Research Article

Development of technology for evaluation and formation of educational and behavioral education and personal characteristics of students of the higher medical educational institution

LAZIZ TUYCHIEV[1*], AKHMAD MARASULOV[2], MURATALI BAZARBAEV[3], ERKIN ERMETOV[4], FERUZA TUKHTAKHODJAEVA[5]

[1,2,3,4,5]Tashkent Medical Academy, Uzbekistan,
*Corresponding Author

ABSTRACT
The foundations of constructing a system for managing the development of students' interest in enlightenment-behavioral education and in their formation as individuals in a higher educational institution are proposed. They are based on the construction of models that determine and implement: features of the structural components of educational-behavioral upbringing and becoming a personality; conditions and construction of the process of forming students as subjects of educational and behavioral educational activities and their formation as individuals; the formation of a system for describing and building the humanitarian educational environment and the educational environment as a whole; educational and methodological support complex.

Keywords: technology of assessment and formation, enlightenment, behavior, upbringing, personality, education.

INTRODUCTION

From ancient times, there is one simple truth in the world: "Youth is the future of mankind", and since youth are people from 14 to 30 years old, this means that the problems of the young generation are universal problems. Many representations of modern youth in some things and questions surprise and shock the older generation. This applies, first of all, to the level of culture, rules of conduct in society, etiquette. This begs the question of the older generation, why such simple truths are unknown and how can you not know this? Today, the problem of spiritual and moral education of youth is urgent, since in the modern world a person lives and develops, surrounded by many diverse sources of strong influence on him, both positive and negative (this is primarily the media of communication and information, unorganized events surrounding environment), which daily fall upon the fragile intellect and feelings of a young man, on his emerging sphere of morality.

Spirituality and morality - the basic characteristics of a person, manifested in activity and behavior. These qualities are manifested in respect for universal values, the desire for useful things.

A person who respects moral standards adheres to certain spiritual values and goals.

Spirituality comes to a person through literature, art, folk wisdom, customs, cultural traditions, science and education. A spiritually rich person always stands out even in everyday life. The pursuit of spiritual values helps anyone easily overcome life's barriers, live in harmony with society and nature. Culture as a combination and unity of various values leads people to spiritual freedom. Spiritual values fill the meaning of everyone's life, open the way to the future. A society that values spirituality has a great future. The education and development of modern youth of morality and high culture is the most important task in the process of becoming an individual. The formation of educational and behavioral education of modern youth and their personal characteristics occupies an important place in their education. The main result is the formation of a free-thinking, socially, economically and professionally competent, harmoniously developed personality. To achieve this result successfully, in our opinion, it is necessary to create an effective management system for this formation. According to our experience, and as it seems to us, when constructing a management system for the development of students 'interest in enlightenment-behavioral upbringing and in the formation of them as personalities, one should proceed from the following premises: (a) building models to determine the levels of development of students' interest in enlightenment-behavioral upbringing and their formation as individuals; (b) it is necessary to build such models that would make it possible to explain the essence, mechanism of the emergence and further formation of students' interest in edu-

cational-behavioral education and in their formation as individuals; (c) the developed models for the development of students' interest in educational and behavioral education and in the formation of them as individuals should be such that they reveal the possibilities of their diagnosis and the prospects of impacts (educational work); (d) the models should include the definition of three basic personality parameters: the breadth of a person's relationship with the world; degree of hierarchy of relations; general structure of relationships. The current approaches to determining the educational-behavioral upbringing and personal characteristics of students of a higher educational institution are mainly based on assessments of knowledge in humanitarian subjects, as well as on assessing the requirements for aspects of development and upbringing of students [2.10-12, etc.] . Such approaches are not effective enough and cannot characterize the real level of formation of educational-behavioral upbringing and personal characteristics of students of higher educational institutions. In our opinion, this is due to the fact that when teaching these subjects their real interdisciplinary connection is not taken into account, there is no special system for organizing and ensuring this intrasubject communication in educational activities, in the light of the formation of students' interest in educational and behavioral education and in their formation as individuals. In view of the previous, an assessment of the formation of the level of educational-behavioral upbringing and personal characteristics of students of a higher educational institution should be based on: firstly, a system for determining and building the humanitarian educational environment of a higher educational institution; secondly, on the system for determining and building the process of forming students as subjects of personality formation in educational activities [3,4,5]. In connection with the above, using the apparatus of theories of pedagogy, psychology, information technology, expert systems, modeling of educational technologies, management and decision making, etc., we propose an approach to constructing a system for managing the development of students' interest in educational-behavioral education and in their formation as individuals in a higher educational institution. The approach is based on models that define and implement: features of the structural components of educational-behavioral upbringing and becoming a personality; conditions and construction of the process of forming students as subjects of educational and behavioral educational activities and their formation as individuals; the formation of a system for describing and building the humanitarian educational environment and the educational environment as a whole of a higher educational institution.

