



DEVELOPMENT OF HUMANITY AND SOCIAL QUALITY AND ABILITIES OF THE INDIVIDUAL IN EDUCATION

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Annotation:

The article discusses the essence and importance of teaching in the activities of the individual, the formation and development of personal qualities in the educational process, the humanization of education.

Keywords: education, personality, theoretical knowledge, practical skills, teaching, psychological environment, humanization, value, social quality, ability.

Teaching has always been very important in human activity. This was the case even when education was random, intuitive, and consisted mainly of giving and imitating information by chance; and later, when education became a purposeful, systematic and planned process, so was the school.

Education is a process aimed at developing students' practical skills and abilities, developing their cognitive abilities and cultivating their worldview based on providing them with theoretical knowledge.

The education that shapes a person as a person is person-centered or K. According to Rodgers, education is important. The teacher must rely on the ability of his students to fully express themselves in their work. "His teaching should be based on the interaction of students with life problems that they solve with great interest, that they can not always find a way out of complex situations on their own, that rely on the teacher's help and create a unique desire to create. The role of the teacher is reflected in the creation of such a personal relationship with students and a psychological environment that allows them to express the above-mentioned tendencies. K. According to Rogers, it is not possible to evaluate the results of a person-centered education with the assessments in the educational institution. Its criteria are not in the quantitative and even qualitative indicators of the acquired knowledge, but rather these changes are reflected in the person, his growth and development. These include the following types of changes:

- a person begins to fully realize himself;
- he is more receptive to himself and his feelings;
- more self-confidence and autonomy are formed;



- sets realistic goals, sees perfection in himself;
- it forms a human image;
- begins to accept and understand other people.

Today, we talk a lot about humanistic pedagogy, any pedagogy is formed in certain specific historical conditions.

How to interpret the essence of the concept of "humanity", its types and its relationship with scientific pedagogy? In the "Dictionary of Philosophy", humanism is considered as "a worldview irrigated with the ideas of loving people, respecting them, improving their material well-being and caring for the development of high spiritual qualities in people."

The "Pedagogical Encyclopedic Dictionary" states that humanism as a person is a value of human free development and the ability to express their abilities.

Humanism in the broadest sense is a historically changing system of views that defines a person as a value, his freedom, his right to happiness, the manifestation and development of his abilities, human development in the evaluation criteria of social institutions, humanity - the expected normative relationship between people.

Humanism is also seen as a principle of worldview that recognizes the infinite possibilities of man and his aspirations for perfection, the right of the individual to freely express their abilities, views, and confirms human development as a criterion for assessing the level of social relations. At present, this principle has been formed as one of the main principles of pedagogy.

The concept of humanity is evaluated in the form of humanity, the quality of a person who shows a kind, compassionate, caring attitude towards other people and all living beings on Earth.

After all, humanity is a holistic concept of looking at man as the highest value in the world. The basis of this concept is the protection of the dignity of the individual, the recognition of his right to free, independent development; to create favorable conditions for this (in life, work, study). That is why it is necessary and important to include the humanization of education in its structure at the present time. But to include it in the structure of education requires the creation of an educational environment that includes not only the structure of the disciplines, but also a culture of interaction that upholds human dignity.



The humanization of education is the focus on the comprehensive formation and development of the individual by updating its content, principles, forms and methods, ensuring their interconnectedness and unity.

Approaching the humane content of education aimed at the development of the individual and the development of socially important qualities and abilities of students, involving them in active participation in life, his integration with knowledge and assimilation of culture have all taken shape in recent years. In recent years, many innovations have been made in this direction through the over-determination of the behavior of students, the harsh influence on them, the abandonment of views that do not have a critical thinking style. In contrast to such fanaticism, national and foreign pedagogy is aimed at respecting the individual, the use of the rules of building a humane, trust-based relationship between educators and students, the principle of "humanization of education", ie the principle of humanity. Education based on this is called person-centered education.

The humanization of education is characterized in the most general sense by the fact that the relations of the participants in the educational process are organized on the basis of the transition from authoritarian pedagogical communication to democratic communication. The main thing is to respect the pupil and take into account his spiritual potential in the process of acquaintance with the culture of humanity, obtained in the form of social experience in the context of education. The essence of the learning process is manifested in the goal-oriented replacement of social experience with personal experience or the combination of personal and social experience.

The humanization of education as its leading trend represents the focus of education on the person, the creation of conditions for the manifestation and development of his individuality. He calls man to protect himself from the danger of losing his uniqueness, alienation from life, the natural world and culture, aimed at maximum satisfaction in the higher needs: self-expression, self-realization, spiritual, social and professional formation.

The humanization of the system of continuing education is a description of the theory and practice of continuing education, based on humanity as a set of rules and principles of worldview, respect for human dignity and rights, care for its destiny and all-round development, as well as real human relations: a concept that emphasizes the need to build on mutual understanding, mutual respect, collaboration, mutual assistance, and so on. In other words, the decision-maker is at the center of the learning process.



The humanization of the educational process should be understood as the elimination of the pedagogical impact of authoritarian pedagogy on the individual, the transition to a person-centered pedagogy, the formation of normative human relations between teachers and students, the real importance of personal freedom and activity of students. From a humanitarian point of view, the ultimate goal of education and upbringing is that every pupil can be a full-fledged subject of cognitive and communicative activity, an enterprising person. The dimension of the humanization of the educational process is determined by the extent to which this process creates the conditions for self-realization of the individual, the emergence of his natural ability, his freedom, initiative and creativity.

As a result of the humane orientation of education, it is manifested in the formation of a person capable of joint care, readiness for freedom, humane choice, and individual intellectual potential.

Many researchers in different countries of the world have always conducted research on the application of innovations in education. They have gathered good information about “innovation”, “interactive methods”, innovative technologies.

The application of innovations in the educational process today requires the following tasks:

- Defining the exact purpose of the subject;
- Determining the scope and content of science;
- development and recommendation of necessary educational technologies;
- creation of material and technical support of science;
- study the characteristics of students;
- Teacher training and lesson planning.

In conclusion, the formation of a perfect system of training based on the rich intellectual heritage and universal values of the people and the achievements of modern culture, economy, science, engineering and technology is an important condition for the development of Uzbekistan today. At the same time, the main task of each of us is to approach education as an example of modern and new foreign experience.



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