



THE EDUCATIONAL PROCESS IN THE SOCIAL ENVIRONMENT, THEIR CONNECTION AND INFLUENCE ON THE STUDENT'S PERSONALITY

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Annotation:

Despite the fact that pedagogues, psychologists and philosophers are still interested in the influence of the environment on the human personality, they have not come to a single opinion. Their views show more contradictions than commonality. Since the object of education is a person (student), first of all, it is appropriate to determine the concept of the person, then its formation and the place of education in it. The concept of personality is unique to a person. Man belongs to the most perfectly developed class of mammals. In this case, man appears as a biological species. As a biological species, a person has a number of characteristics: the structure of his organism (walking upright, the presence of movement organs, the brain and its development, eye, hair color, blood type, similarities and differences from his parents, higher nervous activity) and his mind with highly developed thinking ability. is described. But biological characteristics cannot fully characterize a person. Its essence is a human being, and in a human being, the social essence is determined. The essence of a person is evident in his personality.

Keywords: biological breed, blood group, brain, hair color, social essence, organism, attitude to people, society, work, behavior

A person is a social being, distinguished by his own mental characteristics (customer, character, ability, will, level of development of consciousness, need, interest) and social tasks (relation to existence, himself, people, society, work, behavior, social activity) Stands. Man comes into the world as a biological species. In the process of long development of the individual during his life among people, in the society (social) environment, he acquires human qualities and is formed as a person. Therefore, the transformation of a person into a person is the product of a long period of development. Development is a common feature of all processes in nature and society. But the development in a person has its own manifestation. The concept of "formation" is often used in relation to a person. In formation, it is necessary to understand the qualities that appear in a person during his life. "Development" (maturity) is a broad concept compared to "formation" and includes mental, moral and physical changes that appear and develop in a person during his life and activity, human qualities and experience necessary for his socialization. Therefore, two types of essence exist in a person: biological and social being. Based on this, the interaction of biological (heredity) and social factors (environment) and education, personal activity in the formation of personality is a question that has been interesting to philosophers, psychologists, and pedagogues for centuries.



In short, 4 factors influence or determine personality formation:

Heredity;

Environment;

Education;

Personal activity.

Recognizing the role of heredity (biological characteristics) in the formation of personality and denying other factors has caused a unique trend of biologization in pedagogy. Biologists consider that a person consists of only a "set of genes", characteristics passed from generation to generation, which determine all his qualities and future. However, social experience and subsequent achievements of science show that not only the social essence of a person, but also his biological characteristics have changed in the process of social development, and the biological evolution of the human race has not stopped. Environment is a broad concept with many layers. First of all, it is the place where people live. Due to the natural geographical and climatic conditions of this place (under the influence of the European, Mongoloid, Negroid-white, yellow, black skin of a person), it has been observed that the client exhibits the characteristics of fast and slow arousal. At the same time, the micro-region of the place where a person lives in relation to the society, the behavior, communication, relationship, communication, and the language of speech formed between people in this place, and the level of its cultural development has its influence on the education and human qualities of the people living in this place. The concept of environment defines production, economic-political, moral, spiritual, ideological relations of people as a period-political system-social reality in which people live and work, so in one word we call them social relations. If biological characteristics are the internal natural conditions of life that affect a person, then in social reality, the complex that affects him includes the external social conditions that surround him, his life conditions in the society, social relations and the human obligations that the person performs in it. As long as a person is born not as a person, but as an individual, his human (social) qualities play a determining role in social life and the system of social relations between them in the labor activities of people based on it. For example, people's human qualities, their social essence are a product of the time and system in which they live. Along with the above, the family in which a person is born and the system of family relations formed in it also have an important influence on the concept of environment. It should be emphasized that the family relations formed in this case are important in acquiring the initial human qualities. The lowest and most influential part of the atmosphere is the labor (student group) team. The work team plays an important role in the socialization of the individual, especially in professional development. Analyzing the layers of the environment, we promise to describe its influence on the formation of the personality again below, and briefly touch on the relationship of pedagogues to the formation of the human personality in the history of science. Abroad and partly in Russian pedagogy and French materialists of the 18th century (Gelvesiy, D. Didro, P. Lametri) gave a much higher assessment of their role as the determining environment, that is, social factors, in the formation of personality. They denied the internal-natural changes of a person and considered his development as adaptation to the external environment. In this case, the person is under the influence of passive natural factors and must adapt to social conditions. This approach is called sociologization flow in pedagogy.



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The above-mentioned biologization and sociologization currents have a one-sided approach to personality formation. The scientific solution of the formation of the personality makes it necessary to look at the influence of both of them in a dialectical unity and not to deny the education and the activity of the personality. The unity of the factors mentioned in personality formation can be seen in a number of examples. For example, changes in people's natural living conditions and lifestyle lead to changes in their personal qualities and relationships...

