



REGISTRATION OF AGE AND INDIVIDUAL CHARACTERISTICS IN EDUCATION AS A PEDAGOGICAL PROBLEM

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Article history:	Abstract:
Received: 13 th March 2021 Accepted: 28 th March 2021 Published: 10 th April 2021	This article, in turn, focuses on taking into account the age and individual characteristics of the educational process, increasing the effectiveness of education and realizing the potential of the individual, as well as raising a healthy child. At the same time, the individual characteristics, abilities, interests and capabilities of the child are undoubtedly reflected in the educational process, as well as the specific character, temperament of some children. The problem of finding solutions to today's problems in the educational process. The importance of taking into account the age and individual psychological characteristics of students is highlighted.

Keywords: Education - upbringing, age and individual, psychological approach, educational effectiveness, abilities, interests and opportunities.

1. INTRODUCTION.

Modern development has reached such a stage of development that the pace of such cultural changes requires the individual to receive large amounts of information in a very short period of time, to learn new ways of working and to find timely solutions to social problems. Systemic changes in the socio-economic, spiritual, moral and information-communication spheres of the life of our republic are seriously changing the lives of people.

In fact, primary education is the most important stage of the education system, in which a child's literacy, worldview, speech, morals and other characteristics are formed for the first time. The child gradually adapts from play to reading.

But at all times, scientists and educators have struggled with the question of how old a child should be and how to get him or her into school. When we look at historical sources, we see that there are different approaches to this issue. Examples of this are ancient written sources and the thoughts of our great thinkers. In turn, this issue is one of the most pressing issues of our time.

In turn, it is important to take into account the age and individual characteristics of the educational process, to increase the effectiveness of education and the realization of individual potential, as well as to raise a healthy child. The child's individual characteristics, abilities, interests and capabilities are undoubtedly reflected in the learning process. However, the unique character and temperament of some children is one of the problems in the educational process today. Because the acquisition of knowledge by children directly depends on their temperament. For example, children with severe and temperamental temperaments are slower to acquire knowledge and learn later than other children. In this case, teachers are required to take an individual approach to the child.

Along with the socio-economic development of our country, today the modernization of the education system, its structural reconstruction, the development of educational programs taking into account the modern achievements of education, science, engineering and technology, economy and culture in the world. changes and updates.

2. THE MAIN PART.

Today, a teacher of an educational institution must be constantly engaged in innovative research, think, change their attitude to their profession depending on the situation, as well as work on the formation of innovative ideas in others.

Teachers need to be specially prepared for such activities, which in turn leads to the expansion of the scope of professional interests of teachers, that is, from the study of their literature to theoretical, psychological, pedagogical and fundamental research. It also creates opportunities for them to go. Good scientific and pedagogical training

ensures the effectiveness of innovative activities. Teachers who are actively involved in innovative processes become a catalyst for regular self-development and improvement of the education system, which plays an important role in accelerating these processes.

In general, the organization of innovative activities of teachers in the educational institution is caused by objective and subjective factors. Objective factors include the new state education policy, fundamental and applied research in the field of education, the experience of the educational institution in the field of innovative activities.

Examples of subjective factors are the socio-territorial needs, the process of development of the educational institution, the knowledge, skills and abilities of teachers, the development of scientific potential, the growth of the educational institution's capacity, changes in management.

In the implementation of the Uzbek model, which is our main goal, in the implementation of economic, political, social and cultural, educational reforms in the democratic, civic, education of a free individual who is an integral part of our society, upbringing a healthy generation, its independence shaping thinking from the earliest stages of continuing education is one of the basic requirements of civil society.

It is on the basis of the level of students' mastery of the content of education through educational activities, that is, within the framework of the STS adopted in our country, a person's worldview, thinking is formed, a conscious attitude to the social system is formed. So, we think that deep learning is a factor that shapes independent thinking. In this regard, the organization of educational activities on the basis of new pedagogical technologies not only increases the efficiency of the educational process, but also serves as a factor in shaping a democratic, active participant in civil society, based on the needs of society.

Therefore, taking into account the age and individual characteristics of the educational process - the upbringing of a healthy generation, the formation of a child's free thinking and preparation for social life, increasing their activity in the educational process should be the focus of every educator.

Although our ancestors did not study this problem in a consistent and comprehensive way, in a certain direction, on the basis of a certain concept, about the reflection, manifestation, development and change of these conditions in the works of scientists. who expressed valuable opinions. These come from four different sources. One of them is folk art; legends, proverbs, parables and parables; the second is the advice and stories written by special creative people (even rulers) dedicated to a particular person, and the third is the encyclopedia, the scientific and theoretical views of Central Asian thinkers; and the fourth is the product of the work of poets and writers of different periods.

