

## METHODS OF FORMATION OF POSITIVE BEHAVIOR IN ADOLESCENTS.

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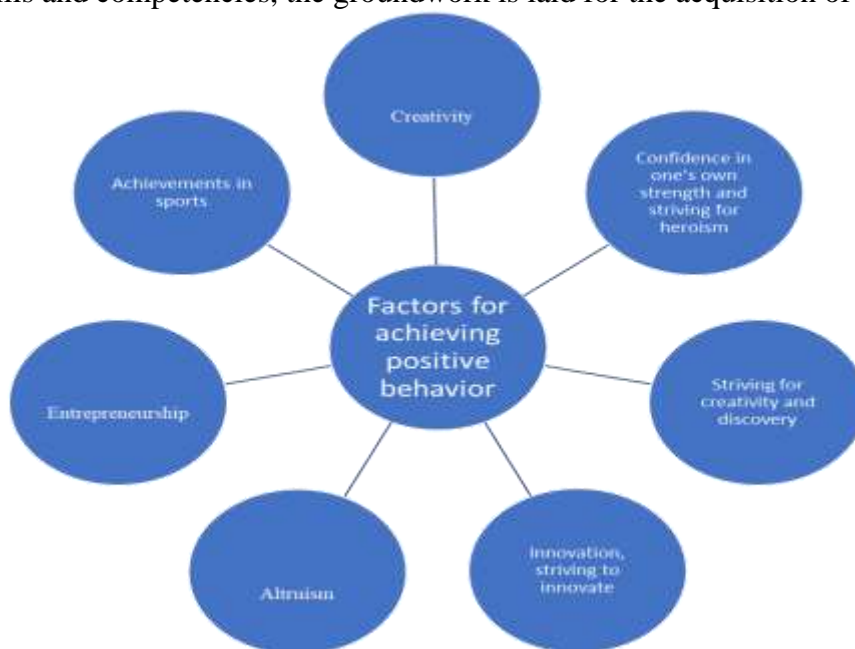
**Abstract:** The article reflects the content of pedagogical features and methods of formation of positive behavior through the formation of a healthy lifestyle in adolescents.

**Keywords:** health, healthy lifestyle, positive behavior, education, upbringing, method, tool, harmoniously developed generation..

A number of promising decrees and resolutions aimed at strengthening and preserving human health in our country, ensuring the expediency of measures to promote a healthy lifestyle are aimed at such a good work, and today they are being implemented step by step.

The main purpose of the tasks set out in paragraph 4.5 of the Decree PF-4947 "On the Strategy for further development of the Republic of Uzbekistan" dated February 7, 2017 "Improvement of state youth policy" is physically healthy, mentally and intellectually independent educating young people with a vital outlook, deepening democratic reforms and increasing their social activity in the development of civil society, supporting the creative and intellectual potential of the younger generation, shaping a healthy lifestyle among children and youth, especially crime among students (adolescents), drug abuse Prevention of substance abuse, prevention and control of AIDS, one of the most important problems in world medicine, where the population, especially young people, is growing, to improve medical culture, to lead a healthy lifestyle for adolescents (boys and girls) training, birth of a healthy generation and measures for its upbringing.

The implementation of these tasks requires the use of effective forms and technologies of organizational and management of educational activities of adolescents, the involvement of students in the health of themselves and others through health promotion activities, protection from various negative factors, knowledge necessary to protect their health and achieve positive behavior. along with the acquisition of skills and competencies, the groundwork is laid for the acquisition of healthy lifestyle



skills.

### Factors aimed at achieving positive behavior in adolescents with deviant behavior

In the traditional education system, using the reproductive method (lecture, theoretical seminar,

story, roundtable, narrative) to strengthen and generalize the reproductive method (lecture, theoretical seminar, story, round table, narrative) in the formation of STT (healthy lifestyle) skills and positive behavior, based on careful teacher training predominates; **active methods** (logical methods - inductive, deductive, analysis, separation of the main idea, comparison, generalization, identification of typical facts in the study material, identification, comparison, comparison, general conclusions of the factors that make up a healthy lifestyle; methods of independent work - independent work and creative assignments based on the content of a healthy lifestyle; problem-based research method - used consistently and purposefully throughout the lesson, serves to actively master the learning material by applying previously acquired knowledge and skills in new situations; - prepares students for the development of interest in learning about a healthy lifestyle, mental activity, the need to acquire new knowledge, communication skills, self-monitoring and management, assessment skills); **practical method** (practical training, such as first aid in case of injury); tools (plant herbariums, collections, houseplants, models, models, visual aids representing the content of a healthy lifestyle, booklets, written questionnaires, booklets, media (magazines, articles, teaching aids, textbooks and brochures), didactic materials, non-standard tests, tables and diagrams, multimedia programs, video plots, technical cadoscope and computer tools, microscope) were used effectively. This ensures the priority of activism and motivation by strengthening learning motivations in young people. Based on the literature and the results of research in this area, we recommend the use of the following methods in the formation of a healthy lifestyle in adolescents.

