



FACTORS AFFECTING THE CHILD'S DEVELOPMENT IN SOCIETY

Khakimova Sarvinoz Sharifjan's Qizi

Student of pedagogy and psychology

Email address: sarvinozhakimova122@gmail.com

Turdaliyev Husanjon Murodjon Ogli

Student of pedagogy and psychology

Email address: husanjonturdaliyev564@gmail.com

Article history:

Received: 6th January 2024

Accepted: 4th March 2024

Abstract:

This article provides instructions on the influence of heredity, environment and upbringing on the development of a mature and well-rounded personality of a person, as well as measures to form child and society, social relations, social status and norms of behavior in the process of socialization.

Keywords: society, child, heredity, environment, education, social relations, social status, norms of behavior

A person is not born as a person, he gradually becomes a person in the process of gradual development under the influence of people in society: what makes him a social being and acquires speech, consciousness, skills and habits in dealing with people. Scientists have been studying the analysis of personality development factors since ancient times. How does a person rise to the level of each person? why do different people reach different levels of development? What is the biggest influence on the formation of personality? Personality formation is a complex process influenced by two groups of factors:

- biological
- social factors.

Scientists say that the main factor in the process of personality formation is social influence in the form of a whole complex of purely human influences (this includes education, upbringing, social life conditions, culture, traditions, customs, etc. includes). The world that surrounds us, each of its components is based on interaction, the society we live in is a complex organism and is a direct example of such interaction. A person who is not adapted to social life cannot live with other people. In order for him to develop and master social norms, he must go through socialization from early childhood and throughout his life. Socialization plays a decisive role in the stage of formation and development of a person. The family, as the most important institution of socialization, has the strongest influence on the future member of society. It is with the birth of a new person in the family that a long process of learning and formation as a new link of society begins. The person is right in the family many factors affect its formation: psychological, physiological, financial, etc. Violation or absence of one of the factors requires family members to adapt to the current situation, often strengthening the unity of people, but, as a rule, on the contrary, it is a turning point and leads to chaos within the family. Parents, as agents of socialization, are the

responsible persons entrusted by God to the child who cannot be replaced up to a certain age. The absence of one of the parents often leads to a wrong perception of society, defective development of the individual, and deviant behavior.

DISCUSSION AND RESULTS: The effectiveness of community activities depends on the interaction of each of them. . "Three things are important in human development: heredity, environment and education," says Abu Rayhan Beruni. In order for him to develop and master social norms, he must go through socialization from early childhood and throughout his life. Every second, a new person is born in society who has not yet adapted to social life. Young boys and girls rise to the status of parents as soon as they are born. They start taking care of the child. The first teacher of a child is father and mother. But not everyone can fully fulfill such a heavy and responsible task. You may say: why does everyone in society manage to raise a child? However, if you ask such a question, do all people in the society deserve the same status as a person, or if not, what is the influence of the child you have brought up that is moving towards him more strongly? In European countries, parents are mainly involved in raising a child only until the age of 18, that is, until the child becomes independent. When a child becomes independent, he thinks about his life and makes his own decisions. In our Eastern countries, on the contrary, parents do not reduce their care until the child becomes an adult. They live in fear of the people around their child. Parents fully fulfill the responsibility of teaching their children everything so that they can be independent members of society, active participants in life, able to teach and pass on all life skills to the new generation, and teach and raise their children. Socialization is the development of a person throughout his life. in interaction with the environment includes the assimilation and reproduction of existing life, social



norms and cultural values, as well as self-development and self-realization of the individual in the society to which he belongs takes. The process of socialization includes many aspects: - acquisition of knowledge, skills, abilities - formation of values and ideals, norms and rules of behavior in society. Socialization of the individual is a set of various agents and institutions that shape, direct, encourage or limit the development of the individual. Upbringing, heredity (generation) and environment play a key role in a child's development. If these three factors have a positive effect on a child, he can become a good person in the future, and if they affect him negatively, he can become a bad person. Heredity is something that is passed from parents to children, embedded in the genes. These can be external signs: body type, eye color, skin, hair, blood type, predisposition to certain diseases, features of the nervous system, etc. Most foreign scientists (M. Montessori, E. Fromm) believe that not only intellectual but also moral qualities are inherited. In this place, Abu Nasr Farabi also states in the work "The City of Virtuous People" that only a person who combines twelve innate qualities can be a moral person. These are the following:

- First of all, such a person should be healthy and have perfect development of all his organs; secondly, quick understanding should be able to quickly notice the purpose of the speaker; - thirdly, his memory should be very strong and strong; fourthly, let his mind be quick and sharp; fifthly, his speech should be fluent, his thoughts deep, and he should be able to express his opinions vividly; sixth, to be eager to know and learn, and to be able to absorb knowledge without feeling tired; seventh, let him be able to restrain his lust and abhor gambling; eighthly, let him be a lover of truth; from the ninth, let him be proud and conscientious, strive for noble deeds; tenth, don't give in to the accumulation of wealth; eleventh, let it be just, let it promote people to justice; twelfth, let him be just, but not stubborn, be stubborn in the face of justice and not indulge in self-indulgence, but be verbal in the face of any injustice and humiliation, be firm in doing what he deems necessary. "Let him not be afraid, be brave, not know fear and weakness."