METHODS

In [3], it is noted that the process of desocialization of interests has gone far: the importance of personal issues (health, career, housing, etc.) significantly exceeds the importance of social categories (citizenship, patriotism, willingness to defend the fatherland, etc.). In this regard, the authors consider it important to revive the policy of educating citizenship, by which they understand the complex of basic values adopted as an example that determine the individual's performance of civic roles. In [5], it is noted that a person lives and develops among a variety of positive and negative effects on him of various sources. At the same time, to understand and understand where the truth and where is the lie becomes more and more difficult. A comprehensive, systematic approach and a program form for organizing the spiritual and moral education of children and youth is needed. In [17], it is noted that the school, teachers, should not be perceived as figures in the educational sphere, but as mentors of the individual acting as agents of socialization. Therefore, the educational process should be primarily aimed at improving the spiritual and moral qualities. In the narrowest sense, we should talk about the formation of such qualities as patriotism, a steady awareness of the world, and hard work.In [6], the following are considered: the pedagogical model of spiritual and moral education of youth; a system of criteria and indicators of the effectiveness of spiritual and moral education of youth; the experience of organizing the spiritual and moral education of youth in cultural institutions on the basis of an integrative and pedagogical approach. In [16] it is noted that scientific and technological progress, social changes in the country and the world as a whole, an increase in the number and diversity of relationships between people - all this makes us talk about increased requirements for moral maturity and for individual independence. The moral development of man is an extremely complex and multifaceted process. The decisive role in this process is played by society. The formation of moral qualities takes place in the social environment, in its real actions and deeds, and in that inner work that is tied around them and splashed out in them. The work [7] considers issues of practice-oriented approaches to obtain practical results in the spiritual and moral sphere of the inner world of youth. It is assumed that this will allow integratively developing value orientations, personal qualities of students, their competencies and will help to increase the level of spirituality, morality and tolerance. We consider

the before mentioned works as theoretical prerequisites for the creation by us of methodological and theoretical support for the formation of educational and behavioral education of students and their formation as individuals.

Our approach is implemented by solving the following main tasks.

1. The construction of a generalized model for the formation of educational and behavioral education of students and their formation as individuals, including: the goal; personal development; qualification; patriotism; social, economic, professional competence; educational psychology; parenting scheme, parenting method; result; assessment with relevant components.

2. Building a model for the formation of the educational system, including: goals and objectives of the professional formation of the personality; achievement of elementary and functional literacy; achievement of general education; achievement of professional, social, cultural competencies; mastery of a widely understood culture; the formation of an individual mentality; regulation of interpersonal communication and its correction in the process of activities; monitoring and summarizing, establishing a correlation between the results obtained, analysis of achievements and failures, with appropriate methods of training, education and ways of organizing them.

3. Construction of a model for the formation of a logical-semantic model of personality. The logical-semantic model of personality is considered as the psychological basis for the definition of developing educational technologies. Depending on the orientation to the leading components of the model, we stand out: social and vocational education - component orientation; contextual education - vocational educational component; cognitive learning - a cognitive (cognitive) component; corporate training - a communicative component; self-regulating doctrine and self-directed upbringing are a regulatory component.

4. Development of a parameterization system for the coordinate components of a logical-semantic personality model. In this case, the component of orientation includes: motivation; value orientations; installation; relations; I concept. The vocational educational component includes: basic competencies; core competencies; Data professional qualities; professional preparedness. The cognitive component includes: procedural knowledge; cognitive skills; academic and practical intelligence; assessment. The communicative component includes: perceptual adequacy; attractiveness; tolerance; social-communicative integration. The regulatory component includes: regulation of mental states; goal setting; regulation of activities and behavior; self-control.

5. Construction of a system for the distribution of educational topics in humanitarian, social, political, psychological and pedagogical subjects according to the criteria of educational and behavioral education of youth and coordinate components of the logical-semantic model of personality.

6. The development of psychological and pedagogical tests and questionnaires for assessing students 'states in the formation of their educational and behavioral upbringing, their formation as individuals, the formation of the humanitarian educational environment, the educational environment as a whole, and the assessment of the quality of educational activity of a higher educational institution.

7. Development of information and logic schemes and expert systems for determining and shaping educational and behavioral education of students, as individuals, as subjects of educational activities, the humanitarian educational environment and the educational environment as a whole in a higher educational institution.

In connection with the above, aspects of training, education and development and their general connections are reflected in our proposed general model of educational and behavioral education and student personality formation, as follows: development aspects determined by the components of the personality development unit; aspects of training determined by the components of the social block, economic block, society and politics block, psychology block, technology block; aspects of education determined by the components of the unit of education of the individual [10-15]. The task is to determine the role and place of humanitarian disciplines, their respective sections, topics, key issues in the implementation of these blocks. With this form, the preparation of integrated: calendar-thematic plans; training programs; supporting abstracts; educational complexes, etc., which will form the basis for the formation of the humanitarian educational environment and the educational environment as a whole in a higher educational institution. Based on the definition of common connections between: the two main components of the personality; aspects of training, education and development; general scheme and method of education; the leading components of the logical-semantic model of personality and taking into account [1,2,10-15], compiled a special system of psychological and pedagogical tests and questionnaires [12-15]. On their basis, information-logical schemes of expert systems for evaluating and forming enlightenment-behavioral education and personality characteristics of students of a higher educational institution have been developed [12-15]. All this constitutes a system-forming basis for the development of technology for assessing and

