

## **THE CONCEPT OF "PERSONALITY" IN PEDAGOGY AND SPECIFIC FEATURES OF PERSONALITY DEVELOPMENT**

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<b>ABSTRACT</b>	<b>KEY WORDS</b>
This article describes the issues of personality development, the conditions that hinder personality development in the field of pedagogy, and the reasons that hinder their development. Also, the article presents the characteristics of the individual and the factors affecting their development and the existing conclusions.	Personality, maturity, pedagogy, education, environment, factors, cause, essence, genetic characteristics, biological factors, teacher, skill.

### **Introduction:**

The concept of a person refers to a person and serves to represent a member of society who is psychologically developed, distinguished from others by his personal characteristics and behavior, and has a certain attitude and worldview.

In order to become a person, a person must develop psychologically, feel himself as a whole person, and differ from others with his characteristics and qualities.

In the national model of personnel training, a person is defined as the main subject and object of the personnel training system, the consumer of educational services and their implementer.

The state policy in the field of personnel training envisages the intellectual, spiritual and moral education of a person, and the achievement of his manifestation as a comprehensively developed person. The implementation of this social demand guarantees the right of every citizen to get knowledge, to show creative abilities, to develop intellectually and to work in a specific profession.

Personality development. In order for a person to become a person as a social being, social environment conditions and upbringing are necessary. Under the influence of these, a person develops as a person and becomes a person.

Development is a complex process that expresses the essence of quantitative and qualitative changes manifested in the physiological and intellectual growth of a person. Development essentially represents the transition from simple to complex, from bottom to top, from old qualities to new states, renewal, emergence of new, disappearance of old, change of quantity to change of quality. The source of its development is the struggle between opposites.

## Methods and Results

The development of a child's personality is based on the philosophical doctrine that a person is a social being. At the same time, a person is a living, biological being. Therefore, the laws of nature's development are also important in its development. Also, as a person is evaluated as a whole being, his development is influenced by biological and social laws together, they cannot be separated from each other.

Because a person's activity and lifestyle are affected by age, education, life experience, and other tragic situations and diseases.

A person changes throughout his life. He matures both socially and psychologically, and if the upbringing given to the child is appropriate, he matures as a member of society and takes his rightful place in the complex system of social relations. Because development is influenced by education.

In order to correctly see the qualities of a person and make an accurate assessment, it is necessary to observe him in the course of various relationships.

Therefore, in order to correctly solve the task of personality development, it is necessary to know the factors affecting his behavior and personality characteristics.

It is desirable to know and take into account the laws of growth and development in order for upbringing to have an effective effect on the child. Thus, there is a two-way relationship between development and education.

Factors affecting personality development. In science, the debate on determining the relationship between the influence of biological and social factors on the development of a person as a person has been going on for a long time.

Is there a strong influence of social events on the development of a person as a person? Or do natural factors play a leading role? Maybe the influence of upbringing is high? What is the relationship between them?

In science, the point of view called biological direction occupies one of the leading places, and its representatives, Aristotle and Plato, put natural and biological factors at the top. They say that innate abilities, fate, and destiny determine everyone's fate in life.

The representatives of preformism, which arose in the philosophy of the 16th century, place a high value on the role of generation in the development of a person and deny the role of social environment and education.

Another trend in foreign psychology - behaviorism - appeared at the beginning of the 20th century. Its representatives, it is said that consciousness and mental abilities are passed down from generation to generation and are given to man by nature. The representative of this doctrine is the American scientist E. Thorndike.

The stream of pragmatism and its representatives, D. Dewey and A. Combe, also base personality development from a biological point of view. They see development as only quantitative change. Absolutizing the role of offspring, they consider it to be of decisive importance in human destiny.

So, a group of foreign scientists attribute development to a biological (generational) factor.

Representatives of the philosophical current against the biological current define development with a social factor. The representatives of this current show that the physical and mental development of a child's personality depends on the environment in which he lives.

The environment means all the external influences in the conditions in which a person lives. From this point of view, it is possible to adapt the child to the social conditions in which he lives due to education.

They consider the role of the social environment as a decisive factor. Therefore, the development and progress of a human child as a person, and his maturation as a person, are equally important for the generation (biological factor), social environment (the conditions in which the child lives), as well as for the purposeful upbringing. In determining the influence of these factors, the teaching of advanced pedagogic scientists, psychologists and philosophers is relied upon.

In philosophy, a person is considered as a complex reality in social life related to society. They believe that the spiritual wealth of an individual depends on his relationships.

According to its research and educational function, the philosophical-anthropological approach is directed to the spiritual world of the student. That is why this approach, unlike other existing scientific or epistemological approaches in pedagogy, requires the organization of an educational process based on communication and mutual understanding.

The uniqueness of this approach requires looking at all subjects of the educational process not only as a worldview, but also as a way of existence. This method of existence should be understood first of all as awareness of existence. Secondly, it is desirable to clarify this mode of existence as a way of communication with oneself, others and other cultures. The influence of the social environment on a person is also important. This is done through education.

First of all, under the influence of upbringing, knowledge and information that the environment could not provide, skills and competencies related to labor and technical activities are formed.

Secondly, due to education, congenital defects are also changed, and the person matures.

Thirdly, with the help of education, it is possible to eliminate the negative effects of the environment.

Fourthly, education sets a goal for the future.

