



FACTORS OF INDIVIDUAL DEVELOPMENT OF STUDENTS IN STRUCTURED EDUCATION

Zafar Chorshanbiyev Esanpulatovich

Scientific researcher, Karshi Engineering Economical Institute, Uzbekistan

ABSTRACT

This article reveals different interpretations of the definition of “individual characteristics of a person” based on an analysis of the psychological and pedagogical literature. The study also provides an analysis of the results of psychological, pedagogical and methodological research on the problem of choosing the characteristics of students that are taken into account in the learning process.

KEYWORDS: *learning process, intellectual, individuality difference, cognitive, motivation, personality traits.*

INTRODUCTION

It is known that there is no single approach to the problem of selection and selection of individual characteristics of the student's personality. It was intended to create a methodology for identifying children with cognitive development. On this problem, psychologists have conducted a number of scientific studies aimed at diagnosing the characteristics of complex mental processes such as memory, imagination, attention, and so on. However, the results obtained showed that the success of mastering depends not only on the formation of cognitive processes, but also on the level of mastery of social experience. In this regard, the German scientist W. Stern called it the mental degree (IQ).

A.F. Lazursky, on the other hand, studied the theoretical aspects of personality classification. In his view, the classification of individuals depends on the conclusion that they should be not only psychological but also psychosocial. He stressed that the psyche of the individual should be based not only on the characteristics of the field, but also on his social consciousness. According to this rule, it bases its classification on the principle of active adaptation of the individual to the social environment.

In accordance with the principle under consideration, A.F. Lazursky divides the mental level into 3 groups:

-Low, for this “the influence of the external environment and external conditions prevails.

-Average, "the ability to adapt to the environment, to find its place in it and use it for their own purposes.

-Be flexible as highly talented people.

The contribution of AF Lazursky in solving the

problem of taking into account the individual characteristics of students in teaching is enormous. Along with the theory of personality classification, A.F. Lazursky was also engaged in the study of personality. He developed a research program consisting of two parts: an instruction listing the qualities to be studied in humans and an explanation of the methods of recognizing the desired qualities, including information about the manifestation of the corresponding traits by the person [1].

In the research program, the author includes the study of attention, perception, memory, imagination, thinking, speech features, mental and emotional areas, feelings that are manifested in their own personality and in relation to other people. A characteristic analysis of the manifestations of some mental entities are lesson tasks and lessons that take into account the formation of mental functions in making experimental plans on this basis [2].

Hence, in the research conducted in the second half of the 19th century - the beginning of the 20th century, there is a need to develop methods that differentiate individual characteristics as follows.

1. There is a need to develop special methods of studying individual characteristics;

2. The development of methods should take into account the formation of memory, perception, attention, imagination;

3. The IQ assessment system for assessing intellectual development reflects not only the formation of cognitive processes, but also the degree of mastery of social adaptation;

4. For the first time the question arises about the possibility of organizing training, aimed at the formation of accounting and individual knowledge



processes;

5. In the theory of personality classification, the individual characteristics of students are studied through the study of personality based on a set of psychological and social factors.

6. As for the natural sciences (mathematics, physics, chemistry, geography, etc.), during the course of practical work on methodological methods that allow to diagnose the formation of certain mental functions.

7. Recommendations are given to develop some features of students' memory, critical thinking and observation.

Focusing on the analysis of psychological research in research on aspects of the problem of individual characteristics, firstly, reveals the essence of the concept of "Individual personality traits", and secondly, can be used to solve individual characteristics of students through the development of students in higher mathematics. In this regard, the opportunities for teaching higher mathematics require their improvement, increasing the pedagogical competence of teachers.

In this regard, K.K. Platonov defines an individual trait as "a trait that clearly distinguishes an individual from others, which can be very stable and important (e.g. character trait) or only significant or insignificant under certain conditions" [3]. Hence, the individual characteristics of a student's personality include not only the possible characteristics but also the degree of their manifestation.

In the psychological dictionary, individual psychological differences are described as "specific features of mental processes, situations, and characteristics that separate people from each other" [4].

E.S. Rabunsky's term in education is often understood to refer to a variety of traits that are specific to individual traits rather than individual traits. Because it is a pedagogical fact, a person deals with individual characteristics.

According to the analysis of the above definitions, individual traits include traits that distinguish one person from another. Anything that sets one person apart from others, or just typical, that is, representatives are repeated in human differences [8].

According to the individual characteristics of a person, we understand the characteristics that represent the clear differences between different individuals. It is not enough just to consider its definition to define the essence of the concept of 'individual characteristics'. It will also be necessary to clarify the nature of individual characteristics. Because it plays an important role in finding a solution to the problem of choosing and developing their personality.