shaping educational-behavioral upbringing and personal characteristics of students of higher educational institutions. Without detracting from the advantages of the existing approaches and methods used today at home and abroad, it should be noted that they implement separately aspects of the assessment and formation of educational-behavioral upbringing and personal characteristics of students, without taking into account the use of the above connections. They are not implemented in the form of special technology, taking into account all the necessary requirements for them.
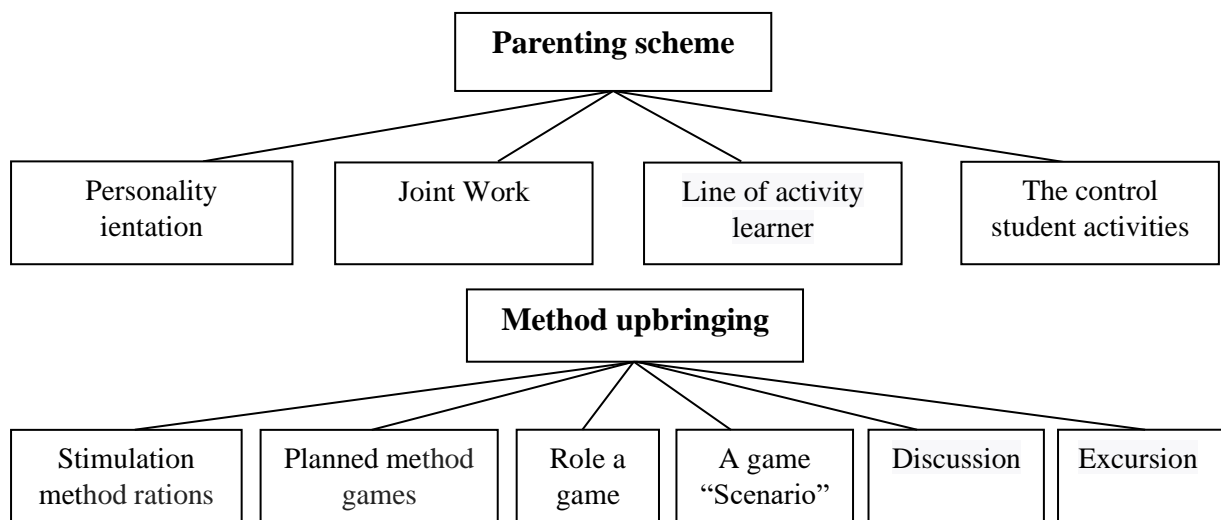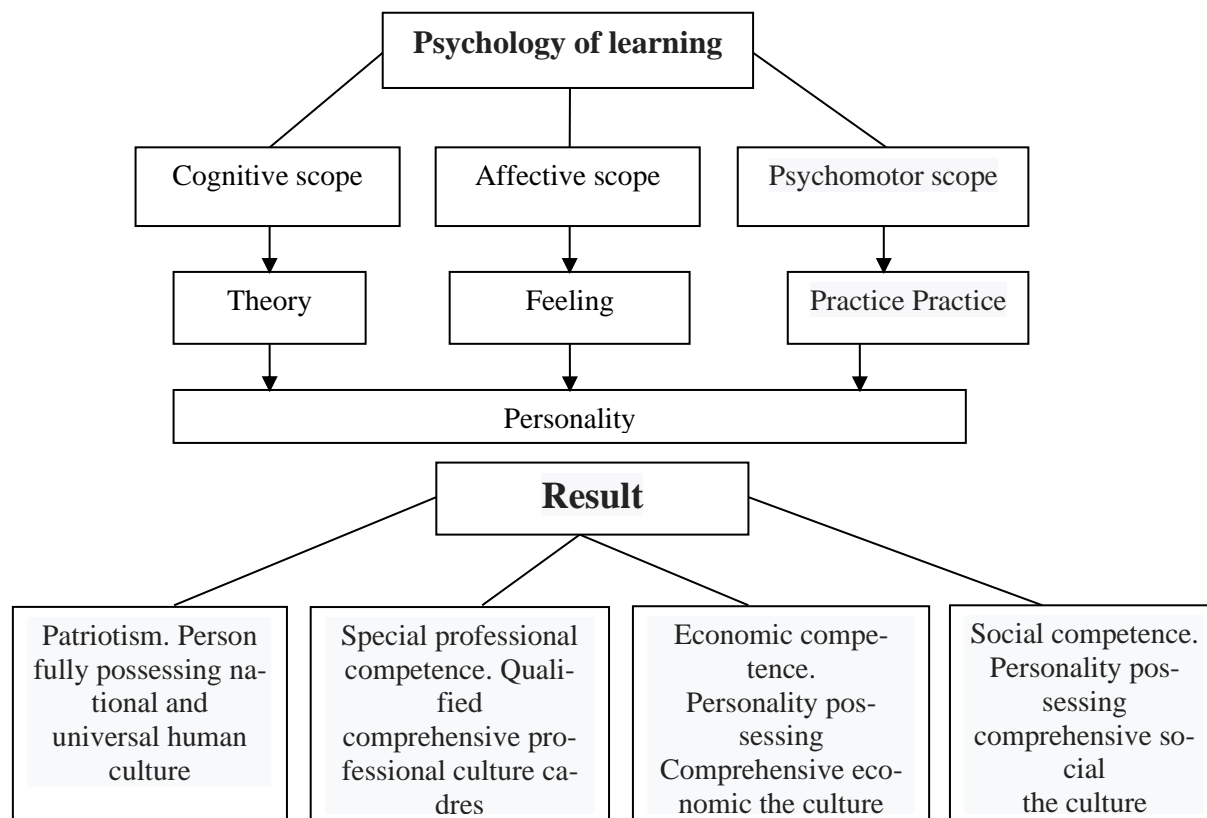
RESULTS AND DISCUSSION
Enlightenment-behavioral education (EBE), as a science about society, as an object, should play an integration between the objective role in the training of personnel of an educational institution. In this regard, it is important to determine the general model of educational-behavioral education. According to experience and as it seems to us, the general model of enlightenment-behavioral education can be represented in this way (see diagram No. 1).
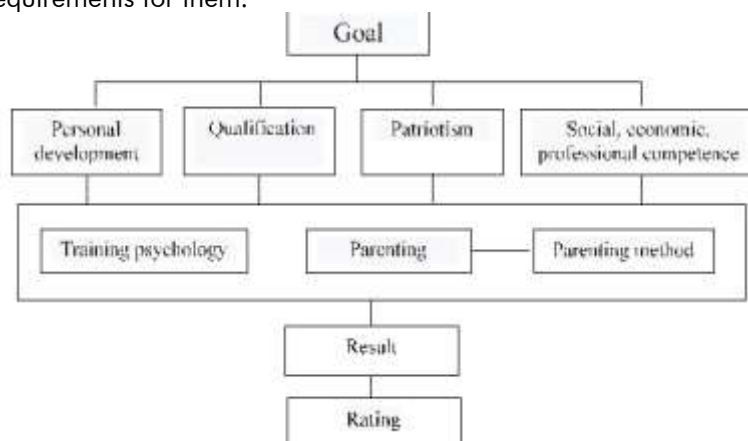
Fig.1: Scheme number 1: General model of educational-behavioral education

For the successful implementation of this model, we should first determine the components and topics of implementation of its components. Based on our experience, they should consist of the following (see chart No. 2).

