Meanwhile, if you follow this logic, then mastering a profession is not a means of education, but its content. This interpretation levels the concept of "education" and does not show what the specifics are education in student age, what place does it occupy in general the process of education. To answer these questions, first of all, you need refer to the category of "education", which recently undergoes rethinking laziness.

Various proposals are expressed by modern scientists regarding understanding the actions that will help transform this category:

- bring upbringing in line with the realities of the sociocultural crisis, the essence of which is the clash of spiritual and moral ideals with the conditions of public life (Soloveichik V.)
- to make education international (Orehkova E.Ya.);
- expand the boundaries of upbringing to "global pedagogical therapy", making it an organic component of the whole life of society (A. Pecchei);
- to present the reality of upbringing not as theoretically a constructed concept, but as a sphere of human existence, a related set of ideas, thoughts, emotions, experiences and symbols (Sikorskaya G.P.);
- methodologically transform education at the level of thinking style, since a change in value attitudes leads to a restructuring of knowledge (Tsaplin V.) ;
- give education a practical focus, strengthening the moral the resistance of a person living in a spiritual crisis (Krylova N.B.);
- replace upbringing based on classical rationalism, with predominantly verbal and rational schemes, for education, which proceeds on the bodily-sensual, volitional, emotional, spiritual creative level and uses all the vital forces of a person (Bazarny V.) and etc[5].

It is not difficult to see that all of the above theories are associated with desire researchers to overcome the conflict between ideal (traditional) values and nominal values of modern reality. Question is how to make spiritual and moral values expedient, allowing a morally rich person to be viable, invulnerable and prosperous in today's environment. Obstacle here is the absolutization of values, which, as life shows, leads to a dead end or worsens a person's position in the world[3].

Thus, in contrast to traditional upbringing, which focuses on knowledge of values and erudition in the field of culture and art, professional education is aimed at acquiring the skills of students to live happily with the assigned values, to affirm the strength of the spirit in them, providing the ability to be successful and in demand in the profession, while maintaining the best human qualities. Due with this, for a person of adolescence, it is extremely important even at university, under his protection and, with his active support and assistance, gain the experience of making optimal moral decisions in a social, cultural, educational, cognitive and professional activities, both at the university and in wide society.

The task of professional education is to help the student, before he makes a decision, to form optimal attitude to the specific realities of life[5]. Event-driven a situation in which the student's optimal choice results.

Create a situation of choice and provide conditions for the event took place - the task of the educational process, which is not limited to educational, cognitive and leisure activities, and goes into the sphere practical, social, cultural, research and the professional life of society, starting from the first year of study. The transition of an educational situation to an eventful situation occurs at the moment when the studied educational material has access to the ability to apply knowledge in practice in any of the above areas student life.

By offering this or that quality, researchers highlight the conditions for which will successfully develop the ability to self-organize: this is - multicultural or humanistic environment; activities that strengthen national self-knowledge; feeling of patriotism and others. We bow down to the position of I.E. Yarmakeev, I.I. Palasheva. and Kosintseva T.D, who believe that, above all, professionalism, "is the accumulator subjective self-determination, self-realization and moral education ". (Kosintseva T.D.). In defending this point of view, we rely on the following arguments:

1. Professional activity in adolescence plays decisive role in self-knowledge, which in turn is not only a condition, but also the main factor of self-development and human self-improvement. "Self-knowledge is awareness a person of himself, his uniqueness, dissimilarity, originally accompanied by the separation of oneself from the mass of their own kind and the world as a whole, this is the path to oneself and the other, the path of creating truly human meanings and values, the path of their own destiny and mutual understanding of people. Not incidentally, UNESCO's policy documents emphasize the need to form a stable orientation of graduates towards creation of endogenous internal development potential[1].

2. The desire to acquire a profession is the second most important the need for student age after the need for communication. The desire to become a specialist, to gain prestige in society is so strongly that boys and girls can manifest themselves completely differently in the environment university, rather than in a school environment. It is not uncommon to observe how weak high school achiever, high school student becomes one of the best students.

Psychologists N.J. Entwistle, Fransson, Sallo, Marton came to the conclusion that the behavior of people has both consistency and variability. Scientists cite convincing experimental evidence that the student's approach to a task, for example, an approach to learning, is not sustainable characteristic, on the contrary, it is always a specific reaction to a specific task. The absence of a relationship between intellectual the student's abilities and approach to overcoming the problem. Fransson in his experiment showed that if the educational material, the problem, perceived by the student as important and interesting, as well as personally and socially significant, then the approach, attitude and attitude of the student will be deeper. Thus, the established relationship between motives, orientations and the quality of the learning process should be implemented at all stages learning through motivating professional activities in all its manifestations, as well as focus on the development of the foundations of self-organization and self-improvement. Only so professionally directed training will be placed at the service of the development of systemic quality personality, i.e. self-organization.

3. The beginnings and initial experience of professional activity in the university space are of great importance for the formation moral and professional pedagogical values. "Leading importance for the formation of moral and professional values has experience. Therefore, for the formation of moral and professional pedagogical values experience matters moral and professional behavior, communication with children, experience analysis of situations that arise spontaneously and are simulated in the pedagogical process ".

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