



PERSONALITY EDUCATION AND DEVELOPMENT IN PEDAGOGY

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ANNOTATSIYA: Ushbu maqolada O‘zbekiston Respublikasida pedagogik yo‘nalishda olib borilayotgan ilmiy izlanishlar dialektik yondashuvga asoslanishi. pedagogik hodisa, voqelik va ularning qonuniyatlarini aniqlashga bunday yondashuv pedagogik hodisa va jarayonlarning umumiy aloqasi, ularning izchil, uzluksiz rivojlanishi, bolaning fiziologik rivoji uning psixologik, intellektual jihatdan takomilashtirib borishini ta‘minlashi, harama-harshiliklarning shaxs kamolotini ta‘minlashdagi o‘rni va roli, shuningdek, dialektika kategoriyalarining ahamiyati haqida so‘z boradi.

Tayanch tushunchalar: Pedagogika, shaxs, tarbiya, rivojlanish, ilmiy-pedagogik tadqiqotlar, metodologiya, metodlar, asosiy kategoriyalar, paydo bo‘lishi, rivojlanish, pedagogik fanlar tizimi, boshqa fanlar bilan aloqasi, tadqiqotlarni tashkil etish va o‘tkazish.

АННОТАЦИЯ: В этой статье научные исследования в педагогическом направлении в Республике Узбекистан основаны на диалектических подходах. Такой подход к выявлению педагогических событий, реальности и их законов, обеспечивающих физиологическое развитие ребенка, роль и роль страданий в обеспечении совершенства личного оно также говорят о важности диалектических категорий.

Основные концепции: педагогика, персонал, разработка, методология, технология, методология, системы, разработка, педагогические системы, связанные с ним науки, исследования и проведение исследований.

ANNOTATION: In this article, the scientific research in the pedagogical direction in the Republic of Uzbekistan is based on dialectic approaches. Such an approach to identifying pedagogical events, reality and their laws, ensuring the physiological development of the child, the role and role of afflictions in ensuring the perfection of personal It also speaks of the importance of dialectic categories.

Basic concepts: pedagogy, personnel, development, methodology, technology, methodology, systems, development, pedagogical systems, related sciences, research and conduct of research.

The subject of pedagogy. Pedagogy (in Greek, paidagogike, paidagogos is "child" and "I lead") is a science that studies the General Laws of social education, the essence and problems of raising a younger generation in a particular society in accordance with a single social purpose, as well as teaching it. Pedagogy is considered a discipline within the system of Social Sciences and studies the problems of educating the younger generation and adults on the basis of the ideas of national independence, teaching them.

Since the science of pedagogy is the main focus on the development of personality – its teaching and upbringing, didactics (theory of education) and theory of upbringing are important components of science.

Didactics (educational theory, Greek didacticos "teacher", didasco "learner") studies the theoretical aspects of education, the essence of the educational process, principles, laws, teacher and teacher activities, the purpose, content of Education, form, method, means, result, ways of improving the educational process,

etc.

Education in its essence is classified into such types as general and special. General education is directed to the provision of information necessary for the maturation of each individual and for him to be able to organize life activities. Information mastered on the basis of general education will become the basis for the further acquisition of special education, which will allow to ensure the professional training of the individual. Special education-it serves to form practical skills and qualifications based on the provision of theoretical knowledge in the organization of a particular professional activity to an individual, demonstrating the characteristics of a specialty in himself.

Education is also divided into such types as preschool education, general secondary education, secondary special, vocational education, higher education, post-tertiary education, training and retraining of personnel and extracurricular education according to the implementation of various levels of educational programs.

The theory of upbringing is one of the important components of pedagogy and studies the content of the educational process, form, method, means and methods, the problems of its organization.

Upbringing is a process of comprehensively growing the younger generation on the basis of a specific, specific goal and socio-historical experience, structuring its consciousness, behavior and worldview.

Social education is organized in areas such as mental, moral, physical, labor, aesthetic, economic, legal, environmental and sexual education.

Social education and its stages. The efforts of mankind to fight for survival and protect against various natural disasters served as the basis for the formation of educational ideas.

Pedagogical research methods are methods of special examination and knowledge of the internal essence, communication and laws of the pedagogical process, which determine the principles, object and subjective factors of educating a person, giving him deep, thorough scientific knowledge in certain directions.

