

SOCIAL PSYCHOLOGICAL FOUNDATIONS OF COMPLIANCE FORMATION AMONG YOUNG TEACHERS AND STUDENTS

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Annotation: This article highlights the social psychological foundations of the formation of compliance among young teachers and students. The article is analyzed using real life tools.

Keywords: compliance, teacher, student, communication, attitude, situation, tool.

INTRODUCTION

Fundamental improvement of the personnel potential of the education system in the Republic of Uzbekistan, increasing the professional prestige of teachers in the Law "On Education" and the Decree of the President of the Republic of Uzbekistan "On the strategy of actions for the further development of the Republic of Uzbekistan", to continue the path of further improvement of the continuous education system, to meet the modern needs of the labor market accordingly, priority directions in the field of education aimed at training highly qualified intellectual, creative thinking personnel, creating effective mechanisms for putting scientific and innovative achievements into practice, and other tasks have been defined.

MATERIALS AND METHODS

The future and perspective of every country depends on organizing the educational process with the most alternative methods of the educational system in the country. In this regard, turning to advanced methods in modern education, paying attention to the activity of the student, young teachers' compliance, it is clear that it will achieve a high result in improving the quality of education. The purpose of our scientific research work is to identify, analyze, and develop mechanisms for the formation of "compliance" among young teachers and students, as well as the psychological aspects and characteristics of their implementation in practice.

The word "Compliance" means conformity, consent, agreement. Compliance was first used in 1906 by the US Department of Health and Human Services. However, for the development of compliance, in the 60-70s of the 20th century, in particular, through corruption, tax appeals, the results were obtained. After all, in the formation of complacency in young teachers and students, his mental experiences or character play a role in people's lives, and are absorbed into their entire mental activity. Complacency is the main function of the brain, like other phenomena, in the manifestation of an inner mental state. In pedagogical activities, if the teacher can convince the pupil or student based on his knowledge and experience, if he can convey his knowledge, he will certainly achieve results. The importance of compliance in pedagogical activities is that this process is related to his emotional experiences, and this phenomenon is quickly and easily transferred from one person to another. One of the reasons for this is that experiences have various external expressive non-verbal actions: facial expressions, gestures, actions. A person's smile, expressive facial expressions, and serious mood are usually "contagious" toothers. For example, the influence of the teacher on the students is known in every lesson. If the teacher enters the class in a bad mood and aggressive state and cannot hide this situation from the students, they will also be very excited and nervous, as a result, the students will no longer be able to involve themselves in the learning activities. If the teacher is calm and prepares for the lesson and starts the lesson in a really emotional high spirit, this process will have a positive effect on the students. And the best guarantee of an effective educational session is not only to provide a collection of lively, scientific information, but also to educate them in a certain worldview.

RESULTS AND DISCUSSION

One of the reasons why a teacher can develop a friendly relationship with a student or students is because he is interested in them and has a deep knowledge of the psychology of each student's personality.

Strong compliance of the pedagogue, that is, the ability to act in accordance, which is clearly expressed in establishing friendly relations between the teacher and students in pedagogical work, also forms his personal competence.

Russian scientists have divided the compliance system into 3 levels: prevention, clarification, exposure. It allows you to analyze compliance based on the following table:

Table 1.

Content of the Complaens

Prevention	Clarify	Exposure
Identification and assessment of compliance risk	Get an anonymous "Tell us the truth" opinion	Admitting mistakes
Adherence to educational policies and principles	Compliance Management	Recycling

Training and communication	Monitoring	Follow up
Organizing consultations	Compliance control	
Integration and personal development	Experience compliance	
Teamwork		

What can table analysis give us? Supervision of young teachers also allows to direct them to pedagogical activities. The teacher, first of all, is to educate the students as a well-rounded person and develop their life position, and secondly, the teacher's material interests are also considered. The task of the teacher is to take the necessary measures for the student's self-development in the educational process, to explain his possibilities, to observe moral norms and social rules, to have a strong will, pedagogical observation, to make smart, independent decisions, and to have a culture of compliance ethics.

The idea of the article matured a very long time ago at countless reports and lectures of various conferences, seminars, symposiums, congresses, regularly over the past years. It cannot be ruled out that what is written here may be useful to someone.