Abu Nasr al-Farabi's moral and philosophical observations about man and his identity are described in a number of works, such as "Ideas of the Ideal City People," "The Essence of Problems," "Philosophical Questions and Answers," and "On the Meanings of the Mind." given Abu Rayhan Beruni in his book "Monuments of the Past" gives a variety of information about human life. Of particular note are the comments made by scientists about the physical structure of people and the length of their lives. Beruni attributes longevity to biological and genetic factors. In this regard, his works "India", "Mineralogy", correspondence with Ibn Sina are of special importance.

Ibn Sina's 5-volume Laws of Medicine contains important information about the structure of the body, the nerves and nerve pathways in it, and the mental processes involved in physiological processes. His book, *On Etiquette*, is also a serious work on the formation of the human personality.

The information in Yusuf Khas Hajib's *Qutadgu Bilig* has not lost its value.

U.S. psychologist Dj. Bruner (1915) argues that there is a two-way relationship between the composition of the individual and education, arguing that if a person strives for maturity and increases the effectiveness of learning, improved teaching will accelerate the process of his socialization.

Thus, the perception of age characteristics has gone through a number of stages of development and reached its current level. Central Asian scholars, Russian and foreign psychologists and educators have made a worthy contribution to its development.

We know that in psychology there are a number of independent theories of age stratification, which approach the study of the human personality from different perspectives, and the nature of the problem is covered differently. These include biogenetic, sociogenetic, psychogenetic, cognitive, psycho-analytical, and behavioral theories.

We will consider the following principles of age differentiation, expressed by these theories and some of their representatives.

In biogenetic theory, the biological maturity of a person is considered to be the main factor, and the development of other processes is voluntary and is interrelated with this factor. According to this theory, the main goal of development is focused on biological determinants (determinants) and from them arise socio-psychological characteristics.

The development process itself is initially interpreted as a biologically universal stage.

Biogenetic law was discovered by F. Müller and E. Haeckel. Biogenetic law has played a certain historical role in promoting the theory of organ development and in the fight against antidepressants. However, it makes gross errors in explaining the relationship between the individual and the historical development of the organ. In particular, according to the laws of biogenetics, the individual development of individual psychology (ontogeny) briefly repeats the main stages of the historical development (phylogeny) of all mankind.

According to the German psychologist W. Shteri, a baby (newborn) is not yet considered a human being, but only a mammal; at the age of six months he is only at the level of ape in mental development, at the age of two he

becomes a normal human being, at the age of five he reaches the level of a primitive gala, at the age of school he enters a primitive age, at the age of a small school Only in the 16th and 18th centuries did they reach the spiritual level of modern people.

S. Hall considers the "law of recapitulation" (a brief repetition of phylogeny) as the main law of psychological growth. In his view, ontogeny repeats important stages of phylogeny. According to the scientist, infancy is nothing more than an animal-specific developmental stage. Childhood dates back to the time of the ancients, whose main occupation was hunting and fishing. The period of growth at the age of 8-12 lasts from the end of savagery and the beginning of civilization (from 12-13 years) to the period of maturity (from 22 to 25 years), equal to romanticism. According to S. Hall, these periods are "storms and pressures", internal and external conflicts (contradictions), and a person develops a "sense of individuality." This type of age stratification, in turn, serves as a source of critical consideration, as the stages of development in the human race do not and cannot repeat the exact phylogeny.

Another type of biogenetic concept was developed by representatives of the German "constitutional psychology" (a theory based on the structure of the human body). E. Krechmer puts a number of biological factors (for example, body type, etc.) at the heart of the typology of the person (psychology) and hypothesizes that there is an integral relationship between the physical type of a person and the characteristics of growth. E. Krechmer divides people into two major categories: (cycloid (fast-moving, emotionally unstable) and schizophrenic (human, difficult to communicate, emotionally limited). However, the qualities of biological conditions do not always play a leading and decisive role in the development of a person, because the individual-typological features of the person are exactly the same, and the characteristics of adolescents are cycloidal, and adolescents are schizoid. does not fall.

The American psychologists A. Gezelli and S. Hall, who are representatives of the biogenetic theory, work on the basis of the biological model of development, in the process of which the cycles of balance, integration and renewal alternate.

The most obvious manifestation of biology in the history of psychology is Sigmund Freud's interpretation of personality. According to his teachings, all human behavior (behavior) is based on unconscious biological inclinations or instincts, primarily on sexual orientation. Such biologizing factors cannot serve as the sole criterion or unique motivator that determines human behavior.

