

THE INFLUENCE OF THE SOCIAL ENVIRONMENT ON THE DEVELOPMENT OF THE INDIVIDUAL

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Abstract. *This article discusses the influence of the social environment on the development of the individual.*

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Development is a complex process that expresses the essence of quantitative and qualitative changes that manifest themselves in the physiological and intellectual growth of a person. In essence, development represents the transition from simple to complex, from bottom to top, from old qualities to new states, renewal, the emergence of the new, the disappearance of the old, the transition of quantitative changes to qualitative changes. The source of development is the struggle between contradictions.

The concept of "person" refers to a person and serves to denote a member of society who is psychologically developed, distinguished from others by his personal characteristics and actions, and has a certain behavior and worldview.

In order to be a person, an individual must develop psychologically, feel himself as a whole person, and differ from others by his characteristics and qualities. In the national model of personnel training, the individual is defined as the main subject and object of the personnel training system, a consumer of educational services and their implementer.

The development of a child's personality is based on the philosophical doctrine that a person is a social being. At the same time, a person is also a living, biological being. Therefore, the laws of the development of nature are also important in his development. Also, since a person is considered as a whole being, biological and social laws jointly affect his development, they cannot be separated from each other. A person is the only representative of the species "Homo sapiens". People differ from each other not only in morphological characteristics (such as growth, body and eye color), but also in psychological characteristics (abilities, temperament, emotionality).

Individuality is the unity of the unique personal characteristics of a particular person. This is the uniqueness of his psychophysiological structure (temperament type, physical and mental characteristics, worldview, life experience).

The formation of a personality is the process of socialization of a person, which consists in the development of a general, social essence, and this development always takes place in the specific historical conditions of human life. The formation of a person is associated with the adoption of social functions and roles, social norms and rules of behavior developed in society, and is associated with the formation of the ability to establish relationships with other people.

An individual develops as a person in three stages. In particular;

The German scientist E. Spranger (1882-1963) described personality types as follows;

1. theoretical personality - these are people who have a high tendency to search for answers to problems, questions and engage in discussions, explanations, establishing connections, theorizing. In its most natural and pure form, it is reflected in professors and teachers who work due to the "form of life".
2. Economic person - a type of person who, in all life relationships, primarily seeks profit.

This is a "practical person", the meaning of his actions is not the activity itself, but its beneficial effect. For him, everything is about preserving life, the struggle for life and the best way of life. The value of knowledge for an economic person is aimed at knowing what will benefit himself, his team, humanity.

3. Aesthetic person - is distinguished by harmony, the desire for beauty. People who see the world in the beauty of the soul and have a good attitude towards nature. People of this type can be seen in various positions. For example, for them, the most important beauty of the soul, nature or works of art is considered important for them, whether they create aesthetic values or enjoy them. The difference between them is connected with how they relate to reality, that is, whether they are realists or idealists. Realists perceive their first impressions. Idealists process impressions according to their aesthetic values, they create their own inner world. In their extreme expression, idealists are emotional expressionists, they find an echo of their mental state in everything.

4. A social person lives and acts for the love of people (rather, not for love, but for people who love). People who are socially oriented towards interpersonal relationships

5. A political person lives to determine the actions and intentions of other people, based on true spiritual values. On this basis, various political types are distinguished in accordance with the form of the Legislation. People who perceive their position as a value

6. a religious person - "whose spiritual structure is always and completely aimed at achieving a high experience of values". Religious people - people who perceive faith as an important value

In the current conditions of social life, the most urgent issue is the problem of integrating each person into a single social whole and into the specific structure of society. The main concept of this process is the socialization of the individual, which allows each person to become a full member of society.

Socialization of the individual is the process of each person entering the social structure, as a result of which changes occur in the structure of society and the structure of each individual. This is associated with the social activity of each person. The place of each of us in society, when and under what conditions it arose, the psychological mechanisms of our integration into society are one of the important tasks of science. This process is called socialization or socialization in psychology.

