



Pedagogical Psychological Significance of Accounting Age and Individual Characteristics in Education

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Abstract: This article, in turn, focuses on taking into account age and individual characteristics in the educational process, increasing the effectiveness of education and realizing the individual's potential, as well as raising a healthy child. In this case, the child's individual characteristics, abilities, interests and opportunities are undoubtedly manifested in the educational process, and the unique character and temperament of some children approach the problem of finding a solution to the problems that arise in the educational process today, and in the educational process. The importance of approaching students taking into account their age and individual psychological characteristics has been highlighted.

Key words: education - upbringing, age and individual, psychological approach, educational efficiency, ability, interest and opportunities.

Modern development has reached such a stage of development that the speed of such cultural changes requires the ability of a person to receive a large amount of information in a very short period of time, to master new methods of activity, and to find solutions to social problems in a timely manner. Systematic changes in the socio-economic, spiritual-ethical and information-communication spheres of the life of our republic are seriously changing people's life activities.

In fact, primary education is the most important stage of the educational system, in which the child's literacy, worldview, speech, morals and other characteristics are formed for the first time. The child is gradually adapted from playing activities to reading activities.

But scientists and pedagogues have always been troubled by the question of how and from what age a child should be attracted to study. When we analyze the historical sources, we see different approaches to this issue. For example, we can cite ancient written sources and the thoughts of our great thinkers. In turn, this issue is one of the urgent problems of our turbulent times.

In turn, taking into account age and individual characteristics in the educational process, increasing the effectiveness of education and realizing the individual's potential, is the guarantee of raising a healthy child. The individual characteristics, abilities, interests and possibilities of the child are undoubtedly manifested in the educational process. However, one of the problems that arise in the education process today is the specific character and temperament of some children. Because children's acquisition of knowledge directly depends on their temperament. For example, children with difficult and depressed temperaments acquire knowledge slowly and become literate later than other children. In such a case, teachers are required to have an individual approach to the child.

Along with socio-economic developments in our country, modernizing the education system, restructuring it structurally, developing educational programs taking into account the modern achievements of education, science, technology and technology, economy and culture at the world level. intends to change and update.

Today, it is necessary for the teacher of the educational institution to be in continuous innovative search, to think, to change his attitude towards his profession according to the situation, and also to act based on the formation of innovative ideas in others.

Teachers should be specially prepared for such activities, which in turn will expand the scope of teachers' professional interests, i.e. from reading literature to theoretical psychological-pedagogical and fundamental research. also creates opportunities to go. Good scientific-pedagogical training ensures the effectiveness of innovative activities. Teachers actively participating in innovative processes regularly become catalysts for self-development and improvement of the educational system, that is, they play an important role in the acceleration of these processes.

In general, the organization of innovative activities of teachers in an educational institution is caused by objective and subjective factors. Objective factors include the state's new educational policy, fundamental and practical research in the field of education, and the experiences of the educational institution in the direction of innovative activity.

Examples of subjective factors include socio-territorial needs, the development process of the educational institution, the knowledge, skills and qualifications of teachers, the development of scientific potential, the growth of the potential of the educational institution, and changes in management characteristics.

In the implementation of the Uzbek model, which is our main goal, in the implementation of reforms in the economic, political, social and cultural, educational directions, in the democratic, civil, education of a free person who is the constituent parts of our society, the education of a healthy generation, its independent forming the thinking from the first stages of continuous education is one of the main requirements of the civil society.

It is on the basis of the level of acquisition of the educational content by students through educational activities, that is, within the framework of the DTS adopted in our republic, a person's outlook and thinking are formed, and his conscious attitude to the social system is formed. Therefore, we consider deep mastering of educational content as a factor that forms independent thinking. From this point of view, organization of educational activities on the basis of new pedagogical technology not only increases the efficiency of the educational process, but also serves as a forming factor of the active participant of the democratic, civil society based on the demand of social necessity.

Therefore, taking into account age and individual characteristics on the basis of the educational process - raising a healthy generation, forming a child's independent thinking and preparing for social life, increasing their activity in the educational process should be the focus of every pedagogue.

Ancestors did not study this problem consistently and comprehensively, in a certain direction, based on a certain concept, the works of scholars about the reflection, manifestation, development and changes of these situations who provided valuable feedback. These are found in four different sources. One of them is folk art; narratives, proverbs, sayings and parables; the second - advice and stories written by special creative people (even rulers) dedicated to a specific person, the third - encyclopedic, scientific-theoretical views of Central Asian thinkers; the fourth is the products of poets and writers who created in different periods, i.e. works of art.