So, education and development affect each other, this education is continuous and continuous. Thus, it can be concluded that education has a leading role in the development of a child's personality, and thanks to education, he is able to develop in all ways under the influence of his lineage, family environment, and social environment. Four approaches to personality formation have been established in modern pedagogy:

Biological approach - man is a natural being, and all his actions are the result of innate instincts and needs. A person is forced to obey the demands of society, and at the same time he shows his natural needs.

Social approach - a person is born as a biological being, only during his life activity he is socialized under the influence of constant communication with others and social groups.

Psychological approach - mental processes in a person (such as intuition, perception, thinking) have a natural description, a person's direction - interests, abilities are considered a social phenomenon.

Holistic approach - a person has a holistic description, and his development is influenced not only by the peculiarities of his activity, but also by his lifestyle. At the same time, the results of social life - motives, goals, interests, etc. also play an important role in its development.

In modern pedagogy, four - biological, social, psychological and holistic approaches to personality formation have been established.

Anatomical, physiological (physical) and psychological characteristics characteristic of a certain age period are called age characteristics. Education and upbringing work is organized taking into account these young characteristics. Then the influence of education on the child's development will be strong.

Anatomical, physiological (physical) and psychological characteristics characteristic of a certain age period are called age characteristics. It is important to know and take into account the characteristics of

different age periods in the child's development in order to have a correct approach to children's education and to teach him successfully. Because the growth and development of the child's organism and mental development are different at different ages. Abu Ali Ibn Sina, John Amos Comenius, Abdullah Awlani also emphasized the need to educate a child.

It is very difficult to take into account the unique characteristics of a child. Because children of the same age can be mentally different. For example, vision and hearing, activity, quick perception, slow thinking, impetuosity or restraint, eloquence or lack of eloquence, vigor or lack of enthusiasm, laziness or industriousness, laziness and sloppy work, compactness or quickness to work. such as withdrawal are effects of the nervous system, and the teacher or educator must know them. In order to know the individual characteristics of the child, it is important to learn the general types of temperament and the characteristics of the child, to know the methodology. Temperament (lat. "temperamentum" means "relation of parts to each other") is a set of individual psychological characteristics of a person. Also, there are specific laws of development of different age periods. A child's physical and mental development is divided into the following periods:

1. The period of infancy is the period from the end of infancy (1 month) to the age of one year.
2. Pre-kindergarten age - from 1 to 3 years.
3. Preschool age - from 3 to 7 years.
4. Pupils (children) of junior school age - from 7 to 11-12 years old.
5. Pupils of middle and high school age (teenagers, early teenagers) - 12-17 years old.

The process of socialization is complex in terms of its qualitative features, composition, laws, factors, conditions, management, and manifestation in a socialized person (his characteristics, qualities, peculiarities). For this reason, it reflects various - cultural, moral, legal, labor, psychological manifestations of socialization, which are considered by various disciplines. When it comes to pedagogy, the process of socialization in this field is considered with special attention as a type of pedagogical socialization, taking into account the specificity of the subject, field and needs of pedagogy. It is the result of the process and emergence of socially defined and important pedagogical newly formed experiences - upbringing, education, education and development, as well as their continuous change (improvement) throughout their future life.

In this case, a passive approach to the individual is not observed, but he is a subject of social relations and the pedagogical system, who shows activity and independence in gaining experience and forms himself, and at the same time feels responsible for his own life path. considered as a subject. The task of pedagogy is to help a person become a thinking person, a socially active citizen, who understands his place and behavior in society, the direction of his desires and goals, together with pedagogues and the pedagogical system in society, to preserve and strengthen universal values. is to help him become a well-rounded person.

There are the following general mechanisms of socialization: traditional - attracting students to social activity through the family and close environment, creating favorable conditions for activity and communication;

creation of necessary conditions and opportunities for the development of students by institutional - social institutions and educational institutions;

interpersonal - involving students in the system of social relations, developing their communication skills;

reflexive - development of individual consciousness through pedagogical support of self-awareness, self-evaluation, self-design.

There are the following general mechanisms of socialization: traditional, institutional, interpersonal, reflexive

## Conclusion

An important condition for the socialization of students is to establish social competence in them. Social competence is expressed in establishing communication with other people, which requires a person's orientation to social situations and the ability to manage them. The main functions of social competence include adaptation, social orientation, personal integration and general social experience. Social experience reflects the integral result description of student socialization and requires to be based on activity-oriented and axiological approaches. From the point of view of an activity-oriented approach, social experience reflects the set of spiritual and moral values and norms that arise as a result of the student's interaction with other people and the environment. For this reason, it is appropriate to consider the "experience of self-management" as a component of social experience, aimed at forming a culture of self-organization and self-correction in a person. Involvement of an individual in subject-subject relations as the main social spheres of formation of self-management experience; formation of initiative in the subject; it is possible to include such things as accepting universal patterns of self-organization in the process of vital activity.

From the point of view of the axiological approach, the formation of social experience in a person takes place in two interrelated directions. Firstly, the formation of a value-oriented orientation in an individual as the meaning of human life, spiritual and moral standards and rules in interpersonal relations, and secondly, the behavior in the process of mutual activity, which is reflected in self-management with a high position from a personal point of view. - actions reflect the connection with the acquisition of social and vital norms of behavior.

Directing students to self-management as a pedagogical phenomenon requires a combination of intellectual, emotional-emotional and activity-oriented areas related to the development of personal potential, and social activity of students based on the high level of development of creative abilities.

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