

TYPES OF EDUCATION AND THEIR IMPACT ON PERSONAL DEVELOPMENT

O.A.Makhmudova

Kokand University Assistant profesor (PhD)

Department of " Education"

In this article, one of the central problems of psychological and pedagogical theory is to consider the relationship between the education, upbringing and development of a preschool child.

Key words: didactic principle, "zone of close development", humanitarian attitude, anthropology, traditional approach, ethnicitarianism, cognition, intelligence, egocentrism, need-motivational sphere,: authoritarian, free education (liberal), Democratic, hierarchy, humanitarian attitude.

By the end of the 30s of the 20th century, three main theories dedicated to this problem arose. The first theory considers the development of the child as an independent process from education and upbringing (A. Gesell, Z. Freud, J. Piaget et al. This theory corresponds to the didactic principle of existence, according to which children can only be taught what they can understand, for which it is initially understood that their cognitive abilities must be developed. This theory does not recognize developmental learning. The first theory considers the development of the child as an independent process from education and upb.

The second theory recognizes the connection between development and learning (T.S. Kostyuk, N.A. Menchinskaya, etc.) and argues that development and learning are similar in terms of the actual level of development of the individual.

The third theory believes that the development of a child is mediated by his education and upbringing (L.S. Vygotsky). Adults focus on the development of the child, relying on the "zone of proximal development". Adults "guide" the development of the child, which brings to life a number of developmental processes that would be completely impossible without education. Education is not a natural phenomenon in the process of a child's development, but an internal, necessary and universal moment of the cultural and historical characteristics of man. These rules are defined and based on the content of a specific subject in the works of the Academy of Sciences. Leontyeva, P.Ya. Galperina, D.B. Elkonin, A.V. Zaporozhets, L.A. Wenger and others. New pedagogical thinking involves paying attention to pedagogical theories that reveal the problems of raising preschool children with a humanistic attitude to childhood.

From the perspective of educational anthropology, upbringing is understood as the creation of conditions aimed at the development of children. In such conditions, the starting point is the personality of the child as a subject who needs the help and support of adults.

Pedagogical theories include traditional approaches to the content of education, such as intellectual, moral, physical, aesthetic, and labor education. The question is raised about the need to expand the content of education by classifying sexual, legal, environmental, ethnocultural, and other aspects. Pedagogical theories, as a rule, reveal the following theories of personality development.

Cognitive theories - here the education of consciousness, intellect, and the development of the cognitive sphere come to the fore (J. Piaget). Moral education puts forward the idea of

the child's "moral autonomy" and his inability to "stand" from the point of view of adults (egocentrism). Psychoanalytic theories (Z. Freud, E. Fromm, E. Erikson, E. Berne, A. Adler, etc.) consider the development of the need-motivational sphere and the formation of gender-role behavior. Pedagogical theories raise the issue of gender education (gender-social), psychosocial development (such as a child's relationships with loved ones).

Attachment theory (founders: American psychologists John Bowlby and Maria Ainsworth). In this theory, the child's relationship with close relatives occupies a central place. In American and European educational psychology, more and more studies have appeared that demonstrate and prove the decisive influence of the quality of the attachment between the child and the mother on various aspects of the child's life: the success of adaptation to the social environment, attitudes towards peers, etc.

Behavioral theory considers the development of a person through the study of his behavioral patterns, "a person learns throughout his life," he "learns what to be" (the author of the theory is the American scientist J. Watson). In this theory, learning by imitation is the main method of acquiring new behavioral forms (A. Bandura, R. Sire, etc.). The weakness of this theory is the overestimation of the human mind, its will, and its own activity.

Humanistic theories of personality development imply personal growth, self-development, self-actualization, self-realization (K. Rogers, A. Maslow, S. Buhler). These include person-centered pedagogy, "education in the spirit of peace", the pedagogy of Celestine Frenet, and others.

The theory of the activity approach involves the development of the individual in and through activity (L.S. Vygotsky, D.B. Elkonin, A.N. Leontiev).

The nature of education is determined by the educational system, which characterizes the style of relations between the educator and students: authoritarian, free education (liberal), democratic.

Education is a purposeful and consciously implemented pedagogical process of organizing and stimulating various activities of a developing individual to master social experience: knowledge, practical skills, methods of creative activity, social and spiritual relationships.

The development of any individual occurs through education, in which the previous generation transfers its accumulated experience to the next generation, increasing and enriching it.

Upbringing is a multifactorial process, influenced by the natural environment, hierarchy of social values, family, school and University, Children's and youth organizations, daily professional activities, art and media.

The structure of the educational process is the interconnection of the main elements: goals and content, methods and means, as well as the results achieved.

The goals of education are the expected changes in a person (or group of people) that occur under the influence of specially prepared and systematically implemented educational actions. The process of forming such goals, as a rule, accumulates the humane attitude of the educator (group or society as a whole) to the personality of the person being educated.

The direction of education is determined by the unity of purpose and content. In this regard, mental, moral, labor, physical and aesthetic education are distinguished. Currently, new directions of education are being formed - civil, legal, economic, ecological.

Well-organized education leads to the formation of a person's ability to self-educate.

Self-education is the process of assimilation of the experience of previous generations by an individual through internal psychological factors that ensure development. Education, if it is not

violence, is impossible without self-education. They should be considered as two sides of the same process. Through self-education, a person can educate himself.

Self-education is a system of internal self-organization for mastering the experience of generations focused on their own development. Self-study is the process by which an individual directly collects the experience of generations due to their own aspirations and selected tools.

Pedagogy characterizes the inner spiritual world of a person, his ability to develop independently in these concepts of "self-education". External factors-upbringing, upbringing, upbringing – are just a condition, means of awakening and moving them. Therefore, philosophers, educators and psychologists argue that the driving forces of its development lie in the human soul.

Literature:

1. S.A.Maxmudova, & Qambarova, Y. (2024). Neyrogimnastikaning maktabgacha yohdagi bolalar rivojlanishiga ta'siri, o'rni va ahamiyati. University Research Base, 112–115. Retrieved from
2. Maxmudova, S. (2024). Maktabgacha yoshdagi bolalar bilan lug'at ishini olib borishning metodik tizimining qiyosiy tahlili. Qo'qon universiteti xabarnomasi, 13, 205–210. <https://doi.org/10.54613/ku.v13i.1057>
3. Oybachin Makhmudova, . (2022). Problems of teaching preschool children in fine activities. current research journal of pedagogics, 3(01), 17–21. <https://doi.org/10.37547/pedagogics-crjp-03-01-03>
4. Makhmudova, O. (2024). Theoretical views of fine arts as a factor of influence on the development of a preschool child. University Research Base, 515–518. Retrieved from <https://scholar.kokanduni.uz/index.php/rb/article/view/562>
5. Makhmudova Oybachin. (2023). Psychological and pedagogical aspects of the development of visual activities of preschool children. qo'qon universiteti xabarnomasi, 8(8), 101–105. <https://doi.org/10.54613/ku.v8i8.815>
6. S Maxmudova. (2024).Maktabgacha yoshdagi yoshdagi bolalarga xorjiy til (ingliz tili) ga o'rgatishda "quvnoq baliqchalar" didaktik o'yinini qo'llash samarasi. Conference Proceedings: Fostering Your Research Spirit, 37-40.