



## **The Importance of the Class Teacher in the Education of Schoolchildren as Perfect Personalities**

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**Abstract:** *This article presents theoretical and practical information about the importance of the class teacher in educating schoolchildren as a perfect personality, which represents the subject (class teacher) and the object (student) in the educational process. The class teacher is shown to play a guiding role in their relationship. Object-subject relations have a general methodological significance; accordingly, the article highlights other important scientific and practical considerations about the conscious theoretical and practical knowledge of the entire universe and the implementation of labor activity in the form of an object-subject.*

**Keywords:** *secondary school, complex social relations, education, economic, political, moral, democratic, interpersonal relations, perfect personality, class leader, economic development of society, professional training, dialectics of student relations.*

**Introduction.** Speaking about the educational process in a secondary school, it is appropriate to emphasize that it is focused on the student's personality and that it, in turn, is inextricably linked with complex social relationships. Social relations and the interpersonal relationships that arise from them are multifaceted and complex. Therefore, in interpersonal relationships and in education, it is impossible to take into account in advance all connections and situations, all aspects of life and give him a recipe. Because education cannot occur without relationships and the participation of the class teacher as a two-way process. These relationships as a process do not depend on the mind and will of the student; the class leader and the student enter into a relationship, become subjects and objects of the educational process, and form a conscious connection of social relations. Consequently, in the learning process, the interaction between the class teacher and students creates their learning relationship and serves to solve specific practical and theoretical learning goals in a secondary school.

The study of these processes shows that changes in society, economic, political, moral, democratic changes in it also affect educational relations. In this case, the role of the class leader is seen as adapting the educational process to these changes. Education is related to the economic development of society, and if the educational process can turn the personality of the student in a positive direction on the part of the class leader, then as a result, this will accelerate the economic development of society. If on the contrary, that is, if the class leader cannot organize the student's education in accordance with the requirements of society, then the moral and economic development of society will slow down or may decline. So, in the dialectic of relations between society, the class teacher and the student, the conscious professional and pedagogical skill of the class teacher accelerates the two-way process, adjusting it to the requirements of the social structure of society.

In this case, it is necessary to proceed from the law that the personal and professional qualities of a student are not related to his ontogenetic evolution, and the forms of organizing the student's activities change depending on the skills of the class teacher. So, the class teacher plays a guiding

role in the relationship between the subject (class teacher) and the object (student) in the educational process. The activity and mutual trust of the class teacher and students strengthens respect and cooperation between them. As a result, the activity of the student (object) in learning and mastering the profession increases. This leads to increased efficiency of the educational process. Therefore, let us dwell on the dialectic of subject and object in more detail.

Object-subject relations have general methodological significance. Because all conscious theoretical and practical, cognitive and labor activity of a person is realized in the form of an object-subject. Man, as a conscious subject, concentrates his consciousness and activity on an object that simultaneously interests him. At the same time, a person is shown as a subject, a point object to which his gaze, mind and activity are directed. In all spheres of social life, human relations and labor processes are carried out in the object-subject form. In particular, this is how people interact with each other. As a result of interaction, people exchange ideas, become rich, or have a negative influence on each other. Even when a person is busy with himself, his gaze is directed to the spiritual world of his certain qualities. In this case, certain qualities of a person's inner feelings act as objects or appear as such. He works as an analyst on this issue. A thing is an object, and it itself is a subject, that is, it is approached from the point of view of knowing what is outside oneself, changing it and adapting to oneself.

Human activity in all spheres of social life takes place in the form of various object-subject relationships. In conditions of independence and a market economy, object-subject relations must be interpreted on a new methodological basis. Because a free, independent person is socially free, that is, his life is not determined by administrative pressure, demands and orders. He needs to regulate his own life from a socio-political, economic, legal and moral point of view. Social freedom does not free him from the political, economic, moral demands of society; rather, he must regulate these aspects of his activities without external interference. This requires personal activity of a person in relation to himself and the object. Such a change in the relationship between object and subject is of a general philosophical nature and has a dramatic impact on the relationship between teacher and student in all areas, including in the educational process, and calls it humanism, requires organization on the basis of mutual interaction, cooperation between teacher and student.

