

## THE ROLE OF ACTIVITY IN PERSONALITY DEVELOPMENT

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### ANNOTATION

Only in the core of activity can the human essence be manifested, the existence of society and any social structure can be ensured. Depending on the needs of a person and society, the forms of activity are mainly classified as follows: a person's personality is expressed in activity, therefore, activity constitutes a person's personality.

**Keywords:**-Activity, motive, behavior, personality, science, art, religion, artistic creativity, game, education, cocktail.

### INTRODUCTION

Activity is a form of active attitude of people to the outside world, a way of changing oneself in accordance with the goal, one of the important features of human existence. The human essence can manifest itself only in the center of activity, the existence of society, any social structure can be ensured. Based on the needs of people and society, forms of activity are mainly divided into the following categories: (ensuring one's own security, satisfying basic needs for food, clothing, transforming external nature through tools of labor); social and political activity. (affecting public relations, public life); spiritual activity. (activities in science, art, religion, artistic creativity and other areas.).

Forms and types of human activity, primarily the division of labor, change and develop in the process of growing needs of people and society. The elements of activity are people, human needs and interests, Activity. subject, motives, goals of activity, methods of implementation, means and methods. Activity as a specific holistic process embodies the existing world, social being, the program of changing and clarifying practice, and the totality of actions arising from it.

In subsequent periods, there was a complication, increase and deepening of the types of activity functions that acquired scientific, practical and social significance. Therefore, activity is considered a special object of study of a number of sciences: psychology, sociology, political science, ecology, economic theory, jurisprudence, especially philosophy.

Human activity is always carried out in a certain system of relations with other people. Human activity requires the help and participation of other people.

The results of human activity have a certain impact on the outside world, marriage and the fate of other people. Therefore, not only the relation of a person to things, but also the relation of a person to other people finds its expression in activity.

Mutual assistance, competition, collectivism and labor initiative are characteristic of the activities of people building society.

In other words, the person's personality is expressed in the activity, and therefore, the activity constitutes the person's personality.

For example, participation in socially beneficial activities aimed at one goal in a well-organized friendly collective develops in a person the qualities of collectivism, organization, and the ability to combine one's own interests with the interests of society.

A.S. Makarenko understood the leadership role of activity in the formation of a person and took it as a basis for the theory and practice of educational work that he chose.

A.S. Makarenko wrote: "...I demand that the children's lives be organized in such a way as a certain experience, in order to cultivate certain habits..."

In accordance with this requirement, the entire life of the colony's wards was organized in such a way that the children were involved in various activities that required the manifestation of certain qualities of a person (for example, striving for a single goal, unconditional adherence to discipline, purity, responsibility, determination).

For example, night pikhods (walks) and night shifts required the colonists to overcome their fear, to show the qualities of endurance and self-control.

Courageous behavior becomes a habit through repeated repetition. The need to perform certain actions under certain conditions creates habits that become the quality of a person.

The emergence and development of various types of activity in a person is a very complex and long-lasting process. The activity of the child in the period of maturity, under the influence of education and upbringing, only gradually takes the form of activity in accordance with a conscious purpose.

First, it is the impulse of activity (that is, voluntary) in the nature of movement.

In the first days after birth, a child's behavior is limited to a few innate reactions, such as defensive reactions (shrinking of the pupils when the eyes are exposed to bright light or loud noises, crying and acting out when someone is in pain or having a stomachache), eating (sucking) reactions, maze reactions (i.e., becoming silent when slowly rocked) and, some time later, initial exploratory reactions (turning the head in the direction of the stimulus, watching the movement of the object, etc.).

After the child is 11-20 days old, the first conditioned reflexes begin to form.

On the basis of these conditional reflexes, before the child reaches the age of 10 years, forms of checking actions develop (such as grasping, looking, squinting).

After the child turns one year old, under the influence of education and imitation, practical forms of activity begin to form in him.

With the help of this, the child begins to learn how to use things in a human way and their social and practical significance (sleeps in a bed, sits on chairs, learns to open a faucet, plays with a ball, draws with a pencil, etc.).

Together with these forms of activity, communicative behavior develops in children. Communicative, that is, forms of behavior aimed at communication are the main means that a child uses to satisfy his needs and desires, and helps to assimilate social demands and information.

Such behavior is first performed in a non-formal form (the child's shouting, facial movements-mimicry, expressive movements with hands and face-eyes).

From the age of 7-8 months, the child learns to communicate first passively, and then actively, through speech, which is the main means of communication between people, interaction and information exchange.

Mastering speech creates the most important conditions for separating images from things and actions, distinguishing the content of things, remembering them in memory, and using them to control actions.

## GAME

From the time the child is one year old, the conditions for developing the simplest forms of activity begin to appear. One such condition is the game.

It is known that play activity can be observed in the children of animals. Animal play activities seen in young children can include doing all kinds of things, pretending to fight, running, and so on.