The author, of course, has no digital data on the subject of the review. Why "of course"? It is still unrealistic to collect quantitative data on hundreds of reports and lectures of recent years, a dozen conferences. Without figures, evidence-based and reliable conclusions are premature, but there are many years of persistent impressions of numerous reports and lectures. They are recorded in regular records and stored in a computer.

No matter how good any report is, in the opinion of even the most demanding listeners, there is always the opportunity to think about whether this excellent report or lecture can be made even better. What specifically (!) can be improved? How?

Let's look at the problem from the perspective of the audience. The impressions and opinions of listeners and speakers may, like any opinions, not coincide. Here, even more so: they see from opposite sides of the audience.

The word, term, concept of "compliance" has become widespread and fashionable in medicine. It can be seen from the literature. Often used in auditoriums. Hence and

"compliance" and other derivatives. They mean cooperation, the consent of the patient and the doctor.

In English, we know, the word "compliance" is much broader. This is the cooperation of a teacher and a student, a coach and an athlete, a musician and a teacher. Why should cooperation between a speaker (or/and a lecturer) and a listener (or/and a student, a conference participant) be an exception?

Why should the name of this process be a tracing-paper from English? Is the great mighty Russian language weaker and poorer? Are medical and psychological terminologies that have passed the test of practice no good?

The names "consent" and "cooperation" have been used in the medical literature before [1]. It was never possible to do without them in medicine, in good and high-quality, not necessarily "evidence-based"; in any healing; at all stages of the treatment process, including in the pharmacotherapy of any disease [3, 4].

The psychological characteristics of the doctor here are no less significant than in psychotherapy. Therefore, there is a distinction between "objective" and "subjective" compliance [5]. Consider the problems of increasing compliance [5, 7, 9], including in pharmacotherapy [10], "non-compliance" of patients [6].

The problem of "doctor-patient interrelationships" (the relationship between the doctor and the patient) could not but be relevant and key at all times. This was once again emphasized in a special edition of the WHO - World Health Organization [1]. Let's pay attention to "relationships".

Now, when they say and write "compliance" and "compliance", for some reason they mean only the patient [7, 9, 10]. But the process of the relationship between the doctor and the patient cannot but be two-way - in fact.

Let's look at the second participant - the doctor. Needless to say, how much depends on the qualifications, skills, art, patience of the doctor and speaker. Let's look, listen, think about both reports and lectures.

The content of the speech

The most frequent impressions are the following: retelling, not the original text of the author (from textbooks and manuals) - in a scientific (!) report. This can be seen from the captions at the bottom of the slides. Quotes, especially from the classics, are out of the question. But diagrams, tables, text. They are presented "raw" to the audience. Is it called compilation (in the best sense of the word), I do not know.

In an audience of specialists who know the basics of the subject, such a retelling, of course, is not appropriate. Even for students, this is probably superfluous: there are textbooks, manuals, the Internet. Earlier, when there was a shortage of textbooks, the choice of this style could still be understandable. Foreign manuals, even if they were available in individual libraries and provided by interlibrary loan, were useful to a limited contingent of readers due to insufficient knowledge of foreign languages. Oral presentations, especially lectures for students, aimed, voluntarily or involuntarily, to convey the maximum amount of information and were designed primarily for memorization.

Replacing a scientific report with an educational lecture

There are lectures in the programs of scientific conferences, congresses and congresses. For example, a plenary lecture. The Organizing Committee invites an authoritative expert on this problem to present a lecture summing up the results of recent research and drawing prospects for further development of the problem. But when there is a report in the scientific program, it is understood that it is for specialists - participants in a scientific conference or congress. However, it causes bewilderment and disagreement when more than half of the report is a copy of well-known truths, copies from fragments of textbooks and manuals that have long been known to an educated listener. Therefore, it is necessary to provide basic information. Transferring this style to an audience of scientists is a serious mistake. Time is being wasted.

Such reports, if they do not scare away the listener, then alienate him from the speaker. Compliance is deteriorating.