Research methodology. Administrative-command relations, formed under the influence of the conditions and ideology of the communist system, are completely wrong in conditions of independence. In the educational process, the determining criterion is the cooperation of the teacher, and not his sole rule not to infringe on the personality and pride of the student. In this situation, the student turns from a fragile, obedient object receiving knowledge and educational influences into an active architect of the educational process together with the teacher. In this regard, I.A. Karimov, in his lecture "The Perfect Generation – the Basis of the Development of Uzbekistan," stated: "Are children in schools taught to think independently? I'm sure they are not taught. If a student objects to the teacher, tomorrow he will find himself in a situation that no one will envy. The teacher dominates the process at school. He demands that the child understand only what he explains. The principle is ready: "What I said is what I said (will be)."

It is very difficult for conscious discipline to replace forced obedience in the relationship between teacher and student. We often understand well that the main task of a teacher is to develop students' independent thinking skills, but, unfortunately, in practice, in our experience, we do not follow this" [1].

However, object-subject relationships manifest themselves in education in their own way. This is determined by the complexity, versatility and specific laws of this process.

Education as a process consists of interactions between the classroom leader and the student, the classroom leader and the students, teachers and students, parents, the public and communities in the educational process. Education is a two-way process without educational connections. These relationships do not depend on the individual consciousness and will of the participants in the process; they become subjects and objects of the educational process in a mutual relationship,

forming a connection of social relations in consciousness. In turn, although they represent a separate area of social relations, their nature also depends on the level of socio-political, economic, legal and moral relations in society. The interactions between the class teacher and the student in the educational process give rise to educational relationships and serve the solution of a single practical and theoretical goal of education. In this regard, to put education on the right path, studying and taking into account its unknown, hidden features and tendencies prepares the ground for revealing the true spirituality of pedagogical processes and phenomena, for understanding the patterns of common aspects associated with relationships. Educational activities exhibit social patterns and are inextricably linked with all aspects of social life. When studying relationships in the educational process, we should not forget that they are associated with the changing economic, political, social, spiritual and educational structure of society. Such changes in the life of society require the organization of educational relations in accordance with them [2, 17].

It is extremely difficult to determine the relationships and laws operating in the educational process. It is not always possible to identify them using pedagogical scientific methods.

Therefore, the class leader or teacher must approach the inner essence, important and necessary general aspects of relationships from some important or directly visible connections that can be known by feeling. To do this, it is necessary to regularly observe, practice, analyze and compare the educational process, both in writing and in real life. On this basis, it will be possible to determine the essence of educational facts and events and understand their patterns based on classification, systematization and generalization.

Educational relationships create, develop and explain the purpose of education. Educational goals need to be updated in form and content, taking into account changes in the process and require constant pedagogical control. Educational relationships are influenced by the interaction of participants in the process, based on the goal. Relationships in the educational process create the opportunity for class teachers to have an appropriate influence on the activities, actions, aspirations and activity of students.

In turn, educational relations cannot be identified with the social relations of society. Social relations of society are more serious than educational relations, and educational relations are their manifestation on a narrow stage. However, educational relations have a strong influence on the level of formation, development and implementation of social relations in society.

Another important role of relationships in the educational process in the social relations of society is that they serve a person's maturity and professional skills based on social experience, knowledge, and moral qualities between generations. The exchange of experience between generations in this process occurs between young people with less knowledge, experience, professional training and more experienced people, or between individuals and teams.

The exchange of diverse experiences of people is manifested in the spheres of material production, political and social life of society in most places.

The exchange of experience is reflected in the creation of the material and spiritual wealth of our ancestors. By preparing young, new people for the living conditions created by their ancestors, education plays the role of a mediator in their lifestyle and changes, in turn becoming the basis for the development of material and spiritual production. The pedagogical order implements education and educational relations in the acquisition of knowledge and experience of ancestors. That is, it strengthens and facilitates their influence, processing them spiritually and didactically when assimilated by young people.

A characteristic feature of educational relations is that they “process”, transform industrial, political and social experience into a means of education. On this basis, it develops the physical and spiritual powers of each person and adapts them to the existing conditions and needs of society.

The integrity of education consists of a set of educational relations. The study of the essence of educational relations consists in isolating them in the form of things, events, that is, relationships between objects and people - human interactions.