The implementation of pedagogical scientific research is a complex process, requiring a certain period of time, with such characteristics as consistency, continuity, systematicity and a specific purpose, for which it is necessary to comply with a number of conditions for its effectiveness. They are the following:

- the relevance of the problem and the clearly defined nature of the topic;
- correct formulation of scientific hypotheses;
- the correct definition of tasks based on the purpose of research;
- objective approach to the system of research methods;
- the correct consideration of the age, psychological and personal characteristics of the respondents involved in the process of experimental and test work, as well as the laws of Personality Development;
- preliminary analysis of the results of the study and prediction of its results;
- guaranteed research results.

In modern conditions, the following methods are used to carry out research in the pedagogical direction:

Pedagogical observation method. In the process of its application, based on the study of the process of educational and educational work of educational institutions, the problem under study is identified, divided into information on the difference between the indicators obtained at the beginning and end of the experiment. Pedagogical observation is complex and has its own characteristics. The expected result can be obtained if the observation is carried out on the basis of a clear goal, continuous, consistent and systematic. The importance of this method will increase further if the pedagogical observation carried out serves to improve the quality of education and education, to form the personality of the student.

It is important not to make mistakes when organizing pedagogical observation. This requires the researcher to:

- specific goal ownership in the surveillance process;
- systematically establish observation;
- solving certain tasks at each stage of observation;
- careful study of the nature of each case;
- conclusion do not rush to a flashback.

Conversation method. This method helps to enrich the divided data possessed in the process of pedagogical observation, to correctly assess the current state, to create pedagogical conditions that allow you to find a solution to the problem, to involve the capabilities of the subjects of experimental and test work in the solution of the problem. The interview is conducted on purpose in individual, group and public form. In the process of conversation, it is important to achieve the knowledge of the full manifestation of the possibilities of respondents. For it to be effective, it is advisable to follow the objective muvoiq:

- to determine the content of the questions that are determined for the conversation based on the purpose, as well as to ensure the logic and consistency between the questions;
- precise setting of the place and time of the conversation;
- the number of participants in the conversation to come to a certain stop;
- to have certain information about the interlocutor from the beginning;
- to have a sincere relationship with the interlocutor;
- creating conditions for the interlocutor to be able to freely and in detail say his thoughts;
- to achieve a clear, concise and clear presentation of questions;
- timely analysis of the data obtained.

Questionnaire method (French – verification). With this method, the evidence collected in the process of pedagogical observation and conversation is enriched. The questionnaire method is also based on the organization of communication with respondents on the basis of systematized questions. Answers to questionnaire questions, in most cases, are obtained in writing. Based on the essence of the process under study, the questionnaire questions will be as follows:

- open type questions (questions that allow respondents to answer freely, without fail);
- closed-type questions (respondents answer questions by choosing answer options in the style of "yes", "no", "partial" or "positive", "appropriate", "negative", etc.).
- When applying the questionnaire method, it is also necessary to adhere to a number of conditions.

They are the following:

- questionnaire questions should serve to highlight the essence of the problem being studied;
- questionnaire questions should not be bulky and vague;
- questionnaire questions need to be structured on the basis of taking into account the worldview, age and psychological characteristics of students;
- it is necessary that the questionnaire questions can guarantee the time that the respondents will be given the full answers;
- it is necessary that the questionnaire is not transformed into a source for drawing up pedagogical and psychological descriptions of students;
- the answers to the questionnaire must be carefully analyzed on the basis of certain criteria.

The interview method ensures that the respondent reacts to an event that illuminates one aspect or another of the problem being studied. The interview is conducted on the basis of a link of category questions to the attention of the respondent. The attitude of the researcher towards the questions received during the interview process increases its effectiveness.

Educational institution document analysis method. In order to check the pedagogical phenomenon and evidence, it is advisable to check the information covering the content of the activities of educational institutions. This method is used in order to study the state of implementation of the requirements of the Republic of Uzbekistan "on education"+Onu and the "National Program for training" in the practice of educational institutions, to determine the level of activity in this regard, the achievement and the shortcomings allowed, to popularize advanced experiences and to increase the pedagogical experience of the educational institution.

Documents covering the essence of the educational institution's activities include: schedule of training sessions, curriculum, group (or classroom) journals, personal sheets of students, orders, a notebook with statements of the pedagogical Council meeting, pedagogical Council harors, an estimate of the educational institution and a passport, plan of educational work, reports on the organization of educational work, notebooks with records of educational institution equipment

This method is important in the study of the level of effectiveness of educational work in certain areas, the volume of knowledge, skills and qualifications generated in students, the content of advanced

pedagogical experiments.