High dose listings and classifications

Endless enumerations (on the screen and aloud) of symptoms, syndromes, diagnoses, complications, side effects of drugs. Classifications of all of them. It is necessary? Let us recall how often scientific (!) reports are overloaded with classifications of diseases, syndromes, drug groups, diagnostic and treatment methods, etc. They are important. But is it necessary to list them in the report and lecture? Wouldn't it be better to cite sources in the literature?

Form, style, speech

With all the variety of styles, the instructive character prevails. In educational lectures it is still clear: teachers teach! Students, doctors, pharmacists. The imperative, words and intonations prevail:

"We must distinguish!", "We must remember and not forget!",

"Do not mix!", "Should be avoided!", "We must think about...". The examples are endless. One feels like saying, if not aloud, then to oneself: "Well, please, and distinguish for yourself! Well, please, and remember! Well, think! And so it's all clear. Follows from the meaning of the report.

In my opinion, there is a clear, quite possibly unconscious, underestimation of the audience. And it reminds me of schoolchildren, which we read about. Wouldn't it be better to offer listeners a choice: what to do and how to do it? This stimulates the activity to think, to think deeper, to weigh the pros and cons, to make decisions.

There are not enough questions to the audience: "What would you prefer?", "What decision would you make?", "How would you justify your opinion?", "How would you prove the fact ...?" etc. Help to think. A good opportunity to help think. There are only exceptions, when the speaker or lecturer addressed the audience with questions, not only rhetorical, but also substantive.

It is well known that doubts awaken another thought from different angles. Sometimes you ask a colleague defending a dissertation: "Do you have any doubts here?". In response, only complete confusion or even embarrassment, as if he hears something indecent. As with the question about the main idea of the study or report. The word "thought" usually causes confusion and confusion. They answer: "Influence", "Peculiarities", "Current", "Results", etc. Then they agree that it is not a thought, but a theme, subject, content.

Read the text. No, this is not the taste or preference of the speaker. They said and continue to say "to give (!) lectures". In ancient times, as we know from history, lectures were read in the literal sense of the word in Latin at European universities: according to the text of a piece of paper, abstract, folio. So it was accepted. Why don't you know. Latin united listeners of different languages, just as English does today. Now this is practically abandoned. Yes, there are people (how many of them - hardly anyone counted) who "sorry, I can not do without a piece of paper." Therefore, they have no choice how to make a report or lecture. What can you do! But compliance!? The listener can read it himself. If they help him find literature.

The monotony of almost any reading. In any case, reading, even expressive and not monotonous, rather lulls than awakens listeners. The picture is often tragicomic. The speaker reads - in the literal sense of the word - the text from the sheet lying in front of him on the pulpit, and the same (!) text on the screen. Bigger and brighter. Good visibility! Why voice it then? Repeat here or there. "Better to see once than hear a hundred times? Does it fit here?"

Presentation Form

Tone of address. "The tone makes the song" ("Le ton fait le chanson"). Is not it? Of course, the audience is different. With different hearing, often with different perceptions, not at all the same understanding. This is a general difficulty: at lessons, seminars, lectures, reports. With all this, how can one not admit that in the art of any direct communication, it is often the form that determines the result. For example, Mozart's C major sonata is played by both a little boy and Svyatoslav Richter. Same notes! Absolutely. Do-mi-sol-si and soon. The impression is determined not by what is played, but by how. And in painting, in sculpture - not what is depicted (landscape, flowers, face, figure), but how.

How it sounds, and not just about what. Even when something very interesting and important is being discussed. Is not it?

The art of communicating with the audience here, too, not only depends, but is largely determined by the form of presentation. The possibilities of oral speech are involved: dynamic (louder or quieter), rhythmic (more or less often, are there semantic pauses, how long are they), tempo (faster or slower). Everyone can remember reports and lectures from their personal experience.

Monotonous and quiet speech. As often happens, even with good microphones, without meaningful pauses, which are appropriate in order to give listeners a chance to rest before moving on to the next fragment, by analogy with pauses between parts of musical works at concerts and in the fabric itself. music. The speaker is often not interested in how the audience perceives him. One way road. Little or no feedback. As an exception, the speaker, starting to speak, will ask the audience: "Can you hear me?" - and flicks his finger on the microphone or glances at the one who reacts to the sound.