In addition, the sciences of pedagogy, psychology and medicine have proven that changes in the way of life of people accelerate the mental, spiritual and physical development of children and cause the phenomenon of "acceleration". Acceleration is manifested in the fact that the height of today's children is 18-20 cm longer than their peers 30-40 years ago, their weight is 14-16 kg more, puberty is pushed forward by 2-2.5 years. The dialectical unity of objective and subjective factors in the formation of a person requires a holistic view of his objective living conditions and subjective educational activities. Social environment is one of the forms of personal living conditions, and education is inseparable from it. The relationship between them has always changed in historical development. In the primitive society, the essence of man was determined by his natural living conditions, the acceleration of his socialization, the increase in the role of mental-conscious activity in life, the importance of education, which is considered a subjective factor, led to the rise of education as a whole pedagogical system. If we look at the historical development of society, its development depends on education (in a certain sense, its product), and thus puts an even higher demand on education. The history of societies up to now and the conditions of independence are characterized by the increasing role of education in the life of society. Especially, its role in the life of society increases during the turning point of history, when the old system is replaced by a new social system. The reason for this is that the new regime uses education as a means of strengthening its ideology, morality, worldview, psychology, legal-political requirements, and also its economic-political position. If we determine education in the system of factors of human personality, it plays a guiding role, harmonizing the influence of heredity and environment in the direction of personality formation, to be more precise, the requirements of society. To put it briefly, education prevents human personality from lagging behind the normal state of natural conditions and internal development, mental development, health, speech development defects, movement organs with educational exercises. It serves to normalize individuals with physical, mental, and intellectual maturity with educational activities. Also, it prevents the shortcomings in the relationship of people in the place where a person lives from being transmitted to the youth...

Personal activity is manifested in the fact that in the process of studying and participating in social work, students form unique pedagogical relationships with their peers and teachers. Activity in the relationship system is of particular importance in the high development of the student's personal qualities and professional skills. Student activity has its own characteristics in the system of other factors for the development of a person. Activism requires a student to demonstrate strong, impactful performance in their chosen field. Activity is manifested in a person's study of his field, environment and active participation in social work. Activity is a characteristic of a person, which develops in an integral connection with people, the environment, and their actions in acquiring a profession. There



can be impulsive (insufficiently conscious) and conscious states in student activity. In the beginning, the activity is directed to the things and objects in the environment for self-awareness and satisfaction of one's desire. As the student becomes aware of himself and understands his responsibility in the mastery of his profession, activity takes a conscious direction.

When we think about the personal activity of students of higher education institutions, observations show that it depends on a number of factors. These factors influence the formation of human personality as a whole system, interdependently. But in this case, their influence is not equal to each other, but has a variable character. Depending on the nature of social development, their role and level of influence will be variable. Historical experience shows that the social environment is the determining factor in this system. Changes in the environment - a person's living conditions and style, have an effect on his spirit, behavior, attitude to work and all human qualities. Social environment is generally a material and spiritual state of life at a certain stage of society's development. Although it appears as an external factor, it is relative. Because it is an integral part of society and, in turn, the social environment itself. A person is influenced by various social systems and processes in his daily life. In this, he is not a passive consumer of these effects, but a participant and creator.

The social environment consists of a system of interdependent production, organizational, spiritual, ideological relations, and a person is involved in them with his activities. Depending on the degree of influence of these, a person reacts differently to people around him in different mental states. It provides an opportunity to study the influence of these systems on a person and to determine the state of the person in it, to determine their negative and positive effects on the formation of a person, and on this basis to direct them to a certain goal. Knowing the mechanisms of influence of the social environment on the formation of personality, it will be possible to take it into account and regulate the norms of behavior.

The social environment is common for a social association, i.e. people, nation, peoples, and the smaller the association (unit), the stronger the influence of the environment. Social unity narrows within society-region-country-province, district, enterprise-institution, community, family-group and individual. In general, the micro environment can be based on the types of activities: labor teams, company, brigade, department, various clubs of interest;

Domestic-family: family, relatives - clan;

Territorial: microdistrict, residential, farm, dormitory.

In the field of education: school, faculty, department, department, academic groups, dormitory.

National-ethnic: national centers, fellow townsmen:

It can also be age, gender and religion.

The narrowing of its territorial area is characterized by an increase in its influence on the individual. Spatial narrowing of the environment is not the effect of the social processes themselves, but their various manifestations have a significant effect on the individual. A person feels the impact of these processes more clearly. From this comes the concept of macro and micro environment. In the macro environment, social relations are expressed as a whole, while in the micro environment, they are characterized by their concrete manifestation in the sphere of human participation (activity). In the



conditions of independence, objective conditions are created for the formation of personality in the macroenvironment. However, the conditions created by the society for the formation of personality are not always fully realized in the microenvironment. This is expressed in the fact that their implementation with objective possibilities, educational work does not correspond to the needs of people in the microenvironment.

Experience shows that many qualities of a person are formed under the influence of the way of life of society. Kindness, compassion, mutual care, patriotism, philanthropy, kindness in people are the result of lifestyle, relations in society. But unique individual characteristics in a person are formed under the influence of family and microenvironment. At the same time, it is necessary to emphasize the independence of the person in relation to the microenvironment. This independence is the result of his life experience, work and socio-political activity, self-awareness, appreciation of values. As noted, the independence of a person also depends on his active life position in the microenvironment.