The opposite of biogenetic theory is sociogenetic theory. In this theory, changes in the individual are explained on the basis of the structure of society, methods of socialization, and the means of interaction with the people around them. According to the theory of socialization, man is born a biological species and becomes a person under the direct influence of social conditions in life.

One of the most important theories in the West is role theory. According to this theory, society creates a set of sustainable ways of behaving for each of its members, called status (rights). The special roles that a person has to play in the social environment have a significant impact on his behavior and relationships with others.

The theory of individual experience and knowledge acquisition is widespread in the United States. According to this theory, a person's attitude to life and reality, the acquisition of skills and the acquisition of knowledge depend on the stability of the stimulus.

The theory of "space space" proposed by K. Levin was important in its time. According to K. Levin's theory, a person's behavior is governed by passion (aspiration), purpose (intention), which acts as a psychological force, which is a strong spatial need directed to the scale of the field and the base point .

Each of the above theories explains a person's social behavior based on the characteristics of a closed and secret environment for others, following the rule that a person must adapt (adapt) to these conditions, whether he wants to or not. does.

There is also a psychological approach in psychology, which does not reduce the value of biogenic and sociogenic factors, but considers the development of mental processes to be of paramount importance. This approach can be divided into three independent directions, which differ significantly in nature, course and product.

Irrational components of the psyche (other than the process of mental cognition): The theory that analyzes a person's behavior using emotions, inclinations is called psychodynamics. One of the major exponents of this theory is the American psychologist E. Erickson. It divides human life into 8 periods with unique characteristics.

The first stage is the infant's unconscious sense of "confidence" in the outside world. The main reason for this is the love, care and enthusiasm of the parents. If a child does not have a foundation of trust, a sense of insecurity, a sense of creation in adults, then there is a sense of insecurity in adults.

The second period - the first half of childhood - develops a sense of independence and personal dignity, or, conversely, a feeling of shame and doubt. The growth of a child's independence gives him a wide range of opportunities to control his body and lays the foundation for the development of a sense of discipline, responsibility, accountability and respect for the characteristics of the future person.

The third stage is called play age and includes children aged 5-7. During this period, the feeling of initiative, the desire to do something, to do something is formed. He blames himself for blocking the child's ability to fulfill his desires. During this period, it is important to enter into a circle, that is, group games, communication with peers: it allows the child to play different roles, to develop his imagination. At the same time, the child begins to develop a sense of justice and a desire to understand it.

The fourth stage is the school year, characterized by the main changes in the child: the desire to achieve the desired goal, perseverance and diligence.

Its most important value is efficiency and productivity. There are also negative aspects (defects) of this age, such as lack of positive qualities, inability to cover all aspects of life, low level of intelligence in problem solving, backwardness in the acquisition of knowledge, and so on. At the same time, a person's attitude to work begins to take shape.

The fifth period - adolescence is characterized by a unique character, originality, a sharp difference from other people. Uncertainty as a person during adolescence also has negative qualities, such as inability to play a role and indecision. The most important feature of this period is the change in the "delay of the role". The range of roles he plays in social life expands, but he does not have the opportunity to take them all seriously, and he is limited to trying himself in roles. Erickson analyzes in detail the psychological mechanisms of self-awareness in adolescents, describing the new sense of time, psychosexual interest, the manifestation of pathogenic processes and their various manifestations.

The sixth period - youth is characterized by the emergence - of the ability and need for psychological intimacy with the opposite sex. Sexual orientation is especially important. In addition, youth is also characterized by an unpleasant trait such as loneliness and humanity.

The seventh stage is the period of maturity in all spheres of life (labor, creativity, care, leaving, experience, etc.), which is accompanied by a sense of productivity and serves as a stimulus for the realization of good intentions. It is also possible that in some respects this period of stagnation is a negative trait.

The eighth period, old age, is characterized by a sense of satisfaction with one's ability to do one's duty as a human being and the longevity of one's life. On the negative side, there are feelings of pessimism and frustration with life. Wisdom, purity, and forgiveness of sins are the most important aspects of people of this age, looking at each situation from a personal and general point of view.

In *The Psychology of Adolescence*, E. Spranger recommends the inclusion of girls aged 13-19 and boys aged 14-22. According to him, the main changes that take place at this age are: a) the discovery of the personal "I"; b) increased reflection; c) an understanding of one's individuality and recognition of one's individuality; (g) the emergence of good plans for life; d) consciously striving to build one's personal life, etc. The crisis that occurs between the ages of 14 and 17 is when adolescents begin to feel a sense of escape from the childish attitudes of adults. Another characteristic of 17-21 year olds is that they have a crisis of "separation" from their peers and a desire for solitude. This situation stems from historical circumstances.

