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SOCIO-CULTURAL FOUNDATIONS OF PERSONALITY DEVELOPMENT

Yarmanova Yulduz Burievna*Assistant Professor of Primary Education, Department of Karshi State University, Uzbekistan*

ABOUT ARTICLE

Key words: Value, personality, socio-cultural development, child, community, collective education, collective attitude.

Abstract: This article provides information about the basic conditions of social and cultural development of a person in collective relations.

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INTRODUCTION

It is known that the problem of formation of each person reflects a certain value system in one way or another: universal based on worldview, in particular, historical socio-cultural, defining typical features of lifestyle, collective, regulating behavior, individual - participating in the formation of personality originality.

These value orientations are relevant at the current stage of society's development, because they simultaneously determine the independence of a person and his social importance.

It is especially important to develop a child's positive attitude to the environment, his manners, and general personal qualities.

In fact, in order to function from a social and spiritual life, a person should take a purpose and act in a changing world, not lose moral principles, respect for oneself and other people, individuality, and the ability to know. At the same time, maintaining the ability to feel time, to move with it, that is, the connection with the past, the presence of historical, cultural memories and traditions, to look forward to the future, to adapt to the current conditions individually.

Based on the current situation, the formation of social and cultural foundations of personality development is not simple.

The process of social adaptation is related to the inner world, spirituality and psyche of a person and has an individual description. That is, for some people, it is easier to adapt to the rules of a certain team, while for others, this process is a little more difficult and gradual. On the one hand, this process is related to the individual characteristics of the person, and on the other hand, it is explained by the conformity of the norms, procedures, relations and traditions accepted in the community to the inner world and psychological characteristics of the person. In science, this process is represented by the concept of "personal socialization". That is, a person accepts the order of the team in order to work freely in a

certain team, actively participates in the team spirit, and then begins to apply his thoughts or values to the life of the team. Therefore, joint fun activities are of particular importance for children's free communication, development of their individual identities and free communication of team relations. Education of the younger generation in the educational process cannot be considered as a specific set of actions or a one-way transfer of experience from the older generation to the younger generation, but it can be considered as the interaction and cooperation of adults and children in the field of joint life. Taking into account these circumstances, we consider the collective upbringing of the individual as part of the cultural-historical process, which ensures the rise of the individual to universal values and cultural ideals. In this case, the approach through nationality should become the leading method that ensures the education of the individual as a subject capable of self-development.

Based on what has been said, the main conditions of social and cultural development of a person, according to our understanding:

The ideas and values embodied in the goals and tasks of education and training are one of the main links in the analysis of pedagogical events. What is reflected in the educational process allows us to think about its essence and description. In turn, social and value goals allow us to see its general direction. As for childhood, it is impossible to talk about the completed process of ideal formation - at this age they are just beginning to form, they are in the process of formation.

In the conditions of collective education, each child needs to enter the group of peers, find his place in it and recognize others. For this, special qualities must be formed in the child, with the help of which the child can establish various relationships with peers. If the individual behavior of the child can be determined only by the specific characteristics that belong to him, then social behavior is characterized by special qualities that allow the child to freely enter the group of peers and move in this environment of childhood. Such qualities that positively characterize the child include organization, discipline, interest, but these do not mean that the child has yet joined the circle of his peers. .

Theory and practice show that the potential of children allows them to understand and accept the moral norms that determine the relationship between the spiritual culture of society and the educational process. For example:

Education of tolerance in a child - is a universal quality that describes tolerance of another person's lifestyle, behavior, feelings, views, and ideas. Tolerance, having its own characteristics, helps a person to realize that he belongs to a certain community, allows to learn the values of national culture (language, customs, literature, art, religion), as well as the cultural values of other nations. This quality helps a person to acquire generally recognized methods of activity, communication, and appropriately reflects his own and other people's experiences, aspirations, and needs. For example, it is not to respond to aggression with aggression, but to try to find mutual understanding, compromise and resolve conflicts peacefully.

Moral values - A child as a person is a part of a whole, he gradually develops, acquires social and moral values, joins a community based on the principles of friendship, mutual help and mutual understanding under the guidance of adults, which can become a children's association.

Cooperation - individual and collective mobility that occurs in order to coordinate joint actions, organize communication and mutual understanding.

The descriptive aspect is a common desire for the future in terms of positive attitude, sympathy and concern, partnership and mutual support.

Thus, it is possible to gradually develop the emotional direction of the child's personality, the ability to observe and see peers, and take into account his individual abilities, and create the necessary conditions

for involving children in joint activities, this is the most important condition for the formation of collective relations, because in this the values such as moral sympathy, sympathy, and mutual assistance are manifested in the child.

If the development of personal qualities in collective relations is a priority goal, then in the conditions of pedagogical support it is an important condition for the implementation of activities organized on the basis of values.

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