Therefore, the development of a child is influenced not only by heredity, but also by the environment. The concept of "environment" can be considered in a broad and narrow sense. In a broad sense, the environment is the climate and natural conditions in which the child grows. It includes the social structure of the state, the conditions it creates for the development of children, as well as the culture and lifestyle of the people, traditions and customs. In this

sense, the environment affects the success and direction of socialization. But there is also a narrow approach to understanding the environment and its influence on the development of a person's personality. According to this approach, the environment is an immediate objective environment. From the moment a child is born, he is surrounded by many things. Objects help him learn and develop the social world. The development environment is not only about the content of the subject. In order to have the most effective impact on the child, it is appropriate to have activities and trainings that should be structured in a special way. It's the right toys - age-appropriate toys, comfortable furniture, calm wall colors. The environment as an educational factor means the living environment of a person, the attitudes and norms of activity adopted in it. The negative impact of the environment (the street) is often emphasized, which is due to its saturation with negative examples. But it is impossible to protect the child from this effect. This gives the child the opportunity to see social events from different angles. The child cannot be separated from this environment. The desire of adults to "put the child under the hood", to protect him from the social environment, regardless of how it manifests, is fraught with delays in social development. The influence of the environment on the formation of a person is constant throughout a person's life. The only difference is the level of perception of the effect. Over the years, a person acquires the ability to filter it. For a small child, adults serve as such a filter until a certain age. Finally, the third factor that affects the maturity of a person is education. Unlike the two factors, it is always purposeful and conscious. The second feature of education as a factor of personal development is that it always corresponds to the socio-cultural values of the people and society where the development takes place. When we talk about education, we always mean positive effects.

CONCLUSION: In addition to heredity, environment, upbringing, the child's own activities also affect the child's development. Activity is manifested in movement, knowledge of the world, play, work, learning, emotional activity. All these factors cannot be implemented without an adult, who is the guide between the child and the social world around him. Education is the most important external factor affecting human development. "Nurture" is an Arabic word that means "brought up, led, reformed". Child psychology studies the emergence and development of mental processes (educational, speech, emotional, volitional, etc.) in children, the determination of mental characteristics, the development of various activities (games, studies, work), and the formation of a child as



a person. Child psychology uses research methods developed in general psychology, but its application has its own characteristics. Cross-sectional, cross-sectional and longitudinal studies are conducted to study the age characteristics of a child's personality. Child psychology is a field of psychology that studies the general and special features of children's psychological development, how this process takes place at different age stages, the forces and laws that drive it. For this reason, child psychology is often called "Youth psychology". During the kindergarten age, the child's aesthetic feelings grow quite shallow. The manifestation of aesthetic feelings in children of kindergarten age can be seen very clearly, especially when they wear beautiful, new clothes. Children clearly demonstrate their acquired knowledge and skills in their various games and activities. All this affects the development of the child's personality and forms interest in the new content of the activity.

USED LITERATURE

1. Каримов И.А. Юксак маънавият - енгилмас куч. - Т.: «Маънавият», 2008. -174-б.
2. Давлетшин М.Г. Замонавий мактаб уқитувчисининг психологияси. - Т.: «Узбекистон», 2002. -29-б.
3. Каримова В.М., Акрамова Ф.А., Лутфуллаева Н.Х. Психология. / Нопедагогик ва нопсихологик олий укув юртлари учун дарслик. - Т.: «Талаба», 2010. -308-б.
4. Каримова В.М., Акрамова Ф.А. Психология. Укув кулланма. - Т.: А.Кодирий номи-даги халк мероси нашриёти. 2002. -205-б.
5. Фозиев Э.Ф. Муомала психологияси. - Т., 2001. -206-б.
6. Фозиев Э.Ф. Умумий психология. - Т.: «Узбекистон файласуфлари миллий жамияти», 2010. -544-б.
7. Z.T. Nishanova "Rivojlanish psihologiyasi. Pedagogik psihologiya". 2. Xasanova.O U "Maktabgacha ta'lim pedagogikasi " 3. Ganiyeva, M. (2021).
8. Ганиева, М. А., & Жумаева, Ш. Х. (2018). Формирование методов групповой работы с учащимися общеобразовательных школ. Вопросы науки и образования, (10 (22)), 149-151.)
9. Abu Nasr Forobi. Fozil odamlar shahri. - Toshkent, Abdulla Qodiri nomidagixalq merosi nashriyoti, 1993.
10. Abu Nasr Forobi. Fazilat, baxt-saodat va kamolot haqida.- Toshkent, Yozuvchi,2001.
11. Махмудова А. Историческое значение проводимых исследований ученых

археологов на территории Согда //Общество и инновации. - 2021. - Т. 2. -№. 10/S. - С. 42-46.