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**"I" – CONCEPT****Zh. Asamatdinova***Karakalpak State University, Uzbekistan***ABOUT ARTICLE**

Key words: Morality, aesthetics, art, psychology, national values, personality, education of extracurricular activities, self-knowledge, value orientation, national values, education, person, activity, self-consciousness, valuable orientation.

Abstract: This article tells about the role of a teacher in leading teenagers to self-consciousness. Some interesting and important key-words for teenagers are given in the article. The tasks and intellectual activities for teenagers are described here full.

Received: 19.03.2024**Accepted:** 24.03.2024**Published:** 29.03.2024**INTRODUCTION**

The formation, development and improvement of personality are the main task of modern educational policy. Moral and aesthetic education of students is an important basis for the education of a perfect personality in the educational process. Such education is especially needed by adolescence, which is in search and determination of the value orientations of the individual. Introducing adolescents to the experience of self-knowledge and self-improvement of their "I" through moral and aesthetic traits, qualities, properties and characteristics of a high moral and aesthetic level and value orientation of the individual [1;67].

"What is "I" for myself and for others?"

"I" in philosophy.

"I" in psychology.

Own "I".

How the "I", one's own "I" is formed.

What is "ego", "egocentrism", "selfishness".

The scope of cognitive interests goes beyond educational ones - especially those related to one's "I". An older teenager needs guidance and direction for self-improvement, the formation of his personal values - and with active interest he is involved in work on self-improvement - and development. At this time, the heightened desire of older adolescents for self-knowledge, self-design, self-formation and self-esteem, the help of a teacher-mentor is especially needed. It is necessary, first of all, to "open" yourself to older teenagers, which is quite possible during extracurricular time.

"I" - concept.

1. Essence, premise, mechanism, components.
2. Role in personality development.
3. Conditions for the formation and development of "I" - concepts.

"I", one's own "I", "I" - concept, their humanistic orientation is an important factor in the adaptation of the individual in a group or team.

"I", own "I"; subject; consciousness, self-awareness; social sphere, self-manifestation, self-affirmation, self-actualization, self-socialization; ego, egoism, egocentrism; subjective world, "I" - concept, social activity;

- associated determinants, internalization, communication.

I. Relevance and need for self-knowledge.

1. What am I - myself?
2. Am I at peace with myself?
3. How to know yourself?
4. Why get to know yourself?
5. What is most important to me?
6. What kind of person is interesting, authoritative and respected in (modern) society?
7. What, first of all, is necessary for me to stand out from my environment?
8. Self-knowledge is the main step towards self-transformation and self-improvement in the process of activity and communication.
9. Self-knowledge is necessary and extremely important for self-development.

II. "I".

1. In philosophy: "... the spiritual center of the human personality, individuality relating to the world and to itself."
2. In psychology: "... the result of a person's isolation of himself from the environment, allowing him to feel like a subject of his physical and mental states, actions and processes, and to experience his integrity."

The main manifestation of consciousness and self-awareness of an individual in contrast to others.

III. Own "I".

1. When actions are independently controlled.
2. When a person consciously and meaningfully submits to outside initiative, remaining independent and passive.
- 3 Strong creativity in one's own "I", especially in a social environment where the "I" asserts itself and develops.

IV. How is one's own "I" formed?

1. Activity-based.
2. When mastering social experience.
3. In the process of education.
4. Through self-education.

V. What is "ego", "egoism", "egocentrism", "selfishness"?

1. Ego (I) – self-awareness. How does a person come into contact with the outside world? What is his inner world like?
2. Egoism - personality traits that manifest themselves in self-love, preference for one's personal interests over public interests and the interests of other people. Based on the motives of selfishness and self-interest.

3. Egocentrism is “a cognitive position of an individual, characterized by a focus on one’s own goals, thoughts and experiences.” A person with a limited ability to perceive objectively external influences and states of other people.

4. Selfishness is a negative personality trait, manifested in the emphasis on the words “I” (as a form of boasting, egoism or egocentrism).

5. Ego, selfishness, “me”ness are negative personality traits that hinder its development.

“I”-Concept: essence, prerequisite, mechanism, components; role in personality development.

1. A relatively stable, fully conscious, experienced system of ideas about oneself, on the basis of which interaction with other people is built, as well as one’s attitude towards them.

2. “I”-Concept - “relatively stable, more or less conscious, experienced as a unique system of ideas of an individual about himself, on the basis of which he builds his interaction with other people and relates them to himself.

3. The concept of “I” is an important element of the psychological appearance of the individual, which develops in communication and activity.

4. “A holistic... image of one’s own “I”, which acts as an attitude towards oneself and includes components” of self-awareness, self-respect, self-esteem.

5. Prerequisites of the “I”-Concept – socio-cultural factors, social activities.

6. “I”-Concept – a reflection of the mechanism for reflecting the personality of one’s “I”. This is the system-forming and subjective world of the individual. This is a system of self-perception [3;56].

7. The mechanism of “I”-Concept in the interaction of the individual with the social environment - a condition that promotes self-actualization through social activity.

The “I”-Concept mechanism is “the system-forming and subjective world of the individual, ... arises on the basis of interaction with the social environment, is a system of self-perceptions, the presence of an important determinant of the individual’s responses, ... develops in the process of self-actualization of the individual, based on the internalization of a positive attitude towards oneself with sides of others”[2;89].

Components of the “I”-Concept:

a) Real “I” - the idea of oneself at the present time.

b) Ideal “I” - what one should become (with a focus on moral standards).

c) Dynamic “I” - what is the intention to become.

d) Fantastic “I” - the desire to become what if it was possible.

The role and knowledge of the “I”-Concept in personality development.

Conditions for the formation of the “I”-Concept.

1. Socio-cultural.

2. Social and communicative.

3. Self-improvement of one’s own “I” in the above conditions.

4. The need for an adequate “I”-Concept - self-knowledge - an important condition for the education and development of the individual.

5. Development of the “I”-Concept

a) in the process of self-actualization

b) based on attitude towards oneself (taking into account the opinions of others).

6. “I”-Concept is the most important “factor of adaptation or maladjustment of personality”

Naturally, in this case, the personal and professional value orientations of the teacher, especially related to the attitude towards students, towards their subject, towards teaching activity, are of particular

importance. Pedagogically effective here is the dialogization of the teaching and educational process, the creative individuality of the teacher, creative morality and aesthetics of the pedagogical process. It is important to build the pedagogical process so that students experience joy from their own growth and development, from achieving their goals, so that conditions are created for them that contribute to the self-realization of the individual, their moral and aesthetic values. The focus of moral and aesthetic education is not only the transfer of certain knowledge to students and the formation of corresponding skills, but also the personal value-orientation moral and aesthetic development of students.

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