Test method. This method serves to determine the level of theoretical knowledge and practical skills, qualifications acquired by respondents in a particular field of science or activity (including professional activity). In its essence, the Test consists of the following questions:

open type questions (questions that allow respondents to answer freely, baffly);

closed-type questions (respondents answer questions by choosing answer options in the style of "yes", "no", "partial" or "positive", "appropriate", "negative", etc.).

3) questions in which correct answer options are recorded (determine the answer option that respondents find correct according to their approach).

When applying the Test method, it is advisable to pay attention to the fact that the knowledge, skills and qualifications that need to be determined are given on a category basis. The advantage of this method is characterized by the presence of the possibility of analyzing the responses of respondents by specific criteria, as well as time savings. However, the method is not without some shortcomings. Chunchi, in most cases, the answers are taken in writing, it is also necessary that the respondent chooses one of the proposed answer options. Therefore, the respondent does not have the opportunity to express his opinion in detail.

As we well know, each science has its own system of basic concepts, laws, principles, rules. It is this condition that guarantees its recognition as a science. The most important, fundamental concept that reveals the essence of science is called a Category. The main categories of pedagogical science shed light on the general essence of the processes involved in ensuring personality maturity, achieving the effectiveness of education and upbringing. The most important categories include: personality, upbringing, education (teaching, reading), knowledge, skills, qualifications, education, development.

A person is a psychologically progressive member of a society with a certain behavior and worldview, distinguished from others by personal characteristics and behavior.

Upbringing is the process of comprehensively growing the younger generation on the basis of a specific, specific goal and socio-historical experience, structuring its consciousness, behavior and worldview.

Education is a process aimed at arming students with theoretical knowledge, practical skills and qualifications, cultivating their cognitive abilities and shaping their worldviews.

Knowledge is a systematized set of scientific information about a person's existence, which is reflected in the consciousness of a person in the form of concepts, schemes, certain images.

Skill – the ability of an individual to organize certain activities.

Qualification is an automated form of performance of a specific action or activity.

Information-a set of worldviews, consisting of acquired and systematized knowledge, acquired skills and qualifications as well as content as a result of Education.

Development is a complex process that expresses the essence of quantitative and qualitative changes manifested in the physiological and intellectual growth of an individual.

Formation is the result of development, which means the composition of the individual, the barricading of the characteristics of the total human qualities, the completion of a certain image acquires.

Education, education, development, formation are the only interrelated processes. A leading role in it is played by a teacher, an educator. The relationship of pedagogy with other disciplines. Scientific justification of the essence of social education requires knowledge of the laws of manifestation of a certain pedagogical phenomenon in certain situations. As we know, the pedagogical phenomenon has a complex structure, relying on the capabilities of a number of disciplines to fully understand its general essence. From this point of view, there is a close connection between pedagogical science and the following disciplines:

1. Philosophy-allows you to analyze such issues as dialectical features of the process of Personality Development, specific pedagogical ideas, views and philosophical aspects of teachings.

2. Economy-serves to realize the economic aspects of such issues as the establishment of the activities of educational institutions, the construction of educational buildings, the organization of educational processes and their equipment with material and technical and modern technologies.

3. Sociology-provides an opportunity for the effective organization of the interaction of participants in the educational process on the basis of access to information on the content of social relations, the conditions for their organization.

4. Ethics is a special place in the formation of personality spirituality, in which the highest human qualities, moral consciousness and theoretical ideas that play an important role in the education of spiritual and moral culture are applied to the pedagogical process.

5. Aesthetics-the feeling of beauty by a person, his desire for it, also serves to identify important directions in the upbringing of aesthetic taste in it.

6. Physiology-provides the initial basis for taking into account the physiological, anatomical features of children in the educational and educational process.

7. Hygiene-the protection of the health of students, helps with their theoretical and practical ideas in the correct formation of sex.

8. Psychology-provides the basis for the content of spiritual-moral, spiritual-intellectual, emotional-volitional qualities in a person.

9. The development of the science of history and pedagogy is directed to take into account the dynamic, dialectical features of educational processes, as well as to transfer the ideas of folk pedagogy to the next generation.

10. Culturology-serves to form in readers an idea of the foundations of material and spiritual culture created by mankind, to compose the qualities of cultural behavior in them.

11. Medical Sciences are a practical approach to ensuring the correct development of an individual in physiological-anatomical terms, eliminating certain defects that are manifested in his body, as well as assistance in the study of the problems of education and upbringing of defective children.

the prospects of a social hack focused on training, explore the problems in this regard and ways to solve them.