Relationships in the object-subject form represent the practical side of human behavior in relation to nature and surrounding things. Object relations change not only the object, but also the subject. In the process of mutual educational relationships, people influence each other and are influenced by others in relation to themselves. In this case, the relationship appears in the form of subject-subject. The task of the class leader is to understand the nature of the subject, relationships and communication and guide them towards human excellence. Directing them for educational purposes transforms practical activities and communication between people into a means of education, and transforms subject and relationships into educational relationships. Based on this, the direction of activity and communication for the purpose of education leads a person to maturity. The need to educate a perfect personality turns activity and communication into a means of fulfilling the educational task. This approach to basic social relations, together with their development, takes on an educational orientation and significantly changes the nature of the relationship between the class leader and the student.

Analyzing the interaction between class teachers and students, it is necessary to emphasize the harmony and influence of objective and subjective relationships in them. In turn, it should be recognized that the relationship between participants in the pedagogical process can take the form of subject-object. It is necessary to understand the participation of participants in the objective educational process, which does not depend on the will of the participants or the class leader and students who do not fully understand the trends and patterns of the educational process. Subjective relations are a reflection of objective social relations in the minds of the participants in the process individually or collectively. In the educational process, it manifests itself in the form of conscious aspirations of participants, such as motivation, inclination, interest, emotion.

If we approach these relationships from the point of view of the implementation and development of education, then we will see the purposeful unity of the action of the object and the relations of interaction in the activities of its participants. Class teachers and students participate in mutual unity and communication as subjects of the educational process, but their place and social role in it are unequal. In this case, the task of the class teacher is to develop certain positive human qualities in the student. The student is an object of education, and it is important to form in him certain human qualities through educational influence and attitude. As a result of this, subject-object relations arise between the class leader and the students, as well as relations characteristic of human relations with all other things and phenomena of the material world. In this case, the relationship between the class leader and the student may be different. Human and moral motives of the class leader: his appearance, attractiveness, knowledge of the laws and requirements of the educational process, components, forms and methods of teaching, goals, content and methods and means of their implementation, or in a word, pedagogical skills are important. In this case, it is necessary to take into account the availability of the appropriate material base and conditions for the implementation of educational activities, the level of education of students, what qualities should be formed in them, taking into account their age and specific characteristics, based on this, the meaning of education. It is also important to know how to positively influence the student using their methods and means.

The blind influence of the class teacher on the object of education without taking into account the above factors makes it difficult to understand the relationship between them, that is, the chain of relationships, and negatively affects the educational impact on the student's attitude, rejection of him, and an internal objection to him appears. As a result, the educational effect that must be implemented will have a negative rather than a positive result.

So, here, taking into account the personal qualities and pedagogical skills of the class teacher and the psychophysiological characteristics of the students, the influence of the subject on the object is enhanced and educational relationships are realized, that is, the class teacher combines the personal

subjective qualities of the student with his own subjective qualities, sees the dialectic of the interrelations of his subjective world.

In human relations, especially in the educational process, these are the determinants of the influence of the subject on the subject. In the language of pedagogy and psychology, this is a subject-subject relationship between the class leader and the students, or reciprocity, that is, there is a mutual object relationship between the class leader and the student.

Regardless of the above factors, educational activities carried out in many and different areas will not produce the expected results. At the council of a comprehensive school, when the state of educational work in classes was considered, the head of the class said pessimistically and regretfully: "I spend so much time with students and carry out activities, but this does not give any results." The main mistake of the leader of this class is not finding answers to questions such as the nature of the class, the interests and needs of the students, what is important to them at this age, what interests them most, and whether I adhere to more activities and only in this they will be educated. The disciples did not know that they were wasting their lives in these meaningless activities. Ignorance of the intricacies of human relationships, failure to understand the technology of mental and comparative influence in words, failure to comply with its requirements and laws cause negative relationships between people.

Relationships are primarily about mutual influence. People influence each other in different ways. The interaction of people's feelings, emotions, vision, hearing, passion, kindness, compassion, attitude, endurance, patience, appearance, eloquence, knowledge, wisdom, ingenuity is manifested through feelings such as love, and of course the opposite feeling such as hatred, rudeness, cruelty, indifference, suspicion, anger.

In educational interaction, it is very difficult to use which of these feelings at which moment or to show it, that is, to respond to the behavior of the student at the moment. This requires the class leader, along with the above qualities, to have good command of pedagogical techniques.

