

THE ROLE OF MODERN PEDAGOGICAL TECHNOLOGIES IN THE FORMATION OF A HARMONIOUSLY DEVELOPED PERSONALITY

Karimova Kumrihon Alievna

tutor of the kokand state pedagogical institute Uzbekistan, Kokand

ARTICLE INFO.

Keywords: school, tendencies, formation, consciousness, harmoniously, personality, upbringing, teacher, education, modern technologies.

Annotation

The article is devoted to the issues of education and upbringing. Raising the level of education and upbringing is the main task of teachers, since mental development and personality development affect the level of culture, worldview and human intelligence.

<http://www.gospodarkainnowacje.pl/> © 2023 LWAB.

The fundamental reform of education and upbringing is an important direction of the state policy of Uzbekistan. Raising the level of education and upbringing is the main task of teachers, since mental development and personality development affect the level of culture, worldview and human intelligence. From the first steps along the path of independence in the Republic of Uzbekistan, great importance is attached to the revival and further development of spirituality, the improvement of the system of national education, the strengthening of its national foundation, raising them to the level of world standards in harmony with the requirements of the time, since a truly educated person can highly value human dignity, preserve national values, raise national self-awareness, fight selflessly in order to live in a free society, so that our independent state takes a worthy, authoritative place in the world community [1]. The main goal and driving force of the transformations being implemented in the republic is a person, his harmonious development and well-being, the creation of conditions and effective mechanisms for realizing the interests of the individual, changing obsolete stereotypes of thinking and social behavior. An important condition for the development of Uzbekistan is the formation of a perfect system of training based on the rich intellectual heritage of the people and human values, the achievements of modern culture, economics, science, technology and technology [2]. We set ourselves the goal of creating the necessary opportunities and conditions for our children to grow up not only physically and spiritually healthy, but also comprehensively and harmoniously developed people with the most modern intellectual knowledge that fully meets the requirements of the XXIst century. Education should be not only comprehensive, but also harmonious (from the Greek harmonia - consistency, harmony). This means that all aspects of the personality must be formed simultaneously and in close relationship with each other. Since personal qualities are formed in vivo, it is quite clear that in some people they can be expressed more vividly, in others - weaker. The question arises: by what criteria can one judge the extent of a person's personal development? Man is directly a natural being. As a natural being, he is endowed with natural forces, inclinations and abilities that cannot but influence the social development of a person, his formation as a person. How, however, does this influence manifest itself? Let's point out a few points.

First. For the formation of man as a social being, his natural ability to develop is of paramount

importance. Experiments carried out on the simultaneous upbringing of human and monkey cubs showed that the monkey develops only according to the “biological program” and is not able to learn speech, upright walking skills, labor, norms and rules of behavior. Its development is limited by biological possibilities, and it cannot go beyond these possibilities. The child, along with biological maturation, is able to master many things that are not biologically “programmed” in him: straight gait, speech, work skills, rules of conduct, i.e., everything that ultimately makes him a person.

Second. The biological effect in the formation of a person is also in the fact that people have a certain natural predisposition to this or that activity. For example, many people by nature have a keen ear for music, good vocal abilities, the ability for poetic creativity, phenomenal memory, mathematical inclinations, special physical properties, expressed in growth, muscle strength, etc.

Third. No less important is the fact that biologically a person has very great opportunities for development, that he uses his potential in this regard only by 10-12%. Finally, the fourth. It is impossible not to take into account that the biological can manifest itself in the development of personality in the most unexpected way. There is, however, another factor that influences the personal development of a person. It is, of course, about education.

In modern conditions, it is already difficult to imagine the introduction of a person to life without a long and specially organized training and education. It is upbringing that acts as the most important means by which the social program for the development of the individual, his inclinations and abilities is implemented. Thus, along with the environment and biological inclinations, upbringing acts as an essential factor in the development and formation of personality. However, recognizing the role of these three factors - the environment, biological inclinations (heredity) and education - in human development, it is essential to correctly understand the relationship in which these factors are located among themselves. If, for example, we compare the formative influence of the environment and upbringing on the personality, it turns out that the environment influences its development to a certain extent spontaneously and passively. In this regard, it acts as an opportunity, as a potential prerequisite for the development of personality.