Abu Nasr Farabi's moral-philosophical observations about man and his uniqueness are described in a number of works such as "Opinions of the inhabitants of an ideal city", "The essence of issues", "Philosophical questions and their answers", "On the meanings of the mind". done Abu Rayhan Beruni in his book " Relics of the Past " provides various information about human life. Among them, the opinions expressed by the scientist about the physical structure of people and the length and shortness of life are noteworthy. Beruni attributes the reason for human longevity to biological and genetic factors. In this regard, his works "India", "Mineralogy", correspondence with Ibn Sina are of special importance.

Ibn Sina's 5-volume "Laws of Medicine" contains very important information about the structure of the organism, its nerves and nerve pathways, and mental processes related to physiological processes. His treatise "On Etiquette" is also a serious work on the formation of human personality.

The information in Yusuf Khos Khajib's work "Kutadgu Bilig" has not lost its value until now.

American psychologist Dj. Bruner (1915) said that there is a two-way relationship between the formation of a person and education, and he said that if a person's striving for perfection increases the efficiency of acquiring knowledge, the improvement of education accelerates the process of his socialization.

In this way, the view of young characteristics has passed through several stages of development and reached its current level. Central Asian scholars, Russian and foreign psychologists, pedagogues contributed to its development.

As we know, there are a number of independent theories on the classification of age periods in the science of psychology, they approach the study of the human personality from different points of view, and the essence of the problem is illuminated in different ways. They can include biogenetic, sociogenetic, psychogenetic, cognitivist, psychoanalytic, and behaviorist theories.

We will consider the following theories and the principles of age classification represented by some of their representatives.

In the biogenetic theory, the biological maturity of a person is taken as the main factor, the development of other processes is optional and interrelated with this factor. According to this theory, the main goal of development is focused on biological determinants and socio-psychological characteristics are derived from them .

The development process itself is first interpreted as a biologically universal stage.

Biogenetic law was discovered by F. Müller and E. Haeckel. Biogenetic law played a historical role in promoting the theory of organ development and fighting anti-Darwinists. However, gross mistakes were made in explaining the relationship between individual and historical development of the body. In particular, according to biogenetic laws, the individual development of a person's psychology (ontogeny) briefly repeats the main stages of the historical development of the entire human race (phylogeny).

According to the German psychologist V. Shteri, a baby (a newborn child) is not yet considered a person, but only a mammal; after six months of age, he is only equal to the level of ape in terms of mental development, at the age of two he becomes an ordinary human, at the age of five he reaches the level of a primitive gala man, he experiences a primitive period from the time he enters school, at the age of junior school his mind is at the level of a medieval person, and finally maturity reaches the spiritual level of modern people only in the period (ages 16-18).

S. Hall considers the "law of recapitulation" (brief repetition of phylogeny) to be the main law of psychological growth. According to him, ontogeny repeats important stages of phylogeny. According to the scientist, infancy is nothing more than a stage of development characteristic of animals. And childhood corresponds exactly to the time of ancient people, whose main occupation was hunting and fishing. The period of growth at the age of 8-12 years begins with the end of wildness and the beginning of civilization (ages 12-13) and lasts until the age of maturity (ages 22-25), equivalent to romanticism. According to S. Hall's interpretation, these periods consist of "storms and pressures", internal and external conflicts (conflicts), and a "sense of individuality" arises in a person. This type of classification of age periods in turn serves as a source of critical comments, because the stages of development in the human race do not and cannot exactly repeat phylogeny.

Another type of biogenetic concept was developed by representatives of the German "constitutional psychology" (a theory based on the structure of the human body). E. Krehmer includes a number of biological factors (for example, the type of body structure, etc.) in the basis of the personality (psychology) typology and assumes that there is an integral connection between the physical type of a person and the nature of his growth. E. Krehmer divides people into two big categories: (cycloid

(quickly agitated, extremely unstable) and schizoid (humane, difficult to relate to, limited in emotion). applying it to periods and characteristics, he emphasizes that adolescents have cycloid characteristics, and adolescents have schizoid characteristics. does not fall.

American psychologists A. Gezelli and S. Hall, representatives of the biogenetic theory, work on the basis of the biological model of development, and come to the conclusion that cycles of balance, integration and renewal alternate in this process.

In the history of psychology, the most obvious manifestation of biologicalism is expressed in Sigmund Freud's interpretation of personality. According to his teaching, all behavior (behavior) of a person originates from unconscious biological inclinations or instincts, primarily due to sexual (sexual) inclination. Such biologizing factors cannot act as a single criterion or a unique motivation that determines human behavior.

