



The Role of Learning in Personal Development

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Annotation. The article deals with the problem of personality development, including the main factors that play an important role in this, as well as the features of the formation of personality qualities through socialization in the field of educational activities. The paper notes the techniques and methods of self-education of the individual, where the actions and actions of the surrounding team at the time of training have their influence. The author points to the great importance of the process of learning and communication with peers and the teacher in the full development of the individual.

Key words: personality, socialization, educational activity, self-education, teacher.

To date, the problem of development, formation and socialization of the individual in the process of education and upbringing is one of the key problems of pedagogical theory and practice.

The main factors contributing to the development of personality include contradictions, which can be internal, arising from disagreement with oneself; external, manifested relationships with surrounding people, with nature; as well as general and individual [1]. All these contradictions are resolved by satisfying a certain need, as a result of which a person can move to a new stage of his development. The process of personality development continues due to the replacement of one contradiction by another.

The problem of the relationship between training and development is not only methodologically, but also practically significant. The definition of the content of education, the choice of forms and methods of teaching depends on its solution. Recall that learning should be understood not as the process of “transferring” ready-made knowledge from a teacher to a student, but as a broad interaction between the teacher and the student, a way of implementing the pedagogical process in order to develop the personality by organizing the assimilation of knowledge and methods of activity by the student. This is the process of stimulating and managing the external and internal activity of the student, as a result of which the assimilation of human experience takes place. Development in relation to learning is understood as two different, albeit closely related, phenomena:

- in fact, the biological, organic maturation of the brain, its anatomical and biological structures;
- mental (in particular, mental) development as a certain dynamics of its levels, as a kind of mental maturation.

In psychological and pedagogical science, there are at least three points of view on the relationship between learning and development. The first and most common is that learning and development are seen as two independent processes. But learning, as it were, builds on the

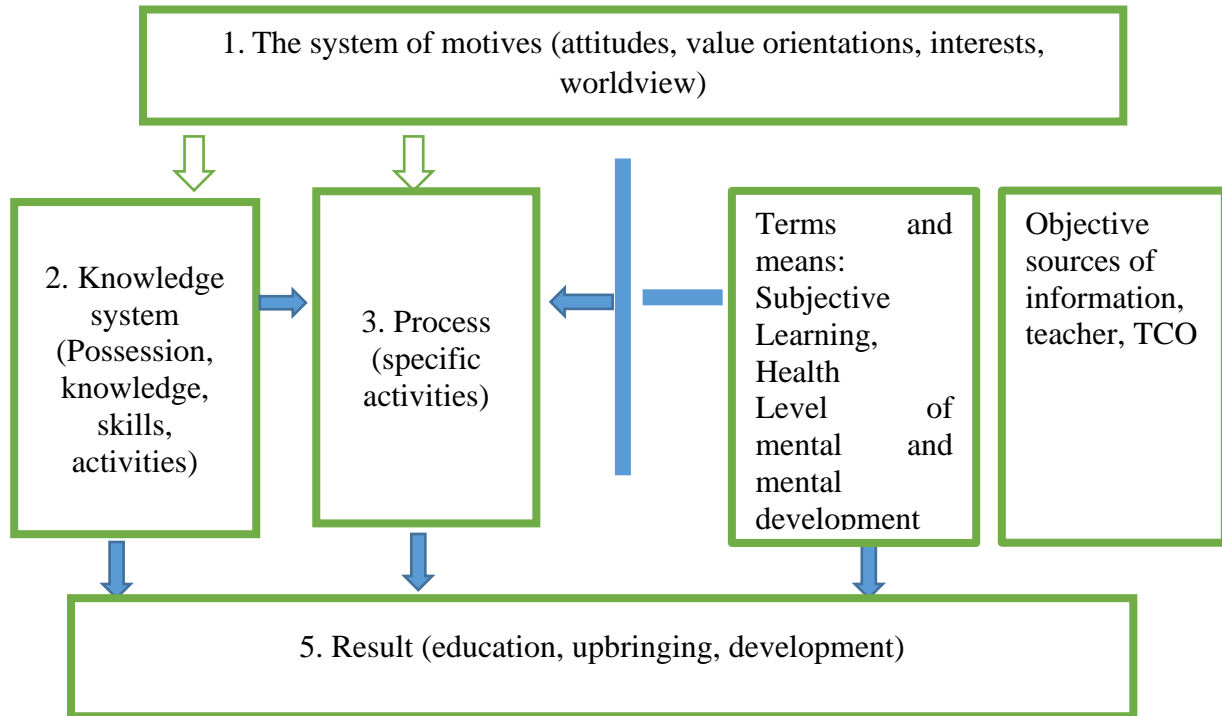


maturation of the brain. Thus, learning is understood as a purely external use of the opportunities that arise in the process of development. V. Stern wrote that learning follows development and adapts to it. And since this is so, one should not interfere with the process of mental maturation, one should not interfere with it, but patiently and passively wait until the opportunities for learning ripen. Scientists who adhere to the second point of view do not separate learning and development, they identify both processes (James, Thorndike) [2]. The third group of theories combines the first two points of view and supplements them with a new proposition: learning can go not only after development, not only in step with it, but also ahead of development, advancing it further and causing new formations in it.