BM Teplov describes individual features and divides them into two groups. To the first, he refers to the characteristics that determine a person's behavior, behavior, "these are the characteristics that relate to his beliefs, interests, professional knowledge, skills, and the meaning of his life" [6]. In the second group, it expresses dynamic features that represent behaviors that positively affect the trajectory of knowledge acquisition and skill formation.

BG Ananov distinguishes the following levels of individuality: individuality, subject of activity, personality. Thus, the characteristics that characterize a person as a subject of activity include individual characteristics of perception and attention, memory, thinking, ability, and others. Characteristics that include personal characteristics include: social status, behavioral motivation, self-development, professional aspirations, value structure, and more [7]. This shows their biological and social basis for the analysis of features included in individual traits.

According to the psychological dictionary, individual psychological characteristics, which are specific to the brain, are formed and developed throughout life, under the influence of education and upbringing [9].

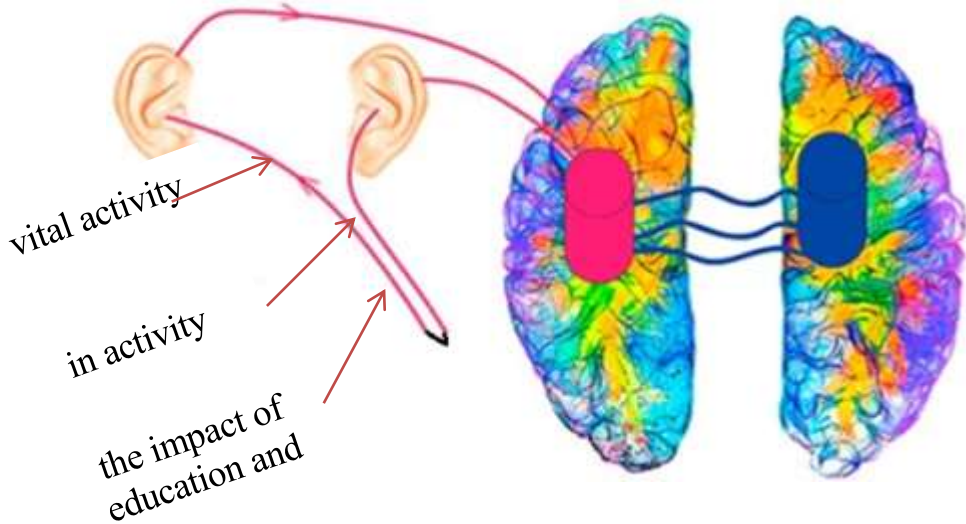


Figure-1. Scheme of formation and development of the learner's brain under external influences

In the pedagogical dictionary, the most individual characteristics of human life are noted that "education and upbringing have a decisive influence on the formation of individual characteristics of the

individual" [5].

Thus, the analysis of the works devoted to the problem of individual characteristics of students allows us to draw the following conclusions:

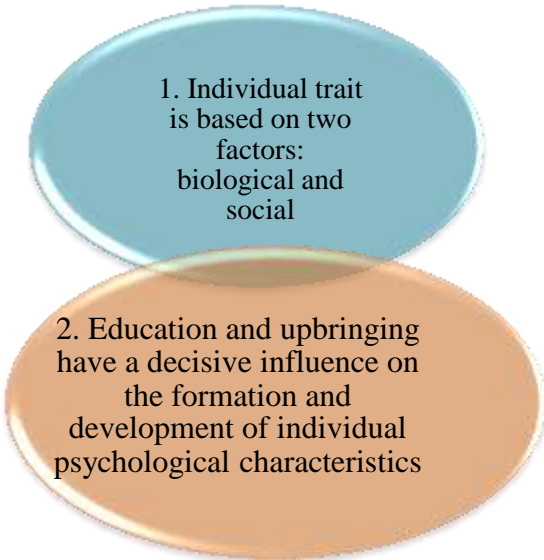


Figure-2. Factors in the development of individual characteristics

Determining the nature of personal characteristics is closely related to adding clarity to the question of what

individual characteristics are unique to a person.



CONCLUSION

Thus, the selection, diagnosis and recording of individual characteristics of students in the learning process are primarily aimed at studying the individual differences of the student's personality, special methods aimed at shaping the characteristics of individual cognitive processes, secondly, tasks to develop an appropriate system (tests); thirdly, to increase the effectiveness of teaching, fourthly, the implementation of education on the basis of individuality of students, fifthly, the development of tasks for special subjects, including mathematics, the development of diagnostic mental tasks and their methods.

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