Psychology of learning

| Cognitive scope | Affective scope | Psychomotor scope |

| Theory | Feeling | Practice Practice |

Personality

Result

| Patriotism. Person fully possessing national and universal human culture | Special professional competence. Qualified comprehensive professional culture cadres | Economic competence. Personality possessing Comprehensive economic the culture | Social competence. Personality possessing comprehensive social the culture |

Fig.2: Scheme number 2. Components and implementation topics of the components of a common model Behavioral Education

Now we present the aspects of training, upbringing and development and their general connections in enlightenment-behavioral education, in the process of implementing the components and topics of the components of the general model of enlightenment-behavioral education (see Figure 3). For the first time, aspects of training, upbringing and development and their general connections are reflected in the proposed general model of educational and behavioral education and student personality formation (development aspects - personality development block; training aspects - social block, economic block, society and politics block, unit of psychology, unit of technology; aspects of education - unit of personality education). The task is to determine the role and place of humanitarian disciplines, their respective sections, topics, key issues in the implementation of these blocks. With this in mind, the preparation of integrated baths: calendar and thematic plans; training programs; reference projects; educational complexes, etc.
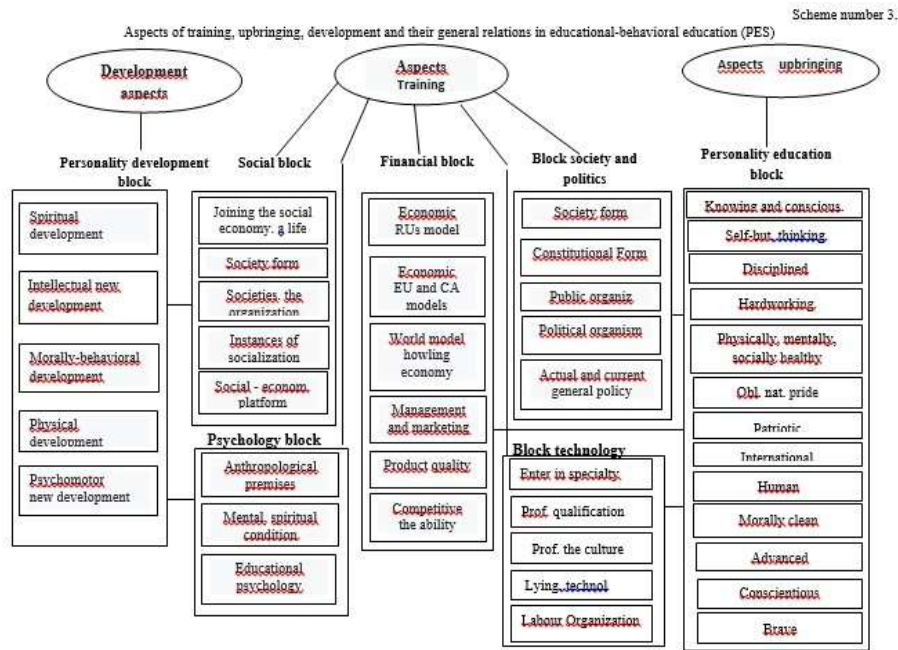
Fig.3:

The formation of educational-behavioral education (PEB) of youth and their personal characteristics occupies an important place in their education. The main result is the formation of a free-thinking, socially, economically and professionally competent, harmoniously developed personality. To achieve this result successfully, in our opinion, it is necessary to create an effective management system for this formation. In our approach, the aim of the study is to develop a technology (educational and methodological complex) for assessing and shaping students and students 'personal characteristics, realizing the development of students' interest in students and students and their formation as individuals, determining the conditions and building the process of student formation as subjects of the educational process and process personality formation, the formation of a system for describing and evaluating the humanitarian educational environment and the educational environment as a whole [10.11, 14.15, etc.].

The above, we are based on the solution of the following tasks. The construction of a generalized system for the formation of students PPVT and their formation as individuals, including: the goal; personal development; qualification; patriotism; social, economic, professional competence; educational psychology; parenting scheme, parenting method; result; assessment with relevant components.

Building a system for the formation of the educational system, including: goals and objectives of the professional formation of the individual; achievement of elementary and functional literacy; achievement of general education; achievement of professional, social, cultural competencies; mastery of a widely understood culture; the formation of an individual mentality; regulation of interpersonal communication and its correction in the process of activities; monitoring and summarizing, establishing a correlation between the results obtained, analysis of achievements and failures, with appropriate methods of training, education and ways of organizing them. The consideration of personality as an open, non-linear and dynamic system necessitates the search for an adequate representation of it. In recent years, the reflection of multidimensional processes and phenomena in the form of logical-semantic models, which are a new class of models for displaying information in multidimensional semantic spaces, has been recognized in the social sciences. The design of such models begins with the search for the core of a multidimensional phenomenon. The central education of the personality is an activity or its specific types. The meaning-generating coordinates of the personality model are the content components. The number of coordinates depends on the heuristic essence of the logical-semantic model. Performing an instrumental function, this model reflects the multidimensionality and openness of the personality as a complex integrative psychological education.
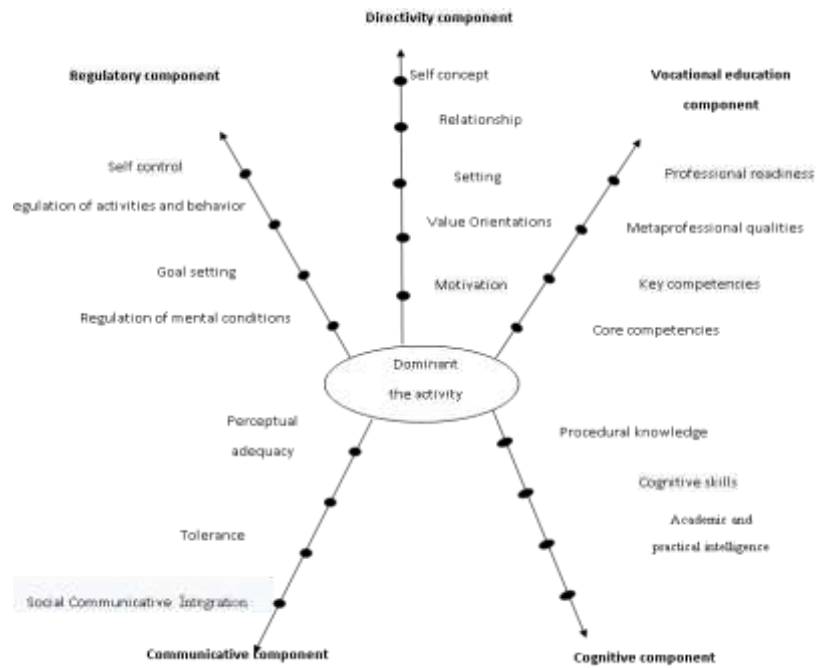
Fig.4:

