

YOUTH ADVENTURES IN EDUCATION

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Abstract: Education is one of the most important topics in the development of youth, as well as the whole future. But it is also worth considering the fact of the difference between the students. It is also worth considering the frequent factor of adrenaline needs among students, which is often observed in the learning process.

Key words: adrenaline, training, adventures, techniques.

Introduction

The learning process is developing today, but it is also worth recognizing that the effect of interactive participation in learning is quite small. Even with the participation of a large number of interactive games and techniques, this factor is not high.

In addition, this factor is actively observed in elementary grades, senior grades, and even in universities. Regarding the junior classes, we note a small activity.

Historical part

The first solution to this problem appeared in the 1900s, it was also powered by its own author, an excellent teacher Anton Semenovich Makarenko. Proof of that is a magnificent work that was created on his part and is called "Pedagogical Poem." In this book, a brilliant teacher introduced the following words to readers, which are proof of his excellent success: "You can be dry with them to the last degree, demanding to pickiness, you may not notice them, if they stick out at your fingertips, you may even be indifferent relate to their sympathy, but if you shine with work, knowledge, luck, then calmly do not look back: they are all on your side, and they will not betray ... And vice versa, no matter how affectionate you are, they are interesting in conversation, no matter how you are they are attractive in everyday life and in relaxation, if your business is accompanied by failures and failures, if at every step you can see that you don't know your business, if everything ends in marriage or

“zilch” - you will never deserve anything except contempt, sometimes condescending and ironic, sometimes angry and annihilatingly hostile, sometimes intrusively defamating. ”

Thanks to his methods, a brilliant teacher was able to gain credibility in the children's colony, where he himself was the director, thanks to his method, he was able to involve the children behind him and direct them on the right path. But for the correct use and even greater increase in efficiency and numerous indicators, Anton Semyonovich, in carrying out all the work, did not even think about indicators, but used his magnificent psychology, pedagogy and philosophy. One of the great educators Konstantin Dmitrievich Ushinsky says: “In the sweat of our faces, in the dust of contempt, under the sultry rays of the baking sun, risking our lives, throwing seeds into the ground, knowing that you will never see the harvest, and still work until the end of life, - terrible being. To give everything to descendants who forget our names ... to know all this and still give them their life ... ”.

But today, that time has passed, today is the century of advanced technologies, development and innovation. But it is also worth pointing out that the problem, although it has totally changed, but still remains, that problem of lowered interest and desire for development, if in those days there were fatigue, today such situations are possible due to some reasons. An example of these reasons is the crisis of motivation, ignorance of one's own path, difficulty in developing talents, and many others. Great educators like Anton Semenovich, they used special methods to solve problems in those days, but is it possible to use these solutions today?

Method Description

The answer to such a philosophical question is obvious - perhaps! Only for the application of such technologies, techniques and characteristics, it is necessary to improve these technologies and be able to apply them in our days. That is what the goal of this study became. But it is also worth pointing out the fact that this technique is not plagiarism or something like that. The technology that originated as a result of this study is derived from the methods of Anton Semenovich, and this technology also entails many other industries or areas that are already independent and independent methods.

Starting to talk about these techniques is worth linking active mental actions with interactive methods as well. Let's give some examples. For elementary school students it is worth using some excursions. But it is not recommended to use excursions to museums or theaters. For the younger classes, it is more advisable to conduct excursions to sports centers, military districts, research universities, television centers and other centers. Such excursions will temper students, as well as give them motivation. It is also effective to conduct trainings after classes by specialists and successful people in their field. This event will be able to instill in students a love of school, as well as give even greater motivation in their pursuit, as well as learning.

In addition, the effective use of certain games, where students will play the role of participants in certain professions, these games will help students organize their small "cities", develop their abilities, aspirations. It will also develop their spatial thinking. The secret of these methods is that primary school students do not represent themselves in the role of older and more successful people, they are not yet familiar with the complete system. But still, they want to achieve the greatest possible goals.

In some cases, the goal of the aspiration is to instill in a student, in order to do this, it is necessary to show the beauty of this world, state, city. Exactly this function is performed by excursions to many developed places. But if the goal is to represent the historical power, for example, the strength and scale of the discoveries of Abu Rayhan Biruni, Amir Timur - Tamerlane, Abu Ali ibn Hussein ibn Abdallah ibn Sin - Avicenna and other great ancestors, it is worth using auxiliary elements - 3D models, videos, presentations and other supporting elements.

