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халқаро илмий форуми: замонавий ёндашувлар ва
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Ушбу тўпламда жамиятнинг мақолалар ҳақиқий тилларини ўқитишнинг
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ривожлантиришида кинотеатрнинг рол ва технологияларнинг қўлланилиши
доирасида муҳим масалаларнинг тақрибига ва бундан ташқари тилларнинг
хизмати келди.

Ҳақолати таълимий мақолаларнинг савоби ва мазмуни ушбу
муаллифларнинг ўзлари маъсул ва жоавобгардир.

ТИЛ – МАЪНАВИЯТ КЎЗГҮСИ

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Conclusion. In short, the Uzbek folk tales, in which the youngest son is represented, consist of three brothers, the plot is adventurous and the younger one predominates in the epic, the course of events consists of the interpretation of the younger son's activities, a test, a condition, the existence of three-way motives in the construction of the plot, the discovery of the object or creature sought by the younger, the epic space focused on the younger's adventures helped by another world, the older brothers' prejudice against the younger son and consequently "fake" the deeds of the "heroes" differ from other types of fairy tales by such features as revelation.

As the little son had a special respect in family his adventures were given a wide place in folklore as well. In fact, under the influence of views on the number "three", the image of the third hero in fairy tales has become traditional, and the fact that the a special place of little son in life has further strengthened this tradition.

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STATISTICAL ANALYSIS OF RESULTS OF PEDAGOGICAL EXPERIMENTAL WORK

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Abstract – In order to study the validity and reliability of the results obtained in the final stage of the experimental work, special attention was paid to their quantitative and qualitative analysis. At the initial stage of the pedagogical experiment, on the basis of specially developed questionnaires, the current state of professional adaptation of the respondents was determined on the basis of the above criteria, and the answers of the respondents were analyzed.

Key words: experimental work, quantitative and qualitative analysis, pedagogical experiment, professional adaptation, criteria.

Introduction The main goal of the study is to increase the level of professional adaptation of future teachers, the guaranteed result of which depends on the professional orientation of the pedagogical process, the acquisition of professional knowledge, the quality of education and the created pedagogical conditions. characterized by the implementation of. An analysis of the results of the experimental work carried out in the course of the study once again confirmed

the practical validity of these ideas. It is known that the motivational training of the future specialist plays an important role in professional adaptation. The basis of motivational training of the future teacher is professional orientation, i.e. the ability to understand the essence of their profession, a positive attitude to their professional activity, the clarity of professional life goals, and the development of interest in learning. This is reflected in the personal and professional development of the specialist in the learning process. In this regard, the experimental work was aimed at assessing the level of motivational training, professional orientation and the formation of professional qualities in students of the I-block of the questionnaire. It is well known that the student period is the age of self-determination in working life, when the student has a desire to clearly define their future professional life goals.

II. Main part In order for a student to make an informed decision during this period, firstly, the need of the current labor market for this or that type of profession, and secondly, their inclination and the degree to which it meets the requirements of the profession. It is advisable to be fully aware of the nature of the chosen profession. The study of the results of the survey shows that special attention should be paid to the following aspects of the motivational training of future teachers:

1. Professional orientation of students based on internal reasons (professional or motivational training based on motives, needs, goals and interests). This was mainly explored as a feature specific to students in grades 3-4.

2. Professional orientation of students based on external causes, i.e. orientation based on the external conditions and conditions of professional activity. This feature was observed in the majority of 1st stage respondents.

In particular, 17 first-year students have a high level of aspiration for pedagogical activity, 20 have an average level, and 13 have a low level. Among the second-year students, the figure was as follows: 12 out of 50 students had a high level of pedagogical aspiration, 17 had a medium level of motivation, and 21 had a low level of motivation. In the third stage, the upper level was identified in 15 respondents, the intermediate level in 21 respondents and the lower level in 14 respondents. When analyzing the responses of the graduate students to the questionnaire, the high level of pedagogical aspiration was studied in 25 respondents, the intermediate level in 13 respondents and the low level in 12 respondents. The results show that the motivation for pedagogical activity was higher in students in grades 1-4 than in students in grades 2-3. It is advisable to analyze the reasons for this in terms of career choices, professional self-awareness, and professional vision.

This is because if the level of aspiration to pedagogical activity is high under the influence of initial professional perceptions, the requirements of the activity to the person, difficulties in acquiring professional competencies and difficulties in the adaptation process may lead to a decrease in this aspiration over time) caused. The effective process of professional adaptation, the acquisition of professional competencies, and self-awareness in professional activities has led to the formation of an active professional position in 4th grade students

III. Conclusion From the observations, it is clear that the fact that the professional orientation of first-year students is based on external causes is an indication that they do not fully master the professional information, attitude to the profession and professional special knowledge. Therefore, by developing the cognitive activity that ensures the successful functioning of students in the pedagogical profession, teaching them to acquire independent knowledge, to