

THE PROBLEM OF PERSONALITY DEVELOPMENT IN PEDAGOGICAL THEORY AND PRACTICE

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Abstract: In the given article the pedagogical factors that affect the development of a person and his formation as a person are outlined.

Keywords: Pedagogical theory, personal development, human behavior, heredity, environment.

Introduction.

The problem of personality development is complex and key for pedagogical theory and practice. This problem has various aspects, therefore it is considered by different sciences: age physiology and anatomy, sociology, child and pedagogical psychology, etc. Pedagogy, including preschool, studies and identifies effective conditions for the harmonious development of personality in the process of education and upbringing.

For many years, scientists have been arguing about the factors that affect the development of a person and his formation as a person. The essence of the dispute boils down to the priority of one of the factors of human development: heredity, environment and upbringing. In pedagogy and psychology, personal development was considered from the perspective of three directions: biological, social and biosocial. Let's characterize each of them.

Main part. Representatives of the biological direction (Z.Freud, K. Lorenz, etc.) believed that man is a purely natural being, whose entire behavior is explained by the action of needs, drives and instincts inherent in him from birth. A person is forced to obey the demands of society and at the same time constantly suppress natural needs. Human development, like all living organisms, is associated with the action of the factor of heredity. A person from birth carries certain organic inclinations that play an essential role in the development of various aspects of personality, especially such as the dynamics of mental processes, the emotional sphere, types of giftedness. In the course of a long evolution, the bodily structure of a person developed. Thanks to heredity, the main biological signs and properties of a person as a species were transmitted to descendants. The carriers of heredity are genes. In accordance with the laws of transmission of hereditary information (they are studied by genetics), people inherit the anatomical structure, the nature of metabolism and physiological functioning of the body, the type of nervous system, the plasticity of nervous tissue, making it malleable to external forces. At the same time, the main unconditionally conditioned reflex reactions, physiological mechanisms of vital drives and organic needs for the body are hereditary. Based on

the special significance of heredity, its influence is mediated by upbringing and social influence. I.P. Pavlov also wrote that the image of human behavior is due not only to the innate properties of the nervous system, but also to the constant education of a person. Due to plasticity, the properties of the type of nervous system change under the influence of life impressions, ensuring the appropriate adaptation of the organism to the environment. In this case, the properties of the type shift in one direction or another, and along with this, the dynamic characteristics of the personality (in particular, temperament) change. The innate features of the nervous system and other systems of the body are the anatomical and physiological basis of those "vital forces" with which a person is endowed from birth and which exist in him in the form of makings. A person receives from nature not ready-made mental properties, but functional capabilities, natural potencies of the emergence and development of certain personality qualities. The peculiarities of the human nervous system do not predetermine future forms of behavior, but form the soil on which some of them are easier to form, others are more difficult. The subject of the dispute is the issue of inheritance of intellectual, moral qualities, special abilities. M. Montessori, E.Fromm, K.Lorenz and others were convinced that not only intellectual, but also moral qualities are inherited.

The emergence of the branch of pedagogy - perinatal pedagogy, is due to the need to study the possibility of influencing the development of the embryo in the womb. Scientists have found that it is possible to influence not only the health of the unborn child, but also his emotional sphere, and through it on aesthetic and intellectual development. On the basis of these data, a pedagogical strategy for influencing the child began to be developed. Expectant mothers are recommended to experience positive emotions more often, listen to classical music, read works of art. In addition, it is useful for both parents to have conversations with the unborn child. The child, getting used to the voice of his mother and father, and after birth learns, calms down when he hears them. In this case, the child is born with innate qualities. However, they should not be considered something unchangeable.

Representatives of the sociological direction believe that, despite the fact that a person is born as a biological being, in the course of his life he is gradually socialized due to the influence of social factors. The child develops as a person and under the influence of his environment. The concept of "environment" includes a complex system of external circumstances necessary for human life and development. These are the climatic, natural conditions in which the child grows up, as well as the social structure of the state, culture and way of life, traditions and customs of the people.