As for high school students, professional skills should already be used for this age, but it is also not worthwhile to conduct excursions in professional centers and the lessons of professionals in their professions. Already in grades 5-8, this technique continues and it is already possible to conduct excursions to historical places, museums and other centers. Closer to grade 9, it is possible to increase excursions to higher educational institutions.

In addition, do not forget about auxiliary elements in the range from grades 5-8. And in grade 9 it is already worth reducing the number of presence and use of auxiliary elements. In addition, professional excursions can be stopped already in the 8th grade and take excursions to universities.

In grades 10-11, the frequency of lessons held by candidates of sciences, professional athletes, computer programmers, scientists and other specialists in their fields should be taken into account and it is advisable to provide these actions mainly after classes. It is also advisable to demonstrate to student's frequent experiments and instruments with which it is possible to perform certain more complex actions with respect to the profession of interest.

In addition, students interested in sports can already participate in competitions and numerous competitions, also taking into account the fact that each branch of the region, city and school of the Youth Union of Uzbekistan, reading propagandists, universities and other organizations pay great attention to youth development.

If you stop already at the stage of students, it is worth noting that it is desirable to conduct experiments more often, carry out projects, and provide mutual assistance. In addition, it is also worthwhile to conduct excursions already at research institutes. Departments can be very different - in philology, philosophy, medicine, physics, mathematics and other areas.

Experimental part

To fully prove that this theory is correct, an experiment was conducted in a specialized school No. 21 of the city of Fergana.

Used equipment for the experiment: auxiliary material, training places, additional sources of information, equipment from various industries.

Experiment time: The experiment was started on January 15, 2020 and continued until March 15, 2020 in a practical way, after the announcement of quarantine, the experiment continued on-line until May 15, 2020, until the final results and conclusions were reached on May 28, 2020.

The course of the experiment:

First stage:

A list of interested students in grades 2-11 was compiled for an excursion to the areas of interest; A psychological test was conducted, according to the results of which the student groups from grades 2-4 were divided by their own talents and interests, and students of groups 5-11 grades were divided by other own areas of interests and talents;

A test was conducted for IQ, EQ and VQ.

Training phase:

A timetable for exploring the location of interest was developed;

Participants in each of the areas visited places of interest, carried out specially created simplified programs and understood this activity;

High school students improved their knowledge;

During the tour and other events, experts shared their experience in this area;

Students learned to perform any actions in the direction they are interested in.

The practical stage: Students were given the opportunity to create their ideas and suggestions in these areas;

Lessons were held on creating projects in the areas of interest;

The ideas and suggestions of students in the areas of interest were received and corrected.

The final stage:

Regular tests were conducted for IQ, EQ and VQ, which were also conducted monthly;

Separate technologies were conducted to conduct the experiment online;

All statistics, as well as full characteristics of the work performed, were displayed.

Findings:

According to the data obtained after passing IQ tests by the participants, their indicators increased in the first months by 5-7%, which was also a good result, but there were also some declines of 1-2%, due to the slowdown of the process and the large scale of work performed. In the following months, IQ increase rates also began to increase by 10-12%. It is also worth pointing out that the decline was also reduced by increasing the efficiency of work on the part of teachers and educators to 0.1-0.3%. Closer to March, the increase indicators reached magnificent heights and reached already 34-35%. But due to the announcement of quarantine, the indicators fell sharply, and the introduction of the online mode took quite a long time for its own implementation, therefore, the indicators fell by 5-10%. But after entering the online mode, the indicators increased sharply by 7-8%, but online technologies could not take root so quickly, so they fell by 1-2%. By the end of the project, it was found that the increase in IQ among the participants in the experiment was almost 84.7%, which was simply an excellent result.

The EQ results were very similar to the IQ indicators, but it is also worth noting that, unlike it, the indicators changed less during the recession and more during the exit, for example, when rising in the first months, the indicators were 12-15%, and when falling in quarantine time fell by only 2-3%. The overall result in this area is 89.3% increase!

And the results of VQ each time increased more and more. But the strangest thing is that this is the only kind of indicators that did not fall, but increased during quarantine by 24%! And also had a frantic pace of increase. General calculations showed an increase of 94.8%.

As a conclusion, we can say that the technique has taken root and has become a real derivative of Anton Semenovich's technology. This technology has been able to make a huge contribution to the development, and it is planned to re-conduct this technology online, as well as in reality, which will entail a great development!

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