

CHARACTERISTICS OF THE EMERGENCE OF PERSONAL CHARACTERISTICS IN CHILDREN

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Abstract

This article discusses gene, reflexes, characteristics, manifestations of qualities, characteristics of traits and characteristics, basic congenital characteristics in a newborn baby. The amount of potential personal traits, people's quality, the percentage of their correction that is peculiar each person and the effect of psychological and educational correcting work perception among age groups were discussed.

Keywords: child, stage, life, newborn, personal characteristics

In the early stages of life, a newborn baby lives on the basis of innate reflexes and instincts. Humans are generally considered to have instincts such as eating, fighting for their lives, and procreating. As the child grows, new reflexes and concepts are formed based on the information received from the external and internal world.

In addition to hereditary reflexes, a person has a set of innate personal characteristics and qualities in accordance with his genotype. True, a person's personality and traits are formed as a result of upbringing and his interaction with the outside world in the early period of his life. But there are some such characteristics and qualities that a certain set of these are innately present in all people. These are almost invisible in the early stages of a child's life, but they begin to manifest themselves as he grows up (around 2.5-3 years).

In modern pedagogy, all the main characteristics characteristic of a person is considered as the product of active actions and aspirations given to him as a result of upbringing in childhood. This idea has passed the test of life in many generations of mankind, and of course it is absolutely correct. At the same time, as soon as the child begins to recognize his memory and self-awareness, the characteristics that appear in him without any external aspiration and help of education are also noticeable. If genetic reflexes ensure the biological viability of a person, innate personal traits and qualities serve his social viability. These can be called basic (natural) qualities. Because later, as a result of active purposeful education (or the lack of such education), other new qualities will appear and form in a person on the basis of these qualities. And these can be called derivative feelings. Basic qualities and characteristics of a person affect the formation or manifestation of all other qualities in him. Other traits and characteristics formed as a result of upbringing and experience during a person's life are derivative.

Key features include:

- individualism (egoism);
- self-defense;
- the pursuit of freedom;
- curiosity (tendency to meet and learn);
- adaptability;
- adherence (not awareness) to dialectical categories such as cause and effect, general and particular, simple and complex. Awareness of such categories is based on life experiences.
- evaluation and selection based on this;

- cooperation.

There are no negatives among them, in other words, there are no innately bad people. These traits are present in any healthy, normally growing child. They provide individual survival of the individual, which is useful from this point of view. But as a result of specially planned upbringing or as a result of normal but uncontrolled upbringing, bad traits can appear in a person.

Basic qualities are manifested purely in the initial stages of a child's life, and even then in the simplest forms, in the form of a reaction to external and internal influences. Approximately by the age of 6-7, the child does not have purely basic personal feelings. As the child's personality and psyche become more complex, new derivative traits and qualities that help him adapt to social life appear at the core of these innate feelings. The composition, quantity and quality of newly formed features in a child depend on the environment and direction in which he is actively raised. At this point, it is worth emphasizing that new qualities are formed even in a child who does not receive any directed and purposeful education. In this case, the role of an active educator is performed by the environment and a set of innate feelings in the child. But the composition and content of these qualities is different from that of a child growing up with a conscious, purposeful education.

The social value of a person is measured by how successfully and effectively he can live in society. There are more than 200 potential personality traits (derived traits) unique to each person. From the point of view of society's attitude to these qualities, they can be divided into two groups: socially useful and socially useless. Therefore, the main goal of child education is to form as many socially useful derivative traits and qualities in him as possible. Also, the expressions "positive and negative emotions" are widely used to express and distinguish them.

It is necessary to take into account the following features related to the nature and dynamics of human emotions. In a person, human qualities and personal characteristics are formed in a complete, complete form. For example, there are no traits that develop in kindergarten, elementary school, high school, or adulthood. Also, a certain trait is not formed in part, in a quarter, in half, in relation to the level of its potential. A trait either exists or it doesn't. But it can be expressed to some extent that it actually manifests itself (or even if it does not manifest at all). In other words, a feeling that exists in a person may not be fully manifested, but may be partially manifested or may not be visible at all. But in marriage, in psychological practice, sometimes the weak manifestation of this or that trait in a person means that it is not fully formed (that is, practically absent), or else this trait is excluded or prevented from being manifested by other dominant traits. means blocking. In order to comment on what has been said here, we would like to emphasize that the manifestation of certain existing qualities in a person can be caused by another existing feeling. In other words, a positive or negative character, even if it is formed, can be an obstacle to the emergence of another positive or negative character, it can mask it. For example, a strongly developed sense of honor can overcome an existing sense of cowardice, and vice versa, an existing sense of cowardice can prevail over a sense of justice.

It is very difficult and often impossible to re-correct the formed feeling and quality in a different content and direction. Such a correction (correction) now depends only on the age of the child, and the environment, the personality of the teacher, and the methods of education do not play a big role in this. In other words, the younger the child is, the easier it is to correct the defects of upbringing and negative feelings. This includes the age range of 6-8 years, 90% or more of children involved in correction at this age can get a positive result. In the age range of 8-12 years, the effect of mental and educational correction work is usually low, positive results can be seen only in 50 percent and less children. The

effect of re-education and personality correction in 13-16-year-olds is only a few percent. After the child reaches adulthood, such corrections cannot be made at all.

Some people may object to this and cite real life examples of some people who had bad upbringing and negative feelings in childhood and later became good people under the influence of education and good environment. Such happy cases are certainly found in society. But these cannot negate the definition mentioned above. Based on the life experience of mankind accumulated over thousands of years, modern views of psychology and pedagogy, it can be boldly admitted: it is easier and more reliable to form the personality correctly from the beginning than to correct it. , re-education works will be more effective when the child is young. At this point, one should not forget that the feelings, qualities and abilities that have been formed in a person do not disappear completely as a result of certain education and correction, to be more precise - they never disappear during life.

For example, let's say that 10-12-year-old children, who have been lying or stealing since they were young, or who have been using drugs, can be completely turned away from this path with the help of various educational and psychological means. Indeed, such good examples can be found in life. That is, when these children grow up, such negative and harmful phenomena and events as above may not be repeated even once in their lives. An important role is played by external control (family, school, community) and internal control (mental and mental strain or forced restraint). But the memory of previously acquired, perceived skills, abilities, and mental states remains. This memory (as the old saying goes, "the devil") remains with a person for life, and there is a possibility that he will be lured into his trap at any time due to various external and internal reasons - such children are less immune to such socially useless actions than other children. For this reason, people who entered into socially useless and dangerous ways from a young age cannot be corrected later, or only a very small part of them can be corrected, even then in a very limited scope (for example, various forms of crime, moral disorders, alcoholism, drug addiction, etc.).

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