Tasks of pedagogical science. The science of pedagogy makes a special contribution to the development of society on the basis of the fulfillment of a social order as the formation of a person. In the definition of the goals and objectives of pedagogical science, the content of social relations, the construction of the state and society, the essence of ideas that occupy a leading place in its life are important.

To study the essence of the pedagogical process, which is aimed at the education of a highly qualified personnel responsible for spiritual and moral students.

Determination of the laws of comprehensive maturation of the individual.

Improvement of the system of continuing education based on the study of the experience of the educational system of developed foreign countries based on the level of Social Development.

Justification of the content of educational institutions and the activities of educators operating in them.

Generalization and introduction into practice of advanced pedagogical experiments.

Arm educators with knowledge of pedagogical theory as well as educational methods.

The study of pedagogical conditions for ensuring the interaction between the educational unit and the directions of social education.

Creation of effective technologies of the training and upbringing process.

Development of scientific and methodological recommendations for parents on the successful organization of Family Education.

4. System of Pedagogical Sciences. It is advisable to ensure the maturation of the individual, to take into account the different age periods, specific aspects of each period, as well as the physiological, psychological state of the child in achieving its intellectual, spiritual and moral and physical development. Therefore, the holistic pedagogical process is studied by pedagogical disciplines that make up a particular category. They are the following:

General pedagogy-studies the issues of raising and educating children of school age.

1.Preschool pedagogy studies the issues of raising children of preschool age, bringing them to maturity intellectually, spiritually-morally and physically.

2.Elementary education pedagogy studies the issues of educating students of primary classes, educating them, researching their specific psychological and physiological characteristics, as well as bringing them to maturity intellectually, spiritually-morally and physically.

3.Correctional (special) pedagogy – studies problems associated with the education and training of children with various psychological and physiological impairments in their development.

In turn, the structure of Correctional pedagogy includes various areas of special pedagogy and psychology. They are the following:

4. Surdopedagogy and surdopsychology – study the issues of development, training and education of children with hearing impairment.

Oligofrenopedagogy and oligofrenopsychology – study the issues of development, training and upbringing of mentally retarded children.

Tiflopedagogy and tiflopsychology – study the issues of development, training and upbringing of children with visual impairment.

5. The psychology of speech and speech disorders – speech, as well as motor-studies the issues of development, training and upbringing of children (blind, dumb and deaf children) with complex defects in the framework of movement.

6. Methodology-studies the features of teaching private subjects.

7. The history of pedagogy studies the issues of the emergence, progress of education and upbringing, the development of pedagogical thoughts that occupy a leading place in certain historical periods.

8. Pedagogical technology-studies the problems of applying modern pedagogical technologies in the process of education and upbringing, increasing the effectiveness of the educational and educational process on the basis of a technological approach.

9. Pedagogical skill-studies the problems of improving, improving the professional skills of future teachers.

10. Education Management-Studies the issues of establishing, managing, controlling the activities of educational institutions and determining their prospects.

11. Social pedagogy-studies the role and role of pedagogical ideas in the process of social relations, the problems of directing the individual to professional and social activities.

The development of pedagogical science is ensured at the expense of the idea, content and results of research work carried out in order to research specific pedagogical problems. The sharp development of the social and production process, the factor that allows the individual to mature in every possible way, as well as the identification of pedagogical conditions, the elimination of situations that harm society and the spirituality of the individual. Understanding the essence of educational processes creates the need to study them in a wide or narrow range, study the causes of their occurrence through the means of existing indicators, establish the necessary measures to organize scientific research. The effective course of pedagogical research depends on a number of objective and subjective factors. In the process, it is also important to be able to choose methods that are appropriate, acceptable, at the same time effective.

Pedagogical scientific and research methods are the principles of educating the individual, giving him deep, thorough scientific knowledge in certain directions, methods of special examination and knowledge of the internal Essence, Communications and laws of the pedagogical process, determining the objective and subjective factors.

At the same time, the scientific research carried out in the pedagogical direction in the Republic of Uzbekistan is based on a dialectical approach. Such an approach to the definition of a pedagogical phenomenon, reality and their laws recognizes the general connection of pedagogical phenomena and processes, their consistent, continuous development, ensuring that the physiological development of the child improves his psychological, intellectual, the role and role of contradictions in ensuring personality maturation, as well as the importance of dialectical categories.