This essentially new idea was put forward by L.S. Vygotsky. He substantiated the thesis about the leading role of education in the development of personality. In this regard, L.S. Vygotsky singled out two levels of a child's mental development. The first is the level of actual development as the student's current level of readiness, which is characterized by what tasks he can complete quite independently. The second, higher level, which he called the zone of proximal development, refers to what the child cannot do on his own, but which he can do with a little help. What a child does today with the help of an adult was noted by L.S. Vygotsky, tomorrow he will do it himself; what was included in the zone of proximal development, in the process of learning passes to the level of actual development. Modern domestic pedagogy stands on the point of view of the dialectical relationship between education and personality development: outside education there can be no full-fledged development of the personality. Education stimulates, leads development, at the same time relies on it, but is not built on purely mechanically. Teaching as an activity takes place where a person's actions are controlled by the conscious goal of acquiring certain knowledge, skills, and abilities. Teaching is a specifically human activity, and it is possible only at that stage in the development of the human psyche, when he is able to regulate his actions with a conscious goal. The doctrine makes demands on cognitive processes (memory, intelligence, imagination, mental flexibility) and volitional qualities (attention control, regulation of feelings, etc.). Learning activity combines not only its cognitive functions (perception, attention, memory, thinking, imagination), but also needs, motives, emotions, and will.

The main characteristics of educational activities:

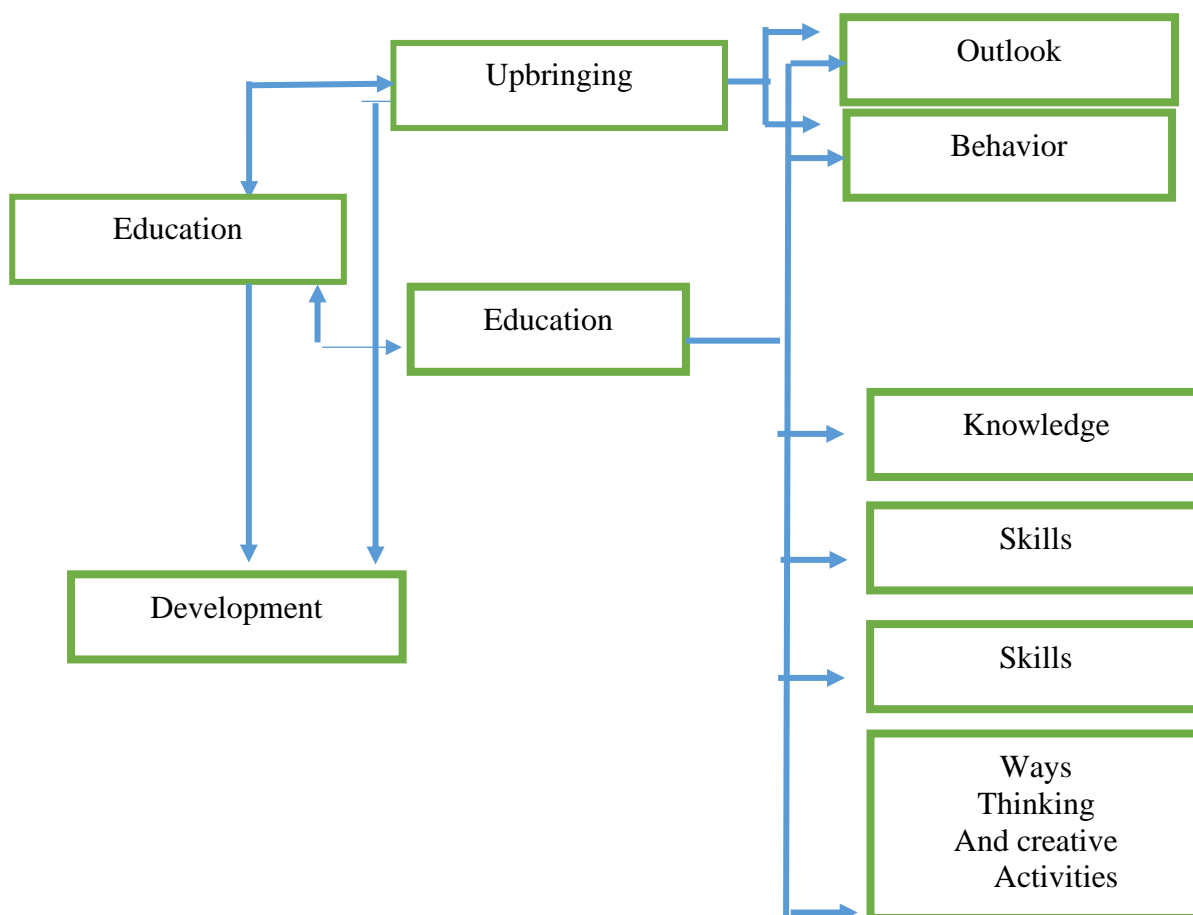
- 1) it is specifically aimed at mastering educational material and solving educational problems;
- 2) general methods of action and scientific concepts are mastered in it;
- 3) general methods of action precede the solution of problems;
- 4) educational activity leads to changes in the person himself;
- 5) there are changes in the mental properties and behavior of the student, depending on the results of their own actions (see Fig. 1.1)