- **Debate method is a method** of teaching in the form of discussion and exchange of views with students on a topic that promotes a healthy lifestyle (for example, on the topic of combating drug addiction). This method is used when any topic and problem is discussed on the basis of existing knowledge and experience. The task of leading the discussion can be delegated to one of the learners or to the educator himself. The discussion should be conducted in a free manner and every learner should be involved in the discussion. When this method is used, efforts should be made to immediately resolve conflicts that arise between learners. The following rules should be followed when conducting a debate method:
  - creating opportunities for all learners to participate;
  - follow the rule of the right hand (raise your hand and speak after permission);
  - culture of listening to ideas;
  - non-repetition of the expressed ideas;
  - Mutual respect for each other.

The structure of the discussion method is given below.

**The structure of the debate method.** (Topic: Adverse effects of alcohol consumption on the human body).

The stages of the debate method are as follows:

1. The teacher chooses the topic of discussion and develops questions about it.
2. The facilitator asks the learners a question on the problem and invites them to a discussion.
3. The educator writes down the answers to the question, ie different ideas and opinions, or appoints one of the students as a secretary to perform this task. At this stage, the educator allows learners to express themselves freely.

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the learners. As a result of the analysis, the most optimal solution to the problem is selected.

**Method of working in small groups** – creative work in the classroom aimed at studying the learning material or completing the assigned task, dividing them into small groups in order to activate the learners. When this method is used, the learner has the right to work in small groups, to actively participate in the lesson, to take the lead role, to learn from each other and to appreciate different perspectives. When the method of working in small groups is used, the educator is able to save time compared to other interactive methods. Because the educator is able to engage and evaluate all learners on the topic at the same time. The structure of the method of working in small groups is given below. The stages of the method of working in small groups are as follows:

The direction of activity is determined. Related issues on the topic are identified. Discussion and analysis, evaluation, topic are covered. Small groups are formed.

**Problem situation method** – is a method aimed at developing students' skills in analyzing the causes and consequences of problematic situations and finding solutions to them. The complexity of the problem chosen for the problem situation method should be appropriate to the learners' knowledge levels. They need to be able to find a solution to the problem posed, otherwise when they fail to find a solution, the learners lose interest and lose their self-confidence. When using the "problem situation" method, learners learn to think independently, analyze the causes and consequences of the problem, find a solution. The structure of the problem situation method is given below. The structure of the problem situation method.

Groups develop a solution to a problem situation Give a description of the problem situation. Divide into groups. Identify the groups as the causes of the problematic situation. Groups think about the consequences of a problematic situation. Choosing the right solutions.

The steps of the problem situation method are as follows:

1. The educator selects a problem situation on the topic, defines goals and objectives. The educator explains the problem to the learners.
2. The teacher introduces the students to the goals, objectives and conditions of the assignment.
3. The educator divides the learners into small groups.
4. Small groups explore a given problem situation. They identify the causes of the problem and each group makes a presentation. After all the presentations, the same thoughts come together.
5. During the time allotted at this stage, they present their views on the consequences of the problem. After the presentation, the same thoughts come together.
6. Discuss different options for solving the problem, analyze them. They develop ways to solve a problem situation.
7. Small groups make a presentation on the solution of the problem situation and suggest their options.
8. The same solutions are summarized after all presentations. The group works with the educator to select the most appropriate options for solving the problem situation.

**Roundtable method** – a circle is a method of teaching that is conducted by learners by expressing their opinions on a problem or question given around a table. When the roundtable method is used, tables and chairs should be placed in a circle. This will help each learner establish eye contact with each other. There are oral and written forms of roundtable discussion. In the oral roundtable, the facilitator begins the topic and asks the learners to give their feedback on the question, and around the circle, each learner gives their feedback orally. The speaking learner listens attentively to all, and if there is a need to discuss, all feedback is discussed after the listening. This helps learners to think independently and develop a culture of speech. In the written roundtable discussion, tables and chairs are placed in a circle and each student is given an envelope. Each student asks their question on a specific topic on an envelope and writes their answer on one of the answer sheets and puts it in the envelope. He then hands the envelope clockwise to the student next to him. The student who receives the envelope writes his answer on one of the answer sheets, puts it in the envelope and passes it to the

student next to him. All envelopes move in a circle. In the final section, all envelopes are collected and analyzed. The steps of the roundtable method are as follows:

1. The topic of the lesson will be announced.
2. The teacher acquaints students with the order of training.
3. To write one envelope and answers for each student, the number of students in the group will be distributed to each student, and the time allotted for writing each answer will be determined. The student writes his / her name on the envelope and answer sheets.
4. The student writes his / her question on the topic on the envelope and writes his / her answer on the answer sheet and puts it in the envelope.
5. The student who writes the question on the envelope hands the envelope clockwise to the student next to him.
6. The student who received the envelope writes the answer to one of the answer sheets on the question on the envelope and puts it in the envelope and passes it to the student next to him.
7. The envelope is rotated around the round table and returned to the learner who wrote the question again. The student who writes the question evaluates the answer sheets in the envelope.
8. All envelopes are collected and analyzed. Through this method, learners are able to concisely and clearly express their knowledge on a given topic. In addition, this method provides an opportunity to assess learners on a particular topic. In this case, students can evaluate the answers of other students in the group to their questions, and the teacher can also objectively assess the students.

In short, the use of modern educational methods is important in the educational process in the formation of a positive attitude of our children, a healthy lifestyle and the desire to contribute to the prospects and development of our country.

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