

FACTORS AFFECTING THE DEVELOPMENT OF PERSONALITY

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ANNOTATION

In this article, we will distinguish between the scientific doctrines of the development of a person, the characteristics of development as a person, Pedagogical Anthropology. Concept of personality. The process of personality development. Factors influencing personality development and their description. Biological social factors are indicated.

Keyword:Philosophy, pedagogy, individual, person, subject, perfect person, constitutional structure, individual typological characteristic,

INTRODUCTION

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 education is high? What is the relationship between them? In science, the point of view called the biological direction occupies one of the leading places, and its representatives, Aristotle and Plato, put natural biological factors at the top. They say that innate abilities, fate, and fate have determined everyone's place 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.

THE MAIN FINDINGS AND RESULTS

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. Pragmatism The flow and its representatives D. D'Yul, A. Combe also base the development of personality from a biological point of view. They see development only as quantitative change. Absolutizing the role of offspring, they consider it decisive in the fate of a person. Thus, a group of foreign scientists associate development with a biological (generational) factor. Representatives of the philosophical current, as opposed to the biological current, determine development with a social factor. Representatives of this trend show that the physical and mental development of a child's personality depends on the environment in which he lives.

He considers the development of pedagogy to be a complex and contradictory process. In human development, heredity and the social environment are of great importance, as well as purposeful education and training, and finally, independent work. In whatever society a person lives, he grows up according to the laws of this society. He will enjoy the material and spiritual wealth of this society. Participates in the creation of material and spiritual wealth. If the material and spiritual wealth of this society is great, then it has such a great influence on the individual and vice versa, and, on the other hand, if the material and spiritual wealth of the individual is great

through labor, it has such a great influence. influence on personality and vice versa. On the other hand, in the process of creating their material and spiritual wealth through labor, a person improves his mind and living conditions. Such social activity, in turn, leads to the improvement of the types of labor. Techniques and technologies are becoming more and more perfect. As a result, they, in turn, force a person to change mentally and morally. As a person cognizes the surrounding world, objective being, the level of consciousness rises, the circle of thinking expands, that is, he acquires skills and abilities. New interests and needs arise. So, the development of a person is closely connected with the development of society. At the heart of the development of a child's personality lies the philosophical doctrine that a person is a social being. At the same time, man is a living, biological being. Therefore, the laws of the development of nature are also important in its development. Also, since 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.

From birth, a person comes into the world with certain signs of abilities. They play a significant role in the development of various aspects of humanity, especially in the development of mental processes, in the field of expression of feelings and in the type of talent. Biologists believe that the number of processes that can be inferred from changes in human genes is greater than the number of atoms that exist in the human body. However, the process of personality development does not mean that biology is a spontaneous manifestation and expansion of the fund. At one time, Darwin showed that the development of living organisms occurs through the struggle of heredity and adaptation to the conditions of life, by inheriting the old and assimilating the new. Previously, many scientists believed that genes do not change. He thought she was absolutely stable. Now it has become quite clear that the genetic structure of cells is variable. Variability, like heredity, is a fundamental property of an organism. The greater the value of heredity, the more its influence is revealed through the influence of the upbringing system. The concept of "environment" refers to a complex system of external conditions necessary for human survival and development. These situations include the natural conditions of human life. Two decisive conditions in the interaction of man and environment; it is necessary to take into account the nature of the influence of life situations reflected by a person, the activity of a person influencing him, in order to subordinate situations to his needs and interests. The environment is all external influences in the conditions in which a person lives. From this point of view, the child's adaptation to the social conditions in which he lives is possible thanks to education. They consider the role of the social environment to be a decisive factor. Then everything that surrounds the child is not considered a real environment for his development. For each child, a peculiar and completely individual situation of development arises, which we call his immediate environment. At the same time, it means relative independence. The microenvironment is part of the social environment and consists of family, school, friends, peers, loved ones and similar elements. There are positive and negative events in the child's environment. A person is formed not only by absorbing the influence of the environment, but also by resisting it. The conditions of development cannot influence the formation of personality, regardless of the position of the child in relation to them and how he is formed under these conditions. For example, it happens that if a child is respected by peers, if he is entrusted with responsible tasks, then this will help him develop confidence, activity, the ability to get along, but on the contrary, he will consist of

people and similar elements. There are positive and negative events in the child's environment. A person is formed not only by absorbing the influence of the environment, but also by resisting it. The conditions of development cannot influence the formation of personality, regardless of the position of the child in relation to them and how he is formed under these conditions. For example, it often happens that if a child is respected by his friends, if he is entrusted with responsible tasks, then trust will help him develop activity, get along, or vice versa. The environment surrounding the child, as a result of labor and language, becomes a means of education. It should be borne in mind that the influence of the environment is of a spontaneous nature. Therefore, it is necessary to allow education and upbringing to lead in human development.

CONCLUSION

Thus, the development and progress of the human child as a person, in his growing up as a person, the generation (the biological factor), the social environment (the conditions in which the child lives), as well as proper upbringing are equally important. When determining the influence of these factors, they rely on the teachings of leading scientists, educators, psychologists and philosophers. In philosophy, a person is considered as a complex reality of social life associated with society. They believe that the spiritual wealth of a person depends on his relationships.

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