

PERSONALITY AND ITS DEVELOPMENT AS A PSYCHOLOGICAL AND PEDAGOGICAL PROBLEM

Introduction. The problem of personality, its formation and development is one of the most important problems in pedagogical theory and practice, as a rule, this process takes place in specially organized conditions. This problem is covered from different angles and studied by different Sciences such as educational psychology, age-related anatomy, sociology and physiology, etc. It should be noted that pedagogy identifies and studies the most favorable conditions for the full development of the individual during the educational and educational processes [1].

Many factors have both positive and negative effects in the process of personality formation. Such factors include environment, family, school etc. All the acquired habits and skills, over the years, subject to improvement. As a rule, the development of the formed personality depends on the person. Of course, the acquired abilities must be developed and efforts must be made to form a worthy personality

Main part. Psychologists interpret the concept of personality as a socio-psychological education. A person acquires personal qualities when entering into relationships with other people, and such relationships form his personality. At birth, a person does not possess these acquired (personal) qualities.

Personality is a person in the totality of social qualities that he has acquired. It turns out that the traits of a person that do not depend on the conditions of nature and his life in society are not personal. Psychological qualities of a person are not among the personal ones, namely, they characterize their individual style of activity and cognitive processes, of course, they are also reflected in their attitude to society.

According to R. S. Nemov, a person is a person from the system of psychological characteristics that can be identified in social relations, are socially determined, and are stable and indicate the moral actions of the person and other people.

In pedagogy and psychology, there were three main directions on the issue of personality and its development: biological, sociological, and biosocial.

As a natural being, the person is considered by representatives of the biological direction. This includes all ways of human behavior as their own needs, desires, and instincts. Man is forced to suppress his natural needs and submit to the demands of society. To hide this constant struggle with himself, he "puts on a mask", or replaces his unsatisfied natural needs with other activities [2].

Sociologists hold the position that a person at birth is exclusively a biological being, and due to the influence of social groups in the process of life, his socialization occurs. With lower personal development, biological properties, such as sexual destruction, etc., become more pronounced.

The biosocial direction is focused on the fact that the biological character is inherent in mental processes (sensation, perception, thinking, etc.). The social phenomenon includes the abilities and interests of the individual. However, neither the behavior of the individual nor its development can be explained by such a division of personality.

If we consider a person from the side of pedagogical science, then here he is presented as a biological whole, which cannot be separated from social science. Biological changes in the individual affect not only the way of life, but also the features of its activity and activity. Interests, goals, and motives that determine physical disabilities and personality are essential.

The individual, as a product of social life, is a living organism. Social and biological relationships in the formation and behavior of a person are complex and do not affect them equally at different stages of human development in different situations. So one person may lose their mind trying to emphasize their courage, while another person uses their courage to face life's difficulties, although no one else knows about it. Restlessness can indicate a lively interest and a quick change of attention. Obedience can mean passive compliance, and excessive politeness can mean sycophancy [3].

L. S. Vygotsky defined the concept of personality as a single mental system that performs certain functions and arises in a person to serve these functions.

So, the main functions are: inclusion of a person in the system of public relations; creative assimilation of public experience.

All aspects of the personality are revealed in relationships with other people and only in activities. The existence, manifestation, and formation of the individual occurs only in activity and communication [4].

Concepts about the essence of personal development are different. Metaphysicians consider it as a process of quantitative accumulation, as a simple repetition. The adherents of dialectical materialism in considering the development as a movement from the bottom up, as an essential characteristic of nature, thinking and society.

With this approach, personal development is a single biosocial process, where not only quantitative transformations occur, but also qualitative changes. This complexity is due to the contradictory nature of the development process. The differences between the old and the new that arise and are eliminated in the process of education and upbringing are the driving force of personal development. These contradictions include [5]:

- the contradiction between the increasing needs generated by the activity and the opportunities to meet them;
- the contradiction between previously formed forms of interaction and the child's physical and spiritual abilities;
- the contradiction between the growing demands of society and the level of personal development.

These contradictions are typical for all age groups, but they acquire their own characteristics depending on the age at which they occur. Contradictions are resolved by forming higher levels of activity. As a result, the child moves to a higher stage of development. If necessary, the conflict will be resolved. But a satisfying need creates the need for stricter discipline. Development continues by changing contradictions.

Conclusion. Thus, a person is not only a biological person, but also a person with certain socially significant parameters, who has talents and qualities, advantages and disadvantages.

Personality formation is the process of socialization of a person, which consists of studying the social essence. This appropriation always occurs under the certain historical conditions of human life. Personality formation is associated with the acceptance of social roles and functions, social norms and rules of behavior in society, and the formation of skills for building relationships with other people. A mature person is a subject of free, independent and responsible behavior in society.

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