4. Development of a system for parameterizing the coordinate components of LSML. In this case, the component of orientation includes: motivation; value orientations; installation; relations; I concept. The vocational educational component includes: basic competencies; core competencies; metaprofessional qualities; professional preparedness. The cognitive component includes: procedural knowledge; cognitive skills; academic and practical intelligence; assessment.

The communicative component includes: perceptual adequacy; attractiveness; tolerance; socio-communicative integration. The regulatory component includes: regulation of mental states; goal setting; regulation of activities and behavior; self control.

5.The construction of a system for the distribution of educational topics in general education, humanitarian, social, political, psychological and pedagogical subjects according to the criteria for youth PPT and coordinate components of LSML. At the same time, a system is formed within the subject relationships (IPS) and between the subject integrations (MPI). As a result of the implementation of the above mentioned, a humanitarian educational environment is being formed at the department.

6. Development of psychological and pedagogical tests and questionnaires for assessing the status of students on the formation of their PPV, the formation of them as individuals, the formation of the humanitarian educational environment, the educational environment as a whole, and the assessment of the quality of educational activities of the department. The main sections and components of our proposed system of analysis and evaluation of psychological and physiological conditions of students include:

- An expert questionnaire for the diagnosis (assessment) of the interest of students of OS to the chosen direction of training; - an expert questionnaire to determine the level of formation of PPV among students; - tests to determine the student as a subject of the process of personality formation in educational activities; - sociometric status of students; - mental development in its intellectual, social and personal components; - individual-personality characteristics of students; - characteristics of the motivational environment; - specific features of the OS in achieving the developmental effect;

The psychological structure of the study group (psychological and physiological portrait of the study group); - identification of significant criteria for the formation of interpersonal relations between students, students and teachers; - a description of the essential characteristics of the psychological climate of the OS; - the specific impact of the educational environment on all aspects of the mental development of students; - the effectiveness of the educational environment on all aspects of the mental development of students;

- assessment of the effectiveness of the humanitarian educational environment and the educational environment as a whole in the educational institution; - high-quality and appropriate to the age-related psychological characteristics 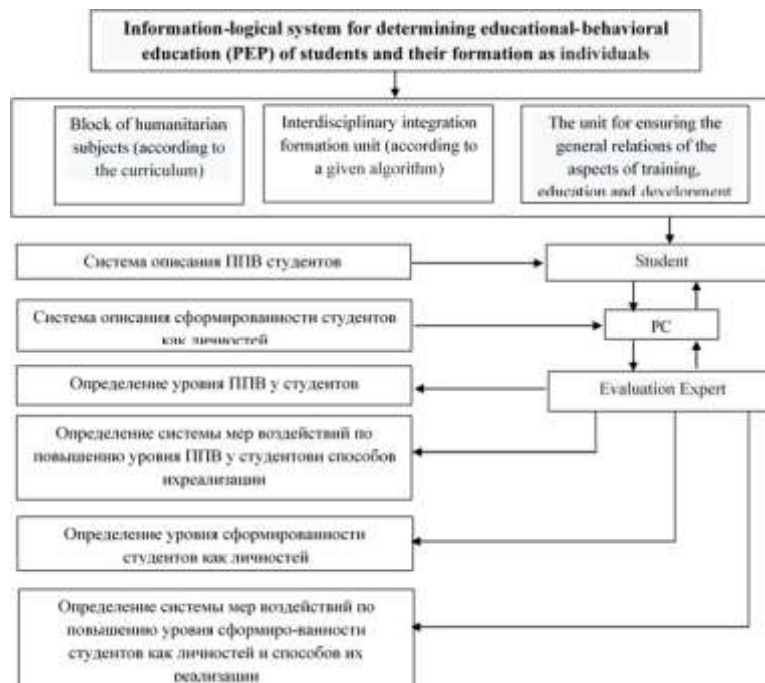diagnosis of the effects of the educational environment. Each of the above components of the system of psychological and physiological assessment of students'

conditions has a corresponding analysis and assessment system. Based on the corresponding expert test ratings, the PPV levels of students and their formation as individuals are determined.

The proposed technology is installed in computer labs. The study group, depending on the number of computers in the class, is divided into subgroups and passes the test. Test results are evaluated by tutors of training groups, specially appointed teachers and experts making appropriate decisions.