No, "how many people, so many opinions" and "there is no comrade for the taste and color" will not help here. There are general "rules" (forms, techniques) necessary for the success of the case - the productivity of the report. How did he enrich the listeners? How helpful was it? Has everything been done for this? Can it be even better?

An abundance of "learned" words. Often (noone, as far as I know, did not count) downright in high toxic doses and concentrations. Is not it? How not to remember here the replica of the bride from "Weddings": "They want to show their learning." Consciously or unconsciously. Not the point. The abundance of alien, little understood words cannot but alienate and scare the listener from the speaker. "Different languages".

Motivation for the inclusion of such "learned" words in the Russian lexicon? After all, there is some, if you think about it, - conscious or subconscious. The author does not know if anyone was looking for an answer. It remains to be assumed by analogy with other motives variations previously explored.

At least two motivations. One is to feel one's belonging to a group (cohort, society, guild), perceived, regarded as elite. In English "Sense of belonging". Many scientific books, as you know, are devoted to this. With such a psychology, a person feels superior to others who do not belong to this elite, more comfortable, especially in an audience where you are perceived (or should, in the opinion of the speaker or lecturer) as an authority. "The position is binding." Often a person prefers himself, his reputation, "image" (in modern terms) in an environment that the speaker considers important to him. The second motivation is a feeling of distance from people who, according to the author, consciously or subconsciously, perceive a person as less attractive, to which one would not want to belong. Here the best word known to the author is the German "Distanzierung". It is also used when they define a calmer or even aloof attitude towards something or someone. It looks like "Olympic Calm".

Reports and lectures thus become lessons on how not to speak and do. After all, you can learn not only how to, but also how not to!

Illustrations

Did many colleagues see the illustrations of their lectures before (!) the presentation? From that hall (!) where you are going to perform? Of those I asked, noone!

"No comment". If something was explained, then "no time", "I don't have time". How does it usually happen? The speaker, yes, looks at his illustrations, but on a computer monitor, that is, close up. It's "all right" there. The letters are clearly visible, even if deep red or burgundy on a dark blue background, where there is little, if any, contrast. The choice of color is arbitrary, not based on knowledge of the physiology and psychology of color vision. It has been proven that the optimal combinations for perception are white on a dark green or maroon background, black on a white or bright yellow background, taking into account the distance between the image and the viewer. Any shades of color can be quantitatively determined by numbers according to the tables of computer color programs. Who will be doing this? Someone who is interested in maximum compliance with the viewer (listener). The lecturer cannot be a professional in a special field - the physiology and psychology of color perception. But a high-class lecturer in any branch of medicine requires to know who and where to get advice. Doing it by eye or relying on the choice of a technician serving lecture demonstrations is a bad decision.

Letter size. It is usually arbitrary, by eye. From a distance, as a rule, the letters are poorly visible, since they are smaller than necessary. The lecturer intends to fit the maximum number of words on the slide, so he prefers the letters of the minimum size. As a result, text and inscriptions cannot be fully read from a distance. The text is devalued especially significantly when thick lines of letters are presented, when the slide is overloaded, reproduces - without correction - pages from magazines and books.

Movement of image details: columns, lines, geometric shapes. It happens that they appear and disappear, float, swim away, increase, increase, decrease. Multi-colored lines intertwine, intersect, dodge. It seems? Now technology allows you to do what was not possible until recently. All such movements make any image more modern and fashionable. Yes, it can be done! But is it necessary? Why? Who needs? Another method of overcoming monotony, addiction and boredom. But do such flashes help to perceive? At a lecture? The listener came to work! To study! Perceive the meaning of the information presented. It is not appropriate to entertain him with pictures. Especially when the objects flicker, dazzle, surprise, distract from the main thing - the meaning and essence of the content.

CONCLUSION

It is accepted that they complete the publication. In this review, they are not at the end of the text. At any point in the text, the reader himself will draw conclusions of his choice. And he draws his own conclusions. "Individual approach". So more reliable. "Thank you for your attention" ("licked off" from the last slides on the reports that have become a template).

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