Some animals can also be observed playing with objects. For example, a kitten is interested in the movement of a ball made of string, throws it, drags it on the floor and holds it tightly; and the puppy drags the rag it finds, tears it, etc.

When a child plays the game "doctor-doctor", he behaves "just like a doctor". He uses a pen as a stethoscope, lays the doll down, shakes his head and says "You need an injection" and other such words. In this case, the child's behavior is controlled not by the characteristics of the things he is using, but by the doctor's perception of his duties.

In other words, the child has the ability to control his behavior with the imagination of the social role of the game and related actions.

The child reaches the advanced stage of role-playing and interacts with other children. By distributing roles during the game, addressing each other in accordance with accepted roles ("mother-girls", "doctor-sick"), children learn social behavior, subordinating their actions to collective demands.

At the next stage of games - regular games - these characteristics of actions develop further. But now actions are governed by abstract requirements or rules. The people around, the participants in the game, start to act as the enforcers of the rules of the game.

The goal of the activity itself is shifted to a socially reinforced result (i.e., achievement).

In fact, this is where the conclusion of the game begins. Although according to its social sign it resembles a game (the activity still does not give a useful product), but according to its psychological structure, the activity is close to work (the goal is not the activity itself, but its result) and study (the goal is to change the game).

Thus, the game allows the child to learn the contents of things and events in the scope of his own experience (these contents are strengthened in language practice) and to be able to use these contents. The game develops awareness of the actions performed by someone as work (albeit falsely), in addition, the game teaches self-control (rules) to work, finally, the game transforms the child's perception of himself as a subject who acts with objects, performs social roles, that is, the child's self-awareness expands, rising to the perception of a person as a subject carrying out personal relationships.

## EDUCATION

Except for a few elements of unconditioned reflexes in a child, all actions and activities that we can observe later are completely absent. Practical and communicative activities, aiming and research activities, dusting and timorizing, crawling, walking, speech and play, work and social interaction appear and begin to develop after a certain period of time after the birth of the child, but each type of activity each form and type of activity has "critical" periods in terms of its emergence, the pace of finding content, and its own stages of change and complexity.

From this point of view, they consist of the fact that the child's growth is related to certain innate foundations and genetic programs, the anatomical and physiological development of the



organism, the formation and development of the functions of the mechanisms of higher nervous activity.

At the same time, none of these forms of activity, none of these types of activity, do not occur automatically by themselves, independent of external environmental conditions. All these appear and develop on the basis of the child's practical and social experience, as a result of his interaction with the people and things around him.

From this point of view, everything that a child acquires before becoming a person consists of learning, that is, acquiring experience. Human behavior is not determined by biological experience, but by social experience. But social experience cannot be given biologically. Social experience does not depend on the characteristics of the organism, but on human characteristics.

Only certain characteristics necessary for practical mastering of social experience and forms of human behavior and activities can be given biologically. The fact that activities are free from such predetermined innate biological characteristics has a very important advantage.

But there comes a time when a special type of activity enters the child's life.

This type of activity is such that its direct goal is to master certain information, actions and forms of work. Such a special activity of the subject, whose purpose is to learn, is called education (training).

Educational activity includes the following: a) successful organization of a certain ideal and practical type of activity and assimilation of information about the necessary features of the world (the product of this process is knowledge);

b) mastering the methods and operations that create these types of activities (the product of these processes consists of skills); c) mastering the methods of using the indicated information for selection and control of the right or wrong operation in accordance with the intended purpose and the condition of the given issue (the product of this process consists of competence).

Thus, all actions of a person guided by a conscious goal in the acquisition of certain knowledge, skills and abilities are related to education.

Educational activity not only equips a person with the knowledge, skills and abilities necessary for various types of socially useful activity. Educational activity, therefore, provides a person with the ability to change his mental processes, select, organize and direct his actions and operations, skills and experiences in accordance with the issues being solved. Thus, educational activity prepares a person for work.

## LABOR

Labor consists of activities aimed at the production of a certain socially useful (or at least, consumed by society) material or spiritual product.

Work activity is the main, leading activity of a person. If it were to cease to work, the human race would end its life. Therefore, labor activity can be considered as a special type of human behavior that ensures human survival, triumphs over other species, and uses natural forces and things.

The object of labor may be the things that people consume and the things that are necessary for the production of such things that are consumed, such as bread and cars, furniture and weapons, clothes, cars, and the like.

Power (heat, light, electricity, movement, etc.) and information media (books, drawings, films) can be the object of work. Finally, the goal of labor activity can be the products of ideology (science, art, ideas) and actions that organize labor and other behavior of people (management, control, protection, education, etc.).

Thus, people's labor activity is social in its essence. The needs of the society constitute labor activity, determine it, direct and control it.

### SUMMARY

In short, the results of his activities have a certain influence on the outside world, marriage and the destinies of other people. Therefore, not only the relationship of a person to things, but also the relationship of a person to other people finds its expression in the activity.

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