In a narrower sense, the environment is the immediate subject environment of the child. Currently, the concept of "developing environment" (V.A.Petrovsky) is widely used, which is understood not only as a subject content, but also as a way of influencing a child. In the interaction of personality and environment, two points are taken into account: 1) the nature of the impact of life circumstances reflecting the personality; 2) the activity of a person acting on circumstances in order to subordinate them to their needs and interests. The environment as a factor of personality development allows us to see social phenomena in their versatility. Its influence is, as a rule, spontaneous in nature, which lends itself little to pedagogical guidance, which can lead to difficulties in the formation of a person. The environment influences a person throughout his life. The only difference is the degree of this influence. Over the years, a person acquires the ability to succumb to social influences or evade them. Consequently, there is a need to pedagogize the environment, regulate and correct the controllable influence of the environment.

Representatives of the biosocial direction believe that such mental processes as sensations, perception, thinking, etc. have a biological nature, and the orientation, interests, abilities of the individual are formed as social phenomena. Such a division of personality can in no way explain

either her behavior or her development. Currently, pedagogical science considers personality as a single whole, in which the biological is inseparable from the social. Changes in the biological structure of a person affect not only the features of her activity, but also her lifestyle. It should be noted that the leading role is played by those motives, interests, goals, which, defining the whole appearance of a person, give her strength to overcome her physical shortcomings and character traits (short temper, shyness, etc.). The third factor affecting the development of personality is education. Unlike heredity and environment, education is always purposeful and conscious. The peculiarity of education is that it always corresponds to the socio-cultural values of the people, the society in which development takes place. It is necessary to talk about education as a positive impact. In addition, education involves a system of influences on the personality - a single impact does not bring tangible results.

The development of personality goes through the child's own activity of mastering reality. Therefore, education involves organizing the life and activities of children. In the process of play, educational and cognitive, labor, sports, artistic and other activities, as they are constantly enriched and transformed, on the basis of communication with people, the child makes the transition from imitation as the simplest manifestation of activity to independent ways of activity, to creative activity and self-education.

Conclusion. Education determines the development of a person and at the same time depends on development, proceeds from it. The child develops by being brought up and learning. Heredity, environment and upbringing - these factors, for all their importance and necessity, do not ensure the development of the child fully enough. This is due to the fact that these factors suggest influences that do not depend on the child: he does not affect in any way what will be embedded in his genes, cannot change the environment, and does not determine the goals and objectives of his own upbringing. However, a person has his own activity. Even in the womb, the child reacts to the influence of each of the above-mentioned factors. Activity manifests itself in movements (motor activity). A person is active in cognition of the surrounding world. A person cannot be taught anything until he himself begins to learn. Cognitive activity is initially life-supporting in nature, since it contributes to the orientation of the child in a new world for him. Emotional activity is characteristic of a child who, throughout preschool childhood, learns the world around him on the basis of emotions, not consciousness. It is the activity that allows the kid to master the ways of action with objects. Thus, activity as a property of a living organism is a necessary condition and prerequisite for development. Activity is an incentive to activity. But if the activity is not organized, if its development is not ensured, then the activity is still "looking for a way out" and can take undesirable forms (pampering, aggressiveness). With this approach, personality development is a single biosocial process in which not only quantitative changes occur, but also qualitative transformations. This complexity is caused by the inconsistency of the development process. It is the contradictions between the old and the new that arise and are overcome in the process of education and upbringing that act as the driving forces of personality development.

These contradictions are characteristic of all ages, but they acquire their own specifics depending on the age at which they manifest themselves. The resolution of contradictions occurs through the formation of higher levels of activity.

As a result, the child moves to a higher stage of his development. The need is satisfied, the contradiction is resolved. But a satisfied need gives rise to a new need, of a higher level. One contradiction is replaced by another and development continues.

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