Subject-object, or subject-subject relationships in the educational process can serve to realize reciprocity in the following way: a) developing - in which the interaction is objective in itself - embodies the interaction and leads to the development of personal qualities in the student; b) the teacher serves to achieve the goals of the student's education; c) organization - the formation of personal qualities of the individual and the team through the purposeful organization of the student's activities and communication.

Ensuring the unity of these developmental, educational and organizational functions leads to the integrity of the educational process and ensures the commonality of educational relations. This increases the efficiency of the educational process and creates a special closeness between the class leader and the students. As noted, in the educational process, the interaction between the class leader and the student occurs through relationships. In the system of scientific and pedagogical knowledge, the following main types of these relationships are distinguished: 1) Relationships between students and the class leader. Their interaction is expressed in relationships and serves the purpose of ensuring personal improvement. 2) Students' attitude to things and phenomena of the material world. They are focused on the learning goal, arise in interaction with things and phenomena of the outside world and are organized by the class leader to improve students. 3) Students' attitude to the environment. They are subordinated to the objectives of education and are organized by the class leader in interaction with individuals, groups and people in society for the development of the personality of the student.

It should be noted that all three mentioned connections are laid down for educational purposes and are aimed at a specific goal, and the plan is implemented through class teachers and represents a pedagogical process. This makes them a special sphere of relations between people. However, their formation or implementation is different. The first is formed in the interaction between the class teacher and the student. The second is between the student and the material world. Third, the student's connection with other students, the team, and members of society.

Differences in the formation of relations of educational influence create specific types of educational relations that need to be analyzed using typological standards. Therefore, it is necessary to understand them as a special type of social relations and use certain terms in the pedagogical process. For example, the relationship between class teachers and students is a pedagogical relationship, since it directly manifests itself in the implementation of educational goals. The fact that the relationship between students and the material world is transformed by the class leader into a means of education is considered an educational relationship with the subject. And finally, such mutual educational relationships include the relationships of students with each other, with the team and with society. In turn, a special study of each of them enriches the theory of education.

It is worth noting the importance of subject and object relations that ensure social and personal interaction with the general laws of the educational process. As an object of education, one can imagine an individual, a family, a team, a class, as well as members of the entire society. As its subject, an individual, a family, an educational enterprise, an institution, a class, a community, educational institutions, state and non-state organizations, political parties, and public organizations can conduct and organize educational work.

Learning is two-way in nature, that is, it is always carried out by the class teacher (subject) and the student (object). This is how education works in all times and societies. Subject and object relations represent a general, internal, essential, necessary connection. As long as education exists, the relationship between object and subject is a general, internal, essential and necessary connection. As long as education exists, object and subject relations also act as its inseparable companions. He can't do the opposite. Therefore, in the educational process, the dialectical relationship between object and subject is considered law. Although this is a general law, it applies differently to each period.

At the same time, object and subject relations are interdependent, have relative independence and can change places. The essence of this is that a person can be both an object and a subject of education. A teacher must educate himself, and education must be based on self-education.

Education should prepare the ground for self-education, and each person should regularly continue his spiritual, mental, physical and moral improvement as an individual and professional.

The class leader in some cases educates the system of human relations, and in other cases he is educated. Parents raise their children, and children, in turn, raise their parents. In addition, teachers learn from their students and imbibe certain qualities in them. There are many examples of this in life.

Object and subject relations in education are complex relationships of a person in the process of life in society. These are family, spiritual-ethical, economic-political, educational-ideological, social multifaceted connections and relationships. Under their influence, a unique system of social relations was formed in society. As a result, a system of interpersonal relations is formed in society. This system affects all aspects of human life and takes it into its own direction. In the process of living in society, people influence each other in different ways. In the process of life, people correlate and compare their behavior with each other, take examples and imitate. This legitimacy is manifested both in the educational institution and in the classroom of students.

In this process, people influence each other and acquire positive or negative qualities. Under the influence of social relations, certain qualities are formed in people, that is, people interact in the process of life, have an educational effect on each other, and are in a relationship between subject and object. The interaction between the class leader and students, the relationship between them determines the effectiveness and efficiency of the educational process.