The opposite of the biogenetic theory is the sociogenetic theory. In this theory, changes occurring in a person are explained on the basis of the structure of society, methods of socialization, means of interaction with surrounding people. According to the theory of socialization, a person is born as a biological species and becomes a person under the direct influence of social conditions in life.

One of the most important theories of the West is the theory of roles. According to this theory, society creates a set of stable ways of behavior called status (rights) for each of its members. The special roles that a person has to perform in the social environment leave a significant mark on his behavior and relationship with others.

In the United States, the theory of individual experience and knowledge acquisition (habituation) is widespread. According to this theory, a person's life and attitude to reality, acquisition of skills and acquisition of knowledge depend on the stability of the stimulus.

The theory of "spatial necessity field" recommended by K. Levin gained importance in its time. According to the theory of K. Levin, the behavior of a person is controlled by desire (aspiration), goal (intention), which acts as a psychological force. .

Each of the above-mentioned theories explains the social behavior of a person based on the characteristics of a closed and secret environment for others, in which it is necessary to adapt (get used to) this environment, regardless of whether a person wants it or not. does.

There is also a psychological approach in psychology, which does not reduce the value of biogenic and sociogenic factors, but considers the development of mental processes to be of primary importance. This approach can be analyzed in three independent directions, and these directions differ sharply in terms of their essence, course and product.

Psychodynamics is a theory that analyzes a person's behavior with the help of irrational (other than mental cognitive processes) components of the psyche: emotions, inclinations. One of the major representatives of this theory is the American psychologist E. Erikson. He divides the human life into 8 periods with unique characteristics.

The first period - an unconscious feeling of "trust" in the outside world arises in infancy. The main reason for this is the love, care and enthusiasm of parents. If the foundation of trust does not appear in a baby, the feeling of distrust in existence, the feeling of being a creature in adults is born, then there is no doubt that in adults, the creature and despair will arise.

The second period - early childhood, a sense of semi-independence and personal dignity is formed, or, on the contrary, their opposite - a feeling of shame and doubt. The growth of independence in a child creates a wide opportunity for him to manage his own body, and prepares the ground for the formation of discipline, responsibility, responsibility, and respect among the characteristics of the future personality.

The third period is called the age of play, and it includes children aged 5-7 years. During this period, a sense of initiative, a desire to do something, is formed. Therefore, if the path to the realization of the child's desire is blocked, he considers himself to be guilty for it. In this period, it is important to enter into circle, that is, group games, communication with peers: it allows the child to play different

roles and develop his imagination. At the same time, the child begins to develop a sense of justice, a desire to understand it.

The fourth period - school age is characterized by the main changes in the child: striving to achieve the desired goal, perseverance and diligence.

Its most important value is efficiency and productivity. There are also negative aspects (disadvantages) of this young age, which are insufficient positive qualities, inability to cover all aspects of consciousness, life, low level of intelligence in solving problems, backwardness in acquiring knowledge, etc. At the same time, a person's attitude to work begins to form.

The fifth period - adolescence is characterized by its unique character, originality, sharp difference from other people. Also, uncertainty as a person during adolescence has negative qualities, such as inability to fulfill a certain role, indecisiveness. The most important feature of this period is the change of "delaying the role". The scope of the roles he plays in social life will expand, but he will not have the opportunity to take all of them seriously, and he will be limited to trying himself in the roles. Erikson analyzes in detail the psychological mechanisms of self-awareness in adolescents, in which he describes the new perception of time, psychosexual interest, pathogenic (disease-causing) processes and their various manifestations.

The sixth period - youth is characterized by the emergence of the ability and need for psychological intimacy with the opposite sex. In this, sexual orientation has a special place. In addition, youth is distinguished by such unpleasant characteristics as liking for solitude and sociability.

The seventh period - in the period of maturity, the feeling of productivity in all spheres of life activity (in work, creativity, care, leaving flowers, transfer of experience, etc.) is a constant companion and acts as a motivation for the realization of good intentions. Also, in this period, a sense of stagnation can prevail as a negative feature in some aspects.

The eighth period, that is, old age, is characterized by feelings of satisfaction from having fulfilled one's duty as a human being and from the longevity of life. As a negative feature, we can say feelings of hopelessness and depression from life activities. Wisdom, purity, freedom from sins, looking at every situation from a personal and general point of view are the most important aspects characteristic of people of this age.