Moreover, external environmental influences in modern conditions are not in themselves able to provide a solution to those most difficult tasks that are associated with the formation of personality and its preparation for life. In order for a person to master science, methods of professional activity and form the necessary moral and aesthetic qualities in himself, special and long-term education is required. The same applies to the creative inclinations of a person. In order for these inclinations to manifest themselves, not only appropriate social conditions and a certain level of development of society are needed, but also appropriate education, special training in one or another sphere of social activity. All this allows us to draw the most important conclusion: education plays a decisive role in the development and formation of personality. Only with the help of upbringing is the social program of human development realized and his personal qualities formed. The relevance of this concept lies in the fact that the education of a harmoniously developed personality by society, the instillation of social norms, rules, values, customs and traditions is an important factor in the development of a harmonious society as a whole. A harmoniously developed personality (in the broad sense of the term) is one of the cornerstones of a person's worldview. It can serve as a kind of basis, over which other moral principles of a person are built over time, which determine his relationship with the people around him, and that is why the right choice in this case is extremely important. In psychology, the interpretation of the concept of “personality” is ambiguous. The point of education in this regard is precisely to educate such a person who would enter as an independent unit into the figure of society. Society is a combination of independent individuals in which, according to the principle of division of labor, the strength of society is increased by the strength of each and the strength of each by the strength of society”.

The upbringing of modern youth should be focused on the formation in their minds of the desire for self-improvement, for a certain life goal. In choosing a life path, the worldview plays a leading role.

Under the worldview understand the system of views of man on society, nature and himself. Worldview is formed in the process of practical activity and cognition. It goes without saying that with the so-called pedantic knowledge, that is, based on mechanical, non-critical assimilation, a person does not develop a scientific worldview, and knowledge remains a dead weight. When a person tries to understand life, to comprehend it, then practical experience and theoretical knowledge serve as bricks in building a scientific worldview. Worldview is a generalized system of views, beliefs and ideals in which a person expresses his attitude to his natural and social environment. The individual first sensually cognizes the world, then on the basis of the acquired knowledge an individual worldview (consciousness of the world) is formed, on the basis of which the consciousness of oneself is formed. All acquired knowledge about the world is combined and a whole worldview is formed. The expansion of the scientific worldview of students affects the development of the personality, which gives positive pedagogical results, and the assimilation of universal human values by future specialists in the process of forming their scientific worldview serves as the basis for the formation of spirituality.

The formation of a harmoniously developed, independently thinking free personality is the main goal of education in a modern democratic society. Whatever the moral norms, rules and attitudes of the state and society do not influence the individual, i.e., the social unit - the individual, the truth lies only within itself. Only the choice of the personality itself depends on the choice of its path, its harmony with the outside world, its creative role and usefulness to society. The idea of forming a harmoniously developed generation expresses the constant desire of a person to master both the treasures of national and universal world culture, to spiritual, moral and physical perfection. This idea inspires the continuous development of spirituality.

After all, it is known that high moral purity is achievable in a society of free people who profess lofty ideals. In our country, great attention is paid to the education of the younger generation, the formation of spirituality and morality of citizens, and the improvement of the quality level of spiritual and educational work. Each person becomes a person only after passing through the system of education, upbringing and development, professional development. The modernization of education is of great importance in modern conditions and is a way and mechanism for identifying the student's intellectual and moral potential, the formation of a meaningful attitude and development of ways to realize their capabilities. The humanization of education is designed to resolve the contradictions of education and social relations in an optimal way by turning the student into a free, independent, critically thinking person. Education in any form is universal in the sense that its content is determined not only by the type of activity for which it is preparing, but it also proceeds from the needs of the universal development of human culture. The universal content comes from the state of the culture of society, expresses the fundamental interactions of a person. Education forms a person's culture of communication with other people, helps to determine the meaning and purpose of life, find their own place in society, understand their capabilities. In the course of technological education, a person masters scientific and technological achievements, principles, methods, technologies of modern cultural activity in various sectors of public life, which one has to deal with not only in professional work, but also in everyday life, in the field of communications.

At the stage of the ongoing reform of modern society, it is important to preserve the cultural and historical memory of students and young people, which will allow, taking into account the new content, methods, pedagogical technologies, to use national culture and human values to educate the moral self-regulation of the younger generation, to form the image of a modern citizen - a patriot, thinking and spiritually rich. It is the personality-oriented process of education that opens up wide opportunities in terms of improving the quality of the spiritual formation of schoolchildren. Personally-oriented education is an opportunity to put at the forefront the personality of the student himself, his self-worth. The upbringing of schoolchildren requires consideration of the following issues: age characteristics of schoolchildren; individual psychological characteristics and typological differences; interests; the psychological structure of the personality, etc. Under the influence of the study of school disciplines,

views on the world around are systematized, the foundations of worldview and conviction are laid, interest in various problems is formed, electoral interests are determined, and interest in a subject grows into interest in a similar science. Under the influence of the content of the studied subjects, the surroundings are comprehended from philosophical positions, and a special interest in worldview issues is manifested.