In the dialectic of subject-object relations in the educational process, the educational effect is determined by a certain reputation, pedagogical skill and social status of the subject of education. These characteristics of the class teacher enhance the positive influence on the object of education. Using the thoughts of the first President Islam Karimov in the field of education, the appeals of our President Shavkat Mirmonovich Mirziyoyev to the future youth and children of our country in the classroom and in extracurricular activities will lead to positive results. Classroom and extracurricular

educational activities should be based on positive cooperation between teacher and student. Only then will students be able to think independently and receive an education.

The socio-political, moral, professional qualities and pedagogical maturity of the class leader, leading educational work among students, brings him authority and enhances the effectiveness of educational work. Therefore, the ideological and political maturity of the class teacher, his understanding of the ideology of independence, state policy, and the proper organization of student education will contribute to the personal and professional development of future specialists [5].

The real reputation of a class teacher is determined by his high human qualities and the level of his profession.

The effect of the educational influence of the class teacher on the object depends on his pedagogical skills, faith, personal example, pleasantness and pedagogical etiquette. At the same time, his pedagogical techniques are also important - speech, movements of the hands, face, body. Words can inspire or hurt the heart, make people enemies or friends, or wound a person.

Object-subject relations in education are one-sided, that is, they do not depend only on the activity of the subject, but also require the activity of the student.

In short, human activity in all spheres of social life takes place in object-subject relations. In education, object-subject relationships manifest themselves in a unique way. Taking into account the personal qualities and pedagogical skills of the class leader, as well as the psychophysiological characteristics of the student, the influence of the subject on the object is enhanced and the educational connection is realized.

Based on this, the student's activity and self-education depend on the control of his behavior and the trust of the class teacher.

Concluding the theoretical presentation of this article, we emphasize that the class teacher is the class leader and his leader in the formation of students as specialists and individuals, and responsibility in this regard depends on the class leader. Because all of the above activities take place in classrooms. In this case, together with the professional and personal qualities of the class teacher described in the text, his work in the classroom is centered and finds its material expression in his work plan. Therefore, we wanted to briefly talk about his work plan.

When a class leader draws up a plan for educational work, he defines a project to ensure the maturity of the class staff and part of the students, creates the opportunity to direct this process towards a specific goal and manage it. In the plan, the class leader not only determines the learning objectives, but at the same time determines the directions, forms and methods of improving the education of students.

When working without a plan, the content, form and methods of educational work in the lesson depend on decisive factors and become spontaneous. In this case, solving the main problems of education becomes difficult and sometimes even impossible. A carefully thought-out plan of educational forms and methods serves to improve the student's personality. At the same time, a correctly drawn up plan expands the possibilities of organizing the classroom teacher's educational activities correctly and in accordance with the goal. The scientific and practical plan prepares the ground for the full implementation of the principles of education, especially the principles of idealism and determination. Because the plan serves as a measure of education, a criterion or beacon, a guiding compass [6].

The educational work plan of the class leader is a clear example of his personal and educational responsibility to the school administration and public organizations as a mandatory pedagogical document.

The educational work plan of the class leader must be a real scientific and practical document and meet a number of pedagogical requirements in order to increase the effectiveness of educational work carried out in the class. For example, a plan, first of all, is of an ideological and target nature,

aimed at educating students in the spirit of the idea of national independence and is a practical guide only if general goals and objectives are formed in it, teaching methods are reflected in it, and the class leader can express the results their educational activities. This curriculum is linked to the school curriculum and at the same time the overall goal of the learning objectives is to help the students of the class to develop in all aspects.

Secondly, school is a school for preparing students for future professional activities and family life. Therefore, educational activities should be distinguished by their professional orientation. The forms and methods of organized educational activities are varied and should instill in students a love for their chosen profession, a desire to master it, and hard work. At the same time, it is necessary to involve the majority of the team in the organization and implementation of planned events, and not just some well-educated students.

Third, the classroom should be built on the basis of continuous and consistent learning for students as a whole, a unified learning process, in order and consistency. Each event should be a continuation of the previous educational event and be based on the achieved educational results. Because it is impossible to consolidate the results of the work being done without relying on the results achieved. It is important that the class educational work plan reflects seasonality, that is, the seasons, as well as socio-political events, holidays, traditions and professional traditions of the place, country, region, city, district. Then the plan will help students understand and become participants in the nature of socio-political, economic, scientific, technical, democratic changes in the local community, country, place of residence, without being confined to the classroom [4].