E. Shpranger in his work entitled "psychology of adolescence" recommends including girls aged 13-19 and boys aged 14-22 in this period. According to him, the main changes that occur during this age are: a) discovery of personal "I"; b) increase in reflection; c) awareness of one's individuality and recognition of personal characteristics; g) emergence of good life plans; d) striving to consciously build one's personal life, etc. The crisis that occurs at the age of 14-17 consists in the emergence of a feeling of getting rid of the childish attitude of adults towards them. Another characteristic of 17-21-year-olds is the emergence of a crisis of "separation" from peers and a desire for solitude. This situation arises from historical conditions.

E. Shpranger, K. Buller, A. Maslow and others are considered to be the great proponents of personological theory.

J. Piaget, Dj. Kelly and others can be included among the founders of the cognitivist trend.

J. Piaget's theory of intelligence includes the doctrine of intelligence functions and its periods. The main functions of intelligence are organization and adaptation, habituation, and it is called functional invariance of intelligence.

The author divides intelligence into the following developmental periods: 1) sensorimotor intelligence (from birth to 1 year); 2) the period of thinking before operations (from 2 to 7 years); 3) the period of concrete operations (from 7-8 to 11-12 years old); 4) period of formal (official) operations.

A group of psychologists who continued J. Piaget's ideas can be added to cognitive-genetic theorists. Representatives of this trend are L. Kolberg, D. Bromley, Dj. Birrer, A. Vallon, G. Grimm and others.

According to A. Vallon (France), age periods are divided into the following: 1) the period of the fetus in the mother's womb; 2) period of impulsive action - from birth to 6 months; 3) emotional (feeling) period - from 6 months to 1 year; 4) sensorimotor (coordination of perception and movement) period - from 1 to 3 years; 5) the period of personology (becoming a person) - from 3 to 5 years; 6) differentiation period - from 6 to 11 years; 7) puberty and adolescence - from 12 to 18 years.

The problem of stratification of age periods in Russian psychology was initially reflected in the works of great psychologists such as LSVygotsky, PPBlonsky, BGAnev. Later, the number of those who deal with this problem expanded, therefore, classification differs sharply from the point of view of its origin, scientific source, approach to development processes. Now, when thinking about the classification of age periods, it is appropriate to divide the scientific views of scientists into certain groups and reveal their essence.

LSVygotzky critically analyzes the theories of classification of age periods of psychologists and divides age periods into the following stages based on the mental renewals that lead to certain development:

Crisis of infancy.

Infancy period - from 2 months to 1 year.

A crisis of an age.

Early childhood period - from 1 to 3 years.

3 year old crisis.

Preschool period - from 3 to 7 years.

Crisis at age 7.

School age period - from 8 to 12 years.

Crisis at age 13.

The period of puberty (sexual maturity) is from 14 to 18 years.

Crisis at age 17.

In his works, the scientist was able to scientifically describe the specific characteristics of each era. He expressed scientific and practical considerations about the most important psychic innovations. However, there are many controversial and contentious points in these comments. In general, LSVygotsky's theory of stratification of youth periods is of scientific-historical importance, his comments and ideas about the role of crises that implement development are in line with today's requirements.

LSVygotzky's student LIBojovich divides the development of a person into age periods based on motives, so it can be called a motivational approach. According to LIBojovich, age periods consist of the following stages:

The first stage - from birth to 1 year;

second stage - motivational imagination; from 1 to 3 years;

the third stage is the period of understanding "I"; from 3 to 7 years;

the fourth stage is the period of understanding the social being; 7 to 13 years old;

the fifth stage – a) period of self-awareness; 12 to 14 years old; b) the period of determining (finding) one's place; 15 to 17 years old.

D.Elkonin's classification is based on the theory of leading activity (ANLeontev), that at any stage of development, some activity can dominate. The role of leadership in the development of a person is the basis of the theory.

DBElkonin finds it necessary to divide age periods into the following stages:

infancy period - from birth to 1 year; the main activity is direct emotional communication;

early childhood period - from 1 to 3 years; the main activity is to make subtle movements with the object;

preschool period - from 3 to 7 years; main activity - role-playing games;

junior school age period - from 7 to 10 years old; the main activity is reading.

Adolescence period - from 10 to 15 years; the main activity is personal intimate communication;

Early adolescence or early adolescence - from 17 to 17 years old; the main activity - study, choosing a profession.

Despite the approval of DBElkonin's classification by most psychologists, it also has some controversial aspects. In conclusion, this theory of DBElkonin occupies an important place in the science of psychology, especially in the psychology of young people.

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