Based on the interaction of the person with the microenvironment, it is possible to determine the content of educational work and its direction. It should be based on the following:

- taking into account the characteristics of the person and the microenvironment;
- the interaction of the person and the microenvironment should be directed in such a way as to strengthen the factors that have a positive effect on the person, to neutralize or reduce the impact of the negative ones;
- influencing the social relations of the society based on the regular increase of the social experience and activity of the individual in the microenvironment.

The effect of the microenvironment on a person depends on the level of its perception, general culture and psychophysiological characteristics. The strong and effective influence of the microenvironment on a person is determined by the strength of the individual's character, life experience, level of self-awareness, and appreciation of values. At the same time, it is important that the qualities of the person match the requirements of the microenvironment. Based on this, the character and type of microenvironment affects a person differently.

In schools, the microenvironment is a class or a group. A class or a group is a component of a school, in its environment, students are in a certain system of relations with each other and with the leader of the group. These relations are their learning activities and conditionally constitute production relations. In this, each student has his own place and a certain position in terms of the level of knowledge, the level of participation in social work and the role he plays in the group. At the same time, the group has a certain system of relations through its socio-political, official and unofficial functions. In addition, the financial situation - the state grant or paid education on the basis of the contract can also have a certain influence on mutual relations. Based on all this, interpersonal relations are established in the group and are determined by the individual psychological characteristics and general cultural level of the group members. These relations depend on material and spiritual factors, are objective for the current state of the group, but are subjectively perceived by each of its members. Therefore, when organizing educational work in a group, it is necessary to know the situation in the group and take into account its perception by the whole group. In this case, the task of the group leader is to eliminate the conflict



between the objective state of the group and the subjective evaluation of the educational event. This will be the basis for creating a normal psychological atmosphere in the group. This is the basis for the student's understanding of his place in the group, and leads to the formation of his interest in all relationships. A person's activity in certain activities is enhanced by his personal qualities. But the increase in his activity becomes a strong foundation only if it corresponds not only to his personal qualities, but also to the orientation of his personality. On the basis of the direction of the person, his needs lie and serve as the main source of his activity. Need is a person's realization and experience of need, and at the same time, it is the development of his personality and the provision of material and spiritual needs. In turn, it is necessary to distinguish between need and need. Need is an objective necessity that a person must experience and understand. The need for a certain thing that has arisen prompts a person to actively search for ways to satisfy it, and becomes a motivating activity motive. A student's ambition should be related to his chosen profession and the development of his personal qualities. If he fell in love with his chosen specialty and entered the country of study, then such a need and need manifests itself as a strong guide.

Satisfying a student's need related to learning a specialty or acquiring qualities corresponding to it does not appear and be satisfied at once. The desire to learn the profession makes it necessary to study its various aspects in depth, to prepare oneself mentally and professionally for this profession. This creates a new need and need in the student. These, as a cause and effect, become a motive (incentive) for him to thoroughly study knowledge and moral qualities for new spiritual and professional improvement. Need and motive are interrelated. Motives form the core of a person, the direction of his activity. The hierarchical structure of motives is central to the other constituent structure of the person and has a strong influence on his other characteristics. Therefore, the key to understanding the student's personality and activities can be realized through his motivational field, his determinant in the system of motives. Interest is a concrete manifestation of human need. Interest-knowledge, work, sports, study, etc. Interest is a broad concept. It can mean a person's orientation to knowledge or permanent capacity for a certain activity. Manifestation of a person's direction or interest, aspiration, plan, dream is manifested in the form of a perspective. A necessary condition for human development is the breadth of his interest in the world. This is especially evident when the interests are focused on one main, central issue. But with the passing of age, personal interests become more central and become the determining factor of professional interest. Vocational interest is a determinant, determining a certain important direction of the person, and remains connected with the interests of the profession. Interest in a certain profession forms the basis of important relationships, becomes an internal condition for improving oneself and one's profession, and turns into love for one's field (activity).

It should not be denied that the interest and abilities related to certain activities are also the basis for the development of other qualities of a person. They serve as an active basis of ability formation. His constant and strong interest plays an important role in the manifestation and growth of a person's abilities. In some cases, interest is an important factor in a person's success, and it is even equated with ability.



For example, a student's constant interest in physical education and sports is the basis for becoming a mature athlete and helps to develop sports abilities. On the other hand, the ability is the basis for constant, regular interest to take a certain direction and reinforce each other. It has been observed that interest plays a role in determining the relationship between ability and interest in acquiring a certain profession. The organic unity of interest in the lesson and ability, as a material basis for the development of ability, the personal belief (prizvanie) of a person in a certain activity constitutes the essence of the form. Faith (prizvanie) is a high level of professional interest of the student. The student is deeply aware of his faith (prizvaniesi) and actively works on the development of his professional abilities. He writes that "what is important for a person is ultimately the motive and purpose of his activity and determines the true direction of the person." S. L. Rubinstein.

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