The educational process in a general secondary school involves the creation of a creative atmosphere for active work on the assimilation of knowledge by students through participation in circles, electives, clubs.

A modern student is characterized by a desire to realize his potential in the learning process. The modern student is distinguished by the need to activate his positions according to his interests. To do this, the teacher must necessarily take into account the individual abilities and positions of the students themselves, since it is in the educational process that the personality of schoolchildren is formed and harmoniously develops. The teacher should not forget that the activity of thinking, the originality of the creative imagination gives the student the opportunity to establish himself as a person. Here, qualified pedagogical guidance is needed, taking into account the age and individual psychological characteristics of students. It is necessary to help the student in the conscious choice of interests, their formation with the help of one form or another of working with them. To do this, it is necessary to strengthen the emotional and psychological aspect of classes, build them taking into account the interests of schoolchildren, so that this work stands out as an independent and very important sphere of life for them, saturated with interesting content, events and impressions. Newly acquired knowledge should become subjectively necessary and important for schoolchildren; classes must be saturated with rather complex tasks and tasks of a productive and creative nature. In order to condition the emergence of new motives connected with a life perspective, an ideal, etc., classes in an educational school must acquire a deeply conscious personal meaning. After all, each student is an individual and requires knowledge, understanding, an individual approach based on the psychological patterns of personality formation. The range of individual differences among students is very wide. They are interested in many things, their interests, views, tastes can be significant and wide, insignificant and narrow, stable and unstable, changing and deep. It is necessary to take into account such individual typological features as temperament, its interdependence with other personality traits; character, individual and typical in him; abilities, their relationship with other personality traits. For an optimal practical solution to the problem of the formation of a harmoniously developed personality, it is necessary to determine the fundamental positions in relation to the student as an object of education, management of the educational process, and approaches to the formation of students' consciousness. The teacher must take into account in the learning process age and individual psychological characteristics, the characteristic flow of sensory, intellectual and emotional processes; respect the personality of the student, know the complexities and contradictions of age, combined with reasonable and ethical exactingness, humane attitude; see each student as a person; maximum use of the creative potential of the personality of each student. In school practice, the teacher should rely on a systematic approach to education and training, on the unity and interconnection of psychological and pedagogical processes, the gradual complication of the psychological impact and pedagogical load on the scientific and methodological foundations of education, basic didactic principles.

The developing function of the personality-oriented educational process is to involve students in such activities that would root in them the motivational sphere, analytical thinking - analysis, creativity, etc. To do this, it is necessary to ensure a high level of the educational process with a gradual increase in the difficulty of content material and actions. The improvement of the educational process requires the simultaneous activity of the teacher and students, the pedagogy of cooperation, which takes place in a direct and indirect form. The following principles apply here: the interaction of the teacher and students in the joint implementation of tasks, guidance, instructions, orientation towards the independent completion of tasks by students. The constituent components of the process of education and

upbringing include: motivational-targeted, cognitive, formative, creative, social-activity, evaluative-final (effective) in their strict sequence.

There is a dependence and interrelation between them: they all provide a certain result, although some of them are used to a greater or lesser extent. We consider the dependence of the upbringing process on the real educational and educational opportunities of students (the level of development of the intellectual, volitional and emotional spheres of the individual, the degree of forcing of knowledge, skills and abilities) to be one of the fundamental patterns. Thus, in the procedural aspect of education and upbringing, we take into account the connection between the process of cognition, education and upbringing, their tasks, content, methods, means and forms of organization, but with the consciousness, activity of students and the leading role of the teacher. All this is important and main in the process of forming a harmoniously developed personality.

Used literature:

1. Кахарова, Н. Н. Роль информационно-образовательных технологий в обучении русскому языку в неязыковой аудитории / Н. Н. Кахарова // Наука, общество, образование в условиях цифровизации и глобальных изменений: сборник статей II Международной научно-практической конференции, Пенза, 12 июня 2022 года. – Пенза: Наука и Просвещение (ИП Гуляев Г.Ю.), 2022. – С. 128-131.
2. Мирзаюнусова, З. И. (2017). Использование современных педагогических технологий в вузах. In Молодежь и наука: реальность и будущее (pp. 285-287).
3. Yuldasheva Sabina Yusufovna. (2023). Phraseological units in the course of russian as a foreign language: on the issue of selection conditions and methods of study. Open Access Repository, 9(1), 193–197.
4. Мирзаюнусова, З. И. (2021). Использование инновационных технологий при обучении русскому языку учеников-инофонов. In Система непрерывного филологического образования: школа–колледж–вуз. Современные подходы к преподаванию дисциплин филологического цикла в условиях полилингвального образования (pp. 58-60).