7. Development of information and logic diagrams and expert systems for determining and shaping students' educational programs, of them as individuals, of them as subjects of educational activity, the humanitarian educational environment and the educational environment as a whole (see Schemes No. 5, No. 6, No. 7). Scheme number 4

General relationships between: the two main components of the personality; aspects of training, education and development; general scheme and method of education; leading components of the logical - semantic model of personality
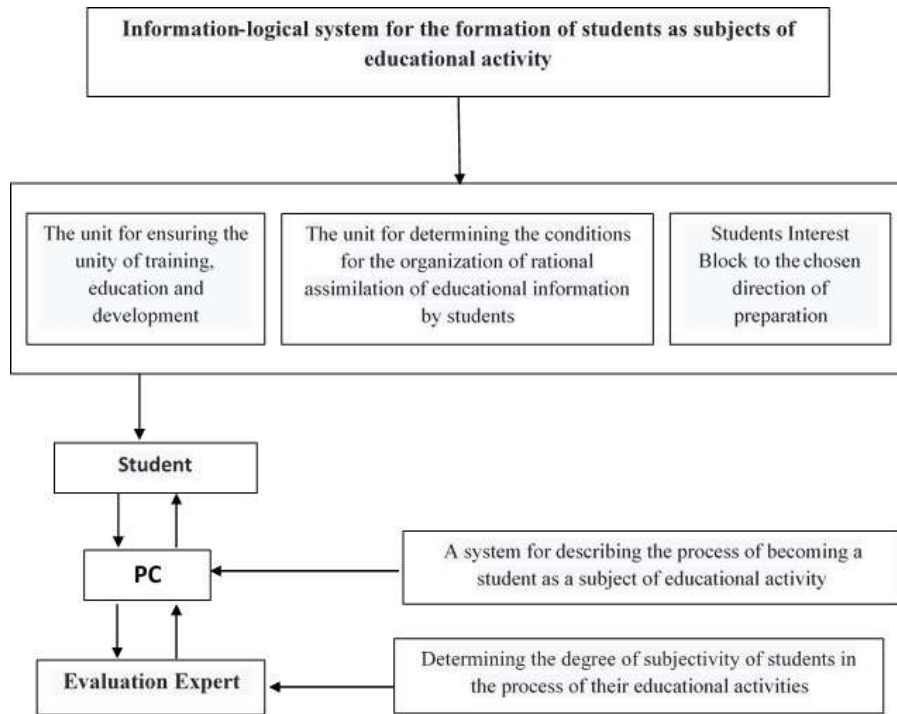
Table 1:

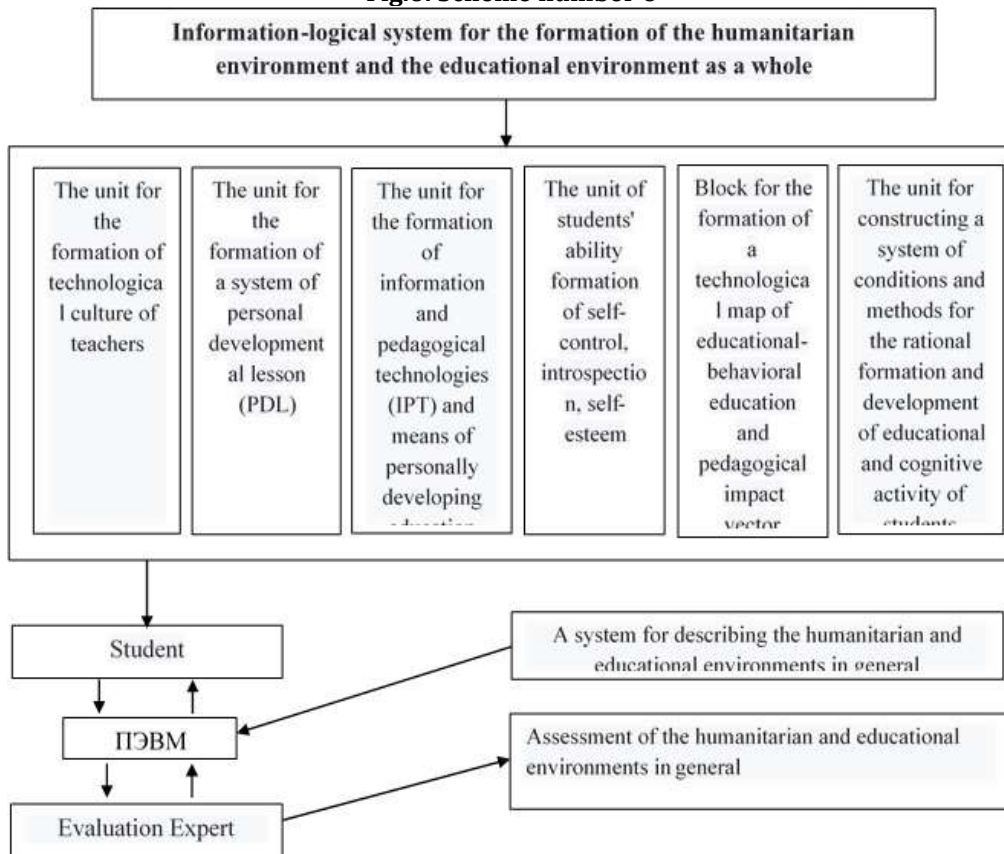| Need-motivational sphere	Aspects of OVR and their general relations	Cognitive sphere	General scheme and methods of education	
Directivity Components: - Socially professional education:	Professional - educational component: - Contextual training:	Cognitive (cognitive) component: - Cognitive learning:	Communicative component: - Corporate component:	Regulatory component: - Self-regulated teaching and self-directed education:
- me and the concept - Relations - Settings - Value orientations - Motivation	- Professional preparedness - Metaprofessional qualities - Key competencies - Basic competencies	- Evaluation - Academic and practical intelligence - Cognitive skills - Procedural knowledge	- Social - communicative integration - Tolerance - Attractivity - Perceptual adequacy	- Self-control - Regulation of activities and behavior - goal setting - Regulation of mental conditions

Fig.5: Scheme number 5.