1. Static model of teaching (according to L.D. Stolyayenko)

V.V. Davydov proposed the original concept of educational activity. In the process of learning activity, a person reproduces not only knowledge and skills, but also the very ability to learn, which arose at a certain stage in the development of society. In educational activity (according to V.V. Davydov), in contrast to research activity, a person begins not with a consideration of the sensory-specific diversity of reality, but with the universal internal basis of this diversity already identified by others (researchers). Thus, in educational activity there is an ascent from the abstract to the concrete, from the general to the particular. The main result of educational activity in the proper sense of the word is the formation of the student's theoretical consciousness and thinking. It is from the formed theoretical thinking, which replaces empirical thinking, that the nature of all knowledge acquired in the course of further education depends. The formation of theoretical thinking requires special pedagogical techniques and ways of constructing learning activities, otherwise it may turn out (and often turns out) to be unformed even among students, which entails serious consequences for university education. Therefore, there is a special problem of diagnosing the level of thinking.

Consideration of different points of view of scientists and practitioners on the essence of pedagogical concepts made it possible to determine the general and particular in each of the categories. The relationship of the basic concepts of pedagogy can be represented in the form of Figure 1. 2 . Indeed, education as a broader category includes upbringing and training, and the implementation of the processes of education, upbringing and training in their unity ensures the development of the individual

