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About the factors influencing the psychological development of the child

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Abstract: The article argues that the problem of mental development, the problem of the composition of the human personality is one of the most complex problems in psychology. However, this is a central issue. Its solution is especially important in the current context, when the task of educating a new person, who harmoniously combines spiritual wealth with moral purity and physical perfection, is given priority. The article scientifically substantiates that without the knowledge of the laws of the process of mental development, its factors and driving forces, it is impossible to carry out the work of educating a person.

Keywords: Psychology, psychological development, spiritual wealth, moral purity, upbringing, mental function.

Introduction

The human and animal psyche is constantly evolving. However, the processes of development in the animal kingdom and in human beings are radically different in nature and content. The mechanisms of mental development in the animal kingdom are the transmission of hereditary, biologically reinforced experience from generation to generation, based on the individual adaptation of animals to the external environment.

The essence of the development of human mental functions is that they develop in the process of mastering the socio-historical experience of the child. The child is born and lives in the world of human beings, in the world of human objects and relationships. In this subject and relationship, the experience of social practice is noted. And for some as a baby gets older, he or she will outgrow this. This process is carried out under the constant guidance of adults, that is, through education.

The problem of mental development, the problem of finding content in the human personality, is one of the most complex problems in psychology. However, this is a central issue. Its solution is especially important in the current context, when the task of educating a new person, who harmoniously combines spiritual wealth with moral purity and physical perfection, is given priority. It is impossible to educate a person without

knowledge of the laws of the process of mental development, its factors and driving forces.

The question of the relationship between biological and social aspects in man is solved on the basis of dialectical teachings in psychology. According to this doctrine, man is "a complex of all social relations." Dialectical materialism views man as a socio-historical being, but also as a part of nature. Man is a biosocial being. That is why there are two main factors in his mental development:

- 1) Biological, natural.
- 2) Socio - living conditions, education and upbringing organized by society.

The relationship between these two factors is interpreted differently by different currents (i.e., biological and social). Representatives of biological currents recognize that innate human life processes have a decisive influence on its development.

Socialists, on the other hand, believe that the main factor is external influences and deny the role of biological factors.

Both approaches are anti-dialectical, metaphysical in nature, and both currents recognize a single factor influencing mental development, and the interactions between them do not see any interaction.

Thus, the science of psychology argues that a person's mental characteristics occur throughout his life, that is, ontogenetically, in the formation and development of these

features, a person's social experience plays a leading, decisive role in his life and working conditions, education and upbringing.

However, if the child does not have personal activity, neither the environment nor heredity can affect the person, his mental development. Only when he is active can a child feel the effects of the environment, and only then can hereditary traits be manifested.

The need to take into account the activity of the child stems from an important principle of psychology - the principle of unity of mind and activity.

The mind manifests and develops in action. A child's activity can take many forms: from imitation to creative activity, from initiative. But no matter what the form of a child's activity, it is necessary for him to know the environment, the world, to develop. In activity, the child manifests and develops. The effectiveness of development depends on the control of the child's activity by adults. It is important to manage child activity at all stages of development. The main form of organization of children's activity is education and upbringing.

There are also changes in the child's personality during development. These changes can be divided into 3 groups.

1. Personality development.
2. Features of the psychological structure of activity.
3. The level of development of the mechanisms of consciousness.

For many children, interaction with others is more important. The behavior of these children is determined by their place in the community, their place in relationships with peers and adults. But the direction of the person is always changing. For example, the stronger the focus on elementary school, the more important it is for teens to interact with others.

Each activity involves several elements. They constitute the psychological structure of activity.

Activity is action.

Motive is the goal.

Operation - method.

The question of the driving forces of a child's mental development is also one of the most important issues.

There are two opposing concepts of development. These are:

1. Dialectical.
2. Metaphysics.

According to the first concept, development is a unity of opposites, while according to the second, progress is seen as increase and decrease, growth, repetition. According to the metaphysical view of development, movement is the driving force of development, and its sources and motives are left out. The essence of this concept is that the development according to it is a quantitative change, an increase or decrease of a certain feature. For example: increase the child's vocabulary, that is, the accumulation of vocabulary; reduction of errors in speech development; Expansion of memory, attention, skills is considered to be the mental development of the child.

According to the dialectical view, development, like any movement in society and nature, is a struggle of internal contradictions.

In the process of development of each person, including the whole society, the old form, idea, habit, interests change, and in their place new ideas, habits, interests are reorganized under the influence. So, there is a struggle between the old and the new. Thus, a new stage in the development process begins.

Moreover, the dialectical concept of development means not only quantitative changes, but also the emergence of qualitatively new forms and features, qualities.

The metaphysical conception of development does not reveal the sources of development, but considers it a spontaneous, sudden process, and therefore its causes cannot be known. So, they would only resort to this as a last resort. According to this concept, a child is a small adult. Mental development, on the other hand, is simply an extension of the original characteristics.

Dialectical-materialist theory is the opposite of development - the struggle of resistance; sees it as a struggle between the old,

dying form and the new, now-born form. This theory holds that the source of progress is life itself. In the process of life, contradictions arise, and in the process, they are overcome and resolved.

The contradictions between the old and the new in the child's psyche are manifested and eliminated in the process of education and upbringing.

At each stage of a child's development, there are specific forms of conflict. This can be seen in the manifestation and development of the need for communication. For example, people who are close to a baby communicate with their mother through facial expressions, gestures, and words, but do not always understand what they mean. By the end of infancy, such means of communication with others will no longer be sufficient to satisfy his need for wider communication with people and knowledge of the outside world. Potential opportunities encourage him to move to a broader and more meaningful form of communication. The contradiction between the need for new forms of communication and the old ways of satisfying them is the driving force of development: this contradiction, overcoming and overcoming conflict, gives rise to a qualitatively new, active form of communication - speech.

The driving force of mental development at a young school age is the conflict between the new demands placed on the student by the teacher and the old ways of meeting them, the child's level of mental development, his knowledge, skills and abilities. In order to meet the new needs that have arisen, it is necessary for the student to master more complex methods of activity and behavior in order to meet the requirements of the educator. For example: habits that the child has before coming to school with the requirement to behave well in class, to be disciplined during breaks (ie involuntary, impulsive actions, acting at will, weakness of willpower) as a result of overcoming the conflict between, the child develops a positive habit such as discipline.

At the same time, the potential of the child also emerges as a driving force for his mental development.

In conclusion, in order to guide the mental development of a child in the educational process, it is necessary to know and take into account the main contradictions and contradictions of each age group

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