Information-logical system for the formation of students as subjects of educational activity

| The unit for ensuring the unity of training, education and development | The unit for determining the conditions for the organization of rational assimilation of educational information by students | Students Interest Block to the chosen direction of preparation |

Student

PC ← A system for describing the process of becoming a student as a subject of educational activity

Evaluation Expert ← Determining the degree of subjectivity of students in the process of their educational activities

Fig.6: Scheme number 6

Information-logical system for the formation of the humanitarian environment and the educational environment as a whole

| The unit for the formation of technological culture of teachers | The unit for the formation of a system of personal development al lesson (PDL) | The unit for the formation of information and pedagogical technologies (IPT) and means of personally developing | The unit of students' ability formation of self-control, introspectio n, self-esteem | Block for the formation of a technologica l map of educational-behavioral education and pedagogical impact vector | The unit for constructing a system of conditions and methods for the rational formation and development of educational and cognitive activity of students |

Student ← A system for describing the humanitarian and educational environments in general

ПЭВМ ← Assessment of the humanitarian and educational environments in general

Evaluation Expert

Fig.7: Scheme number 7.

We give brief explanations for the implementation of blocks of schemes No. 5, No. 6, No. 7. It seems to us that the basis of the educational activity of the department should be a system for ensuring the unity of instruction, upbringing and development of students, which should be built on the basis of determining direct and feedbacks of various aspects of instruction, upbringing and development. These relations should constitute separate elements of the structure for the formation of the content of the knowledge base of the teacher's activities on the implementation of the aspects of training, education, development and ensuring their

unity. With this in mind, they are included in the calendar-thematic plans of subjects.

The determination of the conditions for organizing rational assimilation by students of educational information is based on the creation of didactic support for educational training — the technology for conducting the lesson — the creation of conditions for a high level of cognitive activity of students through the provision of a teacher for students: the possibilities of sensory perception of certain studied objects, phenomena, processes; based on sensually visual images, leading students to understand the deep essence of phenomena or objects; the practical use of the assimilation of knowledge and methods of activity, the formation of professionally important skills; (b) individualization and differentiation of content and training at various stages of the educational process; (c) intensification of the educational process (learning activities of students); use of objective assessments of the course and learning outcomes; (e) increasing the pace of studying educational material; (f) providing a full volume of sources of educational, cognitive and educational information.

Developing students' interest in the chosen field of training

It is based on the use of technology for implementing the structural-functional scheme of the model of educational interest characterized by determining the nature of interest, the mechanism of interest, the mechanism of interest formation, the process and form of interaction of the subject with the chosen direction of training, identifying the degree of compliance of the subject with the chosen direction of training, the relationship between the formation and sustainability of interest, a system for diagnosing the condition of the subject The system of gradual improvement of the quality of knowledge, skills of students of the VPO department is based on the implementation of the technology of incrementing the quality of the educational process, which provides: (1) planning the increment process; (2) managing the implementation of personality-oriented learning and teaching issues; (3) ensuring the participation (collectivity) of the teaching staff and student body in its effective implementation.

The formation of the technological culture of teachers is based on the formation of a 4-component teacher professiogram: properties and characteristics that determine the pedagogical and cognitive orientation of the teacher's personality; requirements for his psychological and pedagogical training; object and composition of special training; content of methodological training in the specialty; c) the phased formation of the technological culture of the teacher: the formation of theoretical and methodological knowledge about the technology of the educational process; mastering modern technological approaches to the organization of training and education; the formation of skills for the implementation of pedagogical technologies in the educational process and research work.

The technological map of upbringing and the pedagogical vector of upbringing influence is formed by: determining the purpose and specific tasks of upbringing; organization of material (labor, environmental), social (collective, organizational, managerial, communicative), spiritual (emotional, sensory, cognitive, value-oriented) activities; regulation of interpersonal communication and its correction in the process of the main activities of the pupils; monitoring and summarizing, establishing the relationship between the results obtained and planned, the analysis of achievements and failures.

The formation of a system of interactive forms of learning and a personal developmental lesson is based on the use of prompting and summarizing interactive forms of building a lesson; (c) the use of two genres of the lesson: a lesson — observation and a lesson in problematization; (d) organization and conduct of a personal developmental lesson; (e) the conditions and methods for increasing the cognitive activity of students in the lesson.

The formation of self-control, introspection and self-assessment abilities in students is based on: (a) the purposeful formation of special self-control skills in students in different subjects, the use of plans in the educational work, the involvement of students in various forms of mutual verification, the gradual replacement of external control with mutual control and self-control; (c) the use of student self-assessment systems (internal), collective assessment and mutual evaluation (external).

One of the ways of personal development is the process of mastering active and integrated teaching methods and educational technologies. Modern teaching technologies are focused on interactive learning, in whatever forms they are carried out. The meaning and purpose of new teaching technologies is to form a conscious attitude to the methods of educational activity, considered as a joint activity, cooperation. In our opinion, among innovative technologies, the most promising are case studies (training using specific training situations), reflection as a method of self-knowledge and self-esteem, and as a technology itself — diagnostic and developmental, training technologies (training in business communication, personal development, communication skills).

Based on the above studies, we will obtain the following main results:

A generalized model for determining the level of development of students' interest in educational-

behavioral education and 2. their formation as individuals is built.