E. Spranger, K. Bbler, A. Maslow and others are major representatives of personological theory.

Among the founders of the cognitive field are J. Piaget, J. Kelly and others.

Includes Piaget's theory of reason, the functions of the mind, and his teachings on the period. The basic functions of the mind are coherence and adaptability, adaptability, and are called the functional invariance of the mind.

The author divides intelligence into the following stages of development: 1) sensomotor intelligence (from birth to 1 year); 2) preoperative thinking period (from 2 to 7 years); 3) the period of specific operations (from 7-8 years to 11-12 years); 4) period of formal (official) operations.

A group of psychologists who continued Piaget's ideas can be added to cognitive-genetic theorists. Representatives of this direction are L. Kolberg, D. Bromley, J. Birrer, A. Wallon, G. Grimm and others.

According to A.Vallon (France), the age periods are divided into: 1) the period of the fetus in the mother's womb; 2) period of impulsive action - from birth to 6 months; 3) emotional period - from 6 months to 1 year; 4) sensomotor period (combination of cognition and movement) - from 1 to 3 years; 5) period of personologism (becoming a person) - from 3 to 5 years; 6) differentiation period - from 6 to 11 years; 7) puberty and adolescence - from 12 to 18 years.

The problem of age stratification in Russian psychology was first reflected in the works of such great psychologists as LS Vygotsky, PP Blonsky, BG Ananov. Later, the number of people dealing with this problem increased, so they differ sharply in terms of the origin of stratification, the scientific source, the approach to development. Now, when considering the stratification of the age, it is expedient to divide the scientific views of scientists into specific groups and reveal their essence.

LS Vygotsky critically analyzes the theories of age stratification of psychologists, divides the age periods into the following stages, based on the mental renewal that creates a certain development:

The crisis of infancy.

Infancy is 2 months to 1 year.

A one-year crisis.

Early childhood - from 1 to 3 years.

3-year-old crisis.

Preschool period - from 3 to 7 years.

7-year-old crisis.

School age period - from 8 to 12 years.

The 13-year-old crisis.

Puberty (puberty) - from 14 to 18 years.

17-year-old crisis.

In his works, the scientist was able to scientifically describe the peculiarities of each period. He made comments of scientific and practical importance about the most important mental renewals. However, there are some controversial points in these comments. In general, LS Vygotsky's theory of stratification of youth is of scientific and historical significance, and his views and ideas on the role of crises in the development of development are in line with modern requirements.

LS Vygotsky's student LI Bojovich bases his development on the division of human age into motives, so this division can be called a motivational approach. According to LI Bojovich, the youth period consists of the following stages:

The first stage is from birth to 1 year of age;
the second stage is motivational imagination; 1 to 3 years of age;
the third stage is the period of realization of "I"; 3 to 7 years of age;
the fourth stage is the period of understanding social life; 7 to 13 years of age;
the fifth stage is (a) the period of self-awareness; 12 to 14 years of age; b) period of determination (finding); 15 to 17 years old.

In the psychological recommendation of each stage, LI Bojovich describes the changes that take place in it, as well as the causes, factors, sources, motivations, and mechanisms of these changes.

D.B. Elkonin's classification is based on the theory of leading activity (A.N. Leontev), that at any stage of development activity can have some advantage. The role of leadership activity in the development of a person as a person forms the basis of the theory.

D.B. Elkonin finds it necessary to divide the age periods into the following stages:

infancy - from birth to 1 year; main activity - direct emotional communication;
early childhood - from 1 to 3 years; the main activity is to make delicate movements with the subject;
preschool period - from 3 to 7 years; main activities - role-playing games;
primary school age - from 7 to 10 years; the main activity is reading.
Adolescence - 10 to 15 years; main activity - intimate communication of the person;
Adolescence or early adolescence - 17 to 17 years; main activity - study, career choice.

Although D.B. Elkonin's classification is approved by most psychologists, it has some controversial aspects. In short, this theory of D.B. Elkonin plays an important role in the science of psychology, especially in the psychology of adolescence.

3.CONCLUSION.

In general, the organization of innovative activities of teachers in the educational institution is caused by objective and subjective factors. Objective factors include the new state education policy, fundamental and applied research in the field of education, the experience of the educational institution in the field of innovative activities.

It is on the basis of the level of students' mastery of the content of education through educational activities, that is, within the framework of the STS adopted in our country, a person's worldview, thinking is formed, a conscious attitude to the social system is formed. So, we think that deep learning is a factor that shapes independent thinking. In this regard, the organization of educational activities on the basis of new pedagogical technologies not only increases the efficiency of the educational process, but also serves as a factor in shaping a democratic, active participant in civil society, based on the needs of society.

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