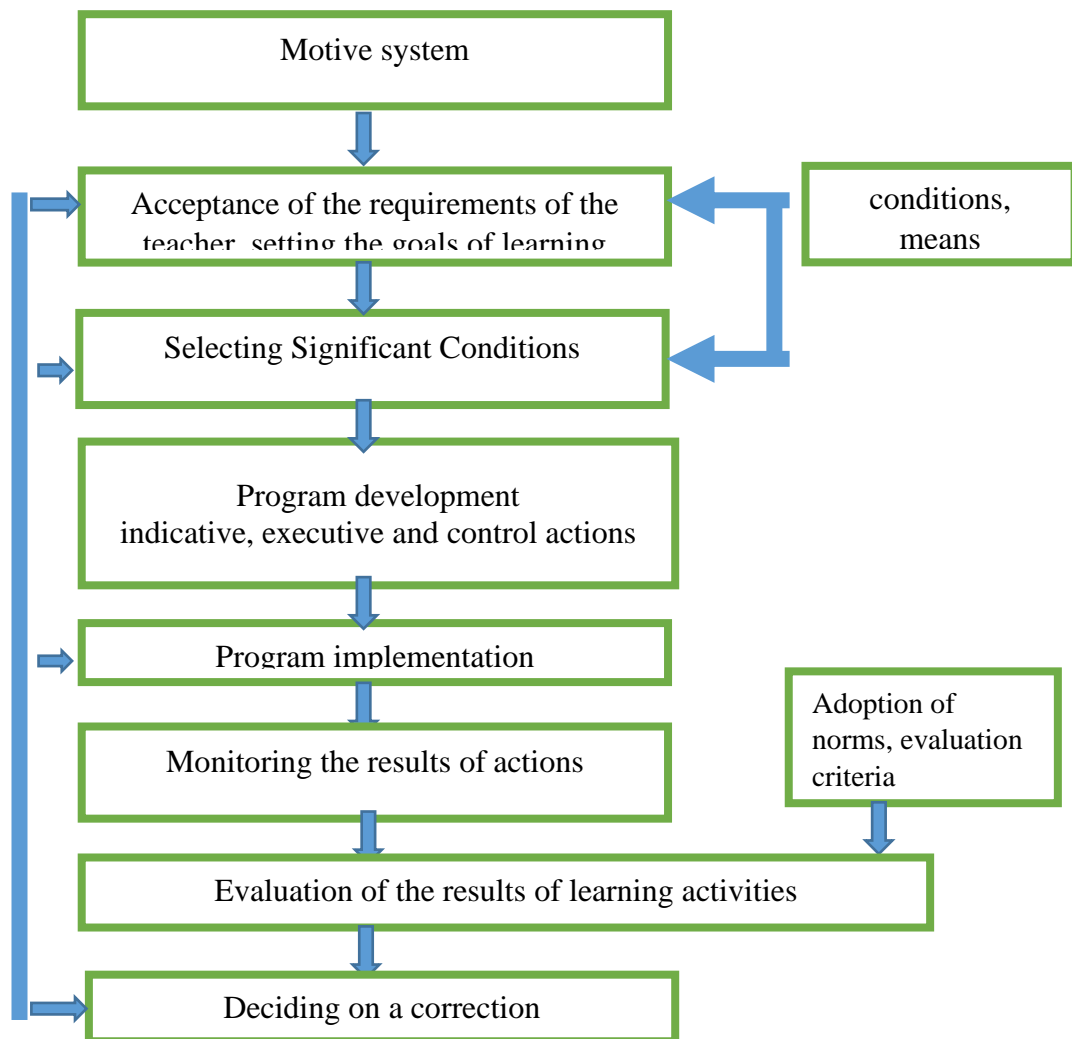


2. The relationship of the main categories of pedagogy

By definition I.I. Ilyasov, the activity of learning is the change itself, the self-development of the subject, his transformation from not possessing certain knowledge, skills, skills to mastering them. The subject of learning activity for the student is the original image of the world, which is refined, enriched or corrected in the course of cognitive actions. The psychological content, the subject of educational activity is the assimilation of knowledge, the mastery of generalized methods of action, in the process of which the student himself develops. Ways of learning activity can be varied: reproductive, problem-creative, research-cognitive actions (V.V. Davydov). The product of educational activity is an internal neoformation of the psyche and activity in motivational, value and semantic terms, the formation of knowledge and the ability to apply them to solve various practical problems. The external structure of educational activity is made up of the following elements: 1) motivation; 2) learning tasks in certain situations in various forms of assignments; 3) learning activities; 4) control turning into self-control; 5) assessment, turning into self-assessment. The learning task acts as a specific learning task that has a clear goal, but in order to achieve this goal, it is necessary to take into account the conditions under which the action must be carried out. According to A.N. Leontyev, a task is a goal given under certain conditions. As the learning tasks are completed, the student himself changes. Learning activity can be represented as a system of learning

tasks that are given in certain learning situations and involve certain learning activities. The learning task acts as a complex system of information about some object, a process in which only part of the information is clearly defined, and the rest is unknown. It is also required to find it using the available knowledge and solution algorithms, combined with independent guesses and the search for optimal solutions.

Learning activity as a whole includes a number of specific actions and operations of different levels. To executive educational actions of the first level I.I. Ilyasov refers to: a) the actions of understanding the content of educational material; b) the actions of processing educational material. In addition to executive actions to understand and process the material, control actions take place in parallel with them, the nature and composition of which depend on the source and form of obtaining educational information. Along with mental, perceptual and mnemonic actions and operations, reproductive (performing, template) and productive (aimed at creating a new) actions are realized in educational actions (see Fig. 1.3)





3. Functional model of learning (according to L.D. Stolyarenko)

V.Ya. Lyauds believes that learning activity should be analyzed not in itself, but as a component of the learning situation, the system-forming variable of which is the social interaction of students with teachers and among themselves. The nature of these interactions, in turn, depends on the forms of cooperation between the teacher and students.

Joint learning activity is a kind of community that arises in the process of learning. In its development, it goes through a number of stages, which, in the course of assimilation of the material, lead to the formation of a single semantic field for all participants in the training, which ensures further self-regulation of the individual activities of all participants. The central place of V.Ya. Lyaudis assigns joint productive activity (SPA), which arises in the joint solution of creative problems, and considers it as "a unit of analysis of the formation of a personality in the process of learning." The system of joint activities can be recognized as effective when all its components are interconnected: the attitude of students to each other and to teachers; the conditions in which learning takes place[8].

Development, in particular mental development, in the learning process is determined by the nature of the knowledge gained and the very organization of the learning process. Therefore, teachers should provide their students with a textbook that would explain to them how to continue their studies [10]. Knowledge must be systematic and consistent as hierarchical concepts, as well as sufficiently generalized. Education should be built mainly problem-based on a dialogic basis, where the student is provided with a subjective position. Ultimately, the development of the individual in the learning process is ensured by three factors: the generalization by students of their experience; awareness (reflection) of the process of communication, since reflection is the most important mechanism of development; observance of the stages of the process of personality development itself.

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