A system has been created for the distribution of educational topics in humanitarian, social, political, economic, psychological and pedagogical subjects according to the criteria of educational and behavioral education of young people and the coordinate components of the logical and semantic personality model. A parameterization system for the coordinate components of a logical-semantic personality model has been obtained. A system has been formed for describing and evaluating the humanitarian educational environment and the educational environment as a whole in a higher educational institution

Logical and expert information systems have been developed for determining and shaping the educational and behavioral education of students, as individuals, as subjects of educational activities, the humanitarian educational environment and the educational environment as a whole in a higher educational institution. The foundations of the system of psychological and pedagogical services of higher educational institutions. The technology for assessing the educational activities of a higher educational institution.

Educational and methodological support complex. Now we give the main sections and components of our proposed system of analysis and assessment of the psychological and physiological states of students (by parameterizing the coordinate components of the logical-semantic personality model).

Directivity component

An important regulator of personality behavior is the "I-concept" - a set of ideas of a person about himself, interconnected with his self-esteem. "I-concept" performs a threefold function:

- contributes to the achievement of internal consistency of the individual;

- determines the nature and characteristics of the interpretation of acquired experience;

- serves as a source of expectation regarding one's own behavior and oneself. In addition, the "I-concept" regulates the social behavior of the individual.

Tests for the definition of a student as a subject of the process of personality formation in educational activities.

Component - Student's attitude to classes.

Component - Student Learning Motivation.

Component - Emotional state (attitude to the formation as a person).

Motivational component (the emergence of motives for becoming a personality and their orientation).

Intellectual component (understanding the need for becoming a personality and preparedness for this).

Volitional component (manifestation of volitional activity during the formation of personality and improving personal characteristics).

Characteristics of the motivational environment (inclusion in the educational process).

Relationships - Attitudes.

MUN test questionnaire (A. Rean).

Professional motivation.

An expert questionnaire to determine the level of formation of a student's spiritual and educational education.

An expert questionnaire for the diagnosis (assessment) of student interest in a chosen profession (field of study).

Differential diagnostic questionnaire (DDO E.A. Klimova).

Cognitive component

Qualitative and appropriate age-related psychological characteristics diagnostics of the effects of the educational environment.

Method 1. Characterization of memory. Determine your type of memory.

Method 2. Characteristics of thinking. Define your type of thinking.

Communicative component

Ways of interaction in the system "teacher - student":

(Principles for the implementation of the activities of students and teachers).

When solving training problems. On the student's side.

On the part of the activities of educators.

When solving the problems of education. On the student's side.

On the part of the activities of educators.

When solving development problems. On the student's side.

On the part of the activities of educators.

Identification of significant criteria for the formation of interpersonal relations between students, students and teachers.

Interpersonal relations between students and teachers

(social - social requirements).

Description of the essential characteristics of the psychological climate at the university.

Description of the essential characteristics of the psychological climate in the study group (criteria parameters).

Regulatory component

The specifics of the impact of the educational environment on all aspects of the student's mental development. Tests on the individual psychological characteristics of the personality (adaptation test for quick diagnosis of character). Determination of temperament. The effectiveness of the educational

environment on all aspects of the mental development of students. Individualization of the learning process in the university, taking into account the psychological characteristics of students. Behavioral indicators (by Swassing and Barb). Methodology "Psycho-geometric test".Regulation of activities and behavior (signs of dominant personality behavior).A typical style of behavior in a conflict situation according to the method of K.N. Thomas, "What do you do in a conflict situation?" Typical forms of behavior and its possible causes. The main psychological characteristics of behavior. Each of the above components of the system of psychological and physiological assessment of students' conditions has a corresponding analysis and assessment system.The proposed technology is installed in computer classes of an educational institution. The study group, depending on the number of computers in the class, will be divided into subgroups and pass the test. The test results will be evaluated by the curators of the training groups, specially appointed teachers and experts making appropriate decisions.The fundamental difference between the development ideas and the existing ones lies in the technological development of the process of formation and evaluation of the quality of educational-behavioral education, the formation of personal characteristics of students of higher educational institutions.The development is important, as it enables students to evaluate their own behavioral and personal characteristics (to be aware of themselves) and to take appropriate educational measures in a timely manner. The proposed technology can make up a significant basis for the optimization of the educational activities of a higher educational institution, the basis of the humanization, technologicalization and informatization of the educational process and the creation of a real open education system in a higher educational institution. The results will have a significant effect on the development of educational science, systems of organization and management of education, ensuring the quality of training of specialists, etc.

CONCLUSION

Based on studies:
- A generalized model has been built to determine the level of development of students' interest in PPV and in their formation as individuals.
- a system has been created for the distribution of educational topics in the humanities, social, political, economic, psychological, pedagogical and other subjects according to the youth training criteria and coordinate components of LSML. - a system of parameterization of the coordinate components of the LSML is obtained. - A system for describing

and evaluating the humanitarian educational environment and the educational environment as a whole in HEU has been formed.
- developed informational and logical schemes of expert systems for determining and forming the students' educational curriculum, as individuals, as subjects of educational activity, the humanitarian educational environment and the educational environment in general in HEU. - the foundations of the system of psychological and pedagogical services of HEU are built. - The technology for assessing the educational activities of HEU was built.
- educational and methodological support complex.
The basis is created:
the effective implementation of the problem of creating a technology (educational-methodical complex) for assessing and shaping PPV and personal characteristics of HEU students.
- providing conditions for the growth of professional qualifications and mastery of administrative and pedagogical personnel in the assessment and formation of the vocational education and personal characteristics of HEU students.
- Creation of a real technologically controlled system for assessing and shaping PPV and the personal characteristics of HEU students.
- improving HEU activities on the basis of creating a computer-informational basis for its management, creating an environment for educational information-technological interaction as a working environment.
- computer, information technology educational process for assessing and forming the PPV and personal characteristics of students of HEU. The importance and necessity of the claimed research, the social demand for its development, among other things, is determined by the need to implement state and government regulations in the field of education [9,23,24]. A development with a small modernization can be successfully installed in educational institutions of secondary specialized, vocational education, and comprehensive schools.

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