Pedagogical observation method. In the process of its application, on the basis of the study of the process of educational work of educational institutions, the problem under study is identified, divided with a MA'iumot on the difference between the indicators introduced into Aries at the beginning and end of the experiment. Pedagogical observation is complex and has its own characteristics. When observation is carried out on the basis of a specific goal, continuous, consistent and systematic, obtaining the expected result is murphykin. The importance of this method will increase further if the pedagogical observation carried out serves to improve the quality of education and education, to shape the personality of the student. It is important not to make mistakes when organizing pedagogical observation. This requires the researcher to:

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Test method. This method is used by respondents, which serves to determine the level of theoretical knowledge and practical skills, qualifications, mastered by a particular field of science or activity (including professional activity). In its essence, the Test consists of the following questions:

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- closed-type questions (respondents answer questions by choosing answer options in the style of "yes", "no", "partial" or "positive", "satisfactory", "negative", etc.).

3) questions in which correct answer options are recorded (which determine the answer option that respondents find correct according to their approach).

When applying the Test method, it is advisable to pay attention to the fact that the knowledge, skills and qualifications that need to be determined are given on a category basis. The advantage of this method is characterized by the presence of the possibility of analyzing the responses of respondents by specific criteria, as well as time savings. However, the method is not without some shortcomings. Chunchi, in most cases, the answers are taken in writing, it is also necessary that the respondent chooses one of the proposed answer options. Therefore, the respondent does not have the opportunity to express his opinion in detail.

Method of pedagogical analysis. The purpose of applying this method in the process of conducting research is to determine the range of the selected problem studied in philosophical, psychological and pedagogical directions, and serves to justify the theoretical validity of the idea that the researcher is promoting.

Method of learning children's creativity. This method is used in order to determine the level of competence, abilities of students in certain areas, as well as knowledge, skills and qualifications in certain areas of science. In its application, an important tool serves the creative work of students - Diaries, essays, written works, abstracts, reports. The advantage of the method is that it provides the basis for the ability to see, evaluate and develop an individual opportunity inherent in a particular student.

Mathematical-statistical method experimental-testing works are also used in order to determine the degree of efficiency of the study in the general case, indicators representing the problem state are reproduced using special mathematical formulas. The final value is the main indicator that represents the effect of research. At the same time, in the pedagogical direction, when conducting research, Styudent, Couvirlyag, Rokich, V.P.Bespalco, V.V.Grechixin methods are widely used.

The concept of "Individ" and "person". The concept of personality refers to a person and serves to represent a member of a society that is psychologically progressive, distinguished from others by personal characteristics and behavior, has a certain behavior and worldview. In order for a person to be a person, it is necessary to develop psychically, to feel as a holistic person, to be different from others in their own characteristics and qualities.

What is "Individ"? The child is considered an "individ" until a certain age. Individ (derived from the Latin word "individuum" meaning "indivisible", "individual", "singular") is a biological entity that can organize its behavior only in conditional reflex assistance.

Individuality, on the other hand, is a characteristic of an individual, the manifestation of which assumes a thorough study of the personality of a child in the implementation of the upbringing process, adequate awareness of his living conditions and their consideration.

The Individual approach is important in demonstrating students' mental abilities, interest in knowledge, and talent.

The child's actions begin to take shape as a result of his participation in the process of conscious, social relations.

For a person to be born into a person as a social being, the conditions of the social environment and upbringing will be necessary. Under the influence of these, a person develops as a person and becomes a

person.

What is the development itself?

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

The development of the child's personality is based on the philosophical doctrine that man is a social being. At the same time, man is also a living, biological being. So, in its development, the laws of the development of nature are also important. Also, as an individual is assessed as a whole being, its development is jointly influenced by biological and social laws, which cannot be distinguished from each other.

Because the activity of a person, his way of life is influenced by age, knowledge, life experience, as well as other tragic circumstances, diseases. A person changes throughout his life. He matures both socially and psychically, when the upbringing given to the child is desirable, he matures as a member of society and occupies a worthy place in a complex system of social relations. Because development goes under the influence of upbringing.

In order to correctly see and competently assess the qualities of a person, it is necessary to observe him in the process of various relationships.

Therefore, in order to correctly solve the task of personality development, it is necessary to know well the factors that affect its behavior, as well as personality traits.

In order for upbringing to effectively affect the child, it is advisable to know and take into account the laws of growth and development. Thus, there is a two-way connection between development and upbringing.

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