Fourth, the plan must be realistic and based on the potential of school and classroom personnel, student education and organizational capabilities. The plan should clearly state the tasks that need to be accomplished, without too many activities. In order for the plan to be exciting and interesting for students, it is advisable to express individual, classroom and collective forms of educational work.

The class teacher is the closest adviser for students at school, or you can say a person who replaces their parents, an important person in their future, type of activity, and personality formation. Therefore, the class leader must be aware of their condition, help them find their place in life, help them find their place in the complex system of human relations. Students must approach life's problems and fate with informed knowledge and skills.

Russian teacher V. A. Sukhomlinsky: "The discussion of specific life experiences led us to the problem of harmony in pedagogical relations. In my opinion, this is one of the fundamental laws of education... The effectiveness of education is ultimately determined by taking into account these connections and conditions, or rather, their implementation in practice" [3].

## Conclusion.

1. In the process of education, people influence each other and acquire positive or negative qualities. Under the influence of social relations, certain qualities are formed in people, that is, people interact in the process of life, have an educational effect on each other, and are in a relationship between subject and object. The interaction between the class leader and students, the relationship between them determines the effectiveness and efficiency of the educational process. In the dialectic of subject-object relations in the educational process, the educational effect is determined by a certain reputation, pedagogical skill and social status of the subject of education. These characteristics of the class teacher enhance the positive influence on the object of education.
2. The socio-political, moral, professional qualities and pedagogical maturity of the class teacher leading educational work among students brings him prestige and increases the effectiveness of his educational work. Therefore, the ideological and political maturity of the class leader, understanding of the ideology of independence, state policy, and proper organization of student education will contribute to the personal and professional development of future specialists. The real reputation of a class teacher is determined by his high human qualities and the level of his profession [7].



3. Object-subject relations in education are one-sided, i.e. they depend not only on the activity of the subject, but also on the basis of the activity of the student - his self-education, management of his behavior, this also depends on the direction of their activity towards a specific goal and trust in the class teacher. The activity of the student (object) in study and social work is a factor that increases the effectiveness of the educational process. The activity and mutual trust of the student and the class leader strengthens respect and mutual understanding between them.
4. One of the special laws of the educational process is the compatibility of its goals and means. The dialectical unity of ends and means represents the structure and functional interdependence of education. The long-term perspective of education can be strategic, and the corresponding short-term goals can be tactical. Every society has social ideals that are reflected in the way people live. Based on them, members of society determine their short-term plans and actions and behavior in accordance with them. The long-term goal of a secondary school student is to graduate, determine the life path of a specialist, and become a mature professional and respected person in the future. Immediate goals are the successful completion of the academic year, the first, second, third and fourth quarters, as well as final exams and the academic year. Based on this, the student determines the direction of his physical, moral, spiritual and intellectual education and subordinates his activities to it. A person's goal determines the nature of his actions, his methods and means.
5. The correct selection by the class leader of methods and means suitable for the purpose of influencing the student ensures the ideal formation of the student as an individual and professional. The media, films, fiction, competition, criticism and self-criticism, reasonable requirements for the student based on his personal characteristics, and an objective assessment of his work can be used as educational means. Every class teacher needs to know that the adequacy of goals and means determines his success in the educational process [8].
6. In conditions of independence, raising the formation of a perfect, free, independent personality to the level of state policy requires a new organization of the educational process. On this basis, it is necessary to determine the future prospects of a person, to ensure the formation of high personal qualities and skills of a qualified professional in accordance with the requirements of the ideology of national independence. Socio-economic and political-democratic conditions corresponding to the new historical period require targeted planning and management of the educational process. In particular, the planned organization and management of student learning at school is also seen as the legitimacy of the educational process. It is extremely difficult to organize the educational process of students. But this is not a disorderly, chaotic process. This can be controlled scientifically and practically. This is largely due to knowledge of the scientific foundations of this process, as well as the study and generalization of the results of practical activities. This law is determined by the mutual action of objective and subjective factors, the role of the human factor in the development of society. This is expressed in the increasing role of education and the class leader in the life of society.

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