So, socialization or socialization is the process of acquiring social experience by a person and actively mastering it in the process of life and activity. Simply put, socialization is the process of each person joining society, accepting its norms, requirements, expectations and influence, showing it in every action and interaction and, if necessary, being able to influence others with this social experience.

Socialization primarily implies the process of carrying out various activities in communication and cooperation between people. The influence exerted on a person from the outside is not simply, mechanically assimilated, but is perceived in different subjective ways from the point of view of the inner psyche of each person, the characteristics of reflecting the world. That is why the same social environment and the same influences cause different actions by people.

For example, let's take an academic lyceum consisting of 10-15 students. Their perception of knowledge, science, their parents' expectations of them, the lessons given by teachers and the information, sources, and a number of other factors are the same. However, each

of these 15 students perceives these influences in their own, unique way, and this is reflected in their achievements, academic performance, and abilities. This indicates that the processes of socialization and individualization that we have noted above are interrelated and mutually contradictory processes.

We call the conditions under which socialization processes occur social institutions. Such institutions include the family, the neighborhood, official state institutions (kindergartens, schools, special education centers, universities, labor collectives), as well as informal associations and non-governmental organizations.

Among these institutions, the role of the family and the neighborhood is unique in our conditions. The initial social experience and elements of social behavior in a person are formed precisely in the family, in the system of family relations. That is why our people have a proverb that says “a bird does what it sees in a nest.” That is, the initial patterns of personal qualities are formed in the family, and this pattern is polished and improved under the influence of other groups in society. In our Uzbek conditions, along with the family, the neighborhood also plays an important educational and socializing role. That is, perhaps, sometimes they ask which neighborhood a person is from and then draw a conclusion, that is, there is a difference between neighborhoods and neighborhoods, and this difference is reflected in people's psychology. For example, if a good bride comes from one neighborhood, they look for a girl from this neighborhood. That is, the social environment in this neighborhood contributed to the girls growing up to be intelligent, smart, and beautiful. For example, in some neighborhoods, it is customary to sweep the streets and doors early in the morning, and not all families violate this custom. A similar system of norms determines the differences, advantages and disadvantages of each neighborhood, and the latter directly affects the socialization of young people growing up in this neighborhood. For example, let's take an academic lyceum consisting of 10-15 students. Their perception of knowledge, science, their parents' expectations of them, the lessons given by teachers and the information, sources, and a number of other factors are the same. However, each of these 15 students perceives these influences in their own, unique way, and this is reflected in their achievements, academic performance, and abilities. This indicates that the processes of socialization and individualization that we have noted above are interrelated and mutually contradictory processes.

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Another important focus of socialization is school and other educational institutions. It is here that the processes of socialization and upbringing are specially developed. Our social imagination is such that we perceive school as a place where we receive education, where the child assimilates the system of knowledge. But in fact, this is a place where socialization takes place in educational tools. Here we are not referring to educational subjects such as "Spiritual Lessons", "Ethics and Psychology", which have been deliberately organized and introduced in recent years. We are talking about the educational role of each lesson, the conditions in the school as a whole, and the general environment. For example, during a lesson, the teacher is completely absorbed in explaining a new lesson. In his eyes, only the lesson, the content of the topic and the goal set for it are the main ones. But in fact, the teacher's behavior in this process, his clothing, his subjective attitude to the topic, and, moreover, his attitude to the students in the entire class are all determining factors that are of great importance for social experience. From this point of view, a teacher who meets the tastes, expectations and requirements of students is recognized by the children, otherwise the teacher's influence will only have a negative resonance. Similarly, the environment formed in each class plays a big role. In some classes, mutual cooperation, friendly relations are well established, there are favorable conditions for creative discussions and debates in the group. This environment naturally directs the social behavior of its members only in a positive direction.

Another important environment of socialization is labor collectives. The importance and uniqueness of this environment is that a person usually comes here when he is already quite mentally mature, has some experience, and his ideas about life are formed. In addition, the acquired specialty, acquired labor skills and knowledge are also very important and affect the nature of social norms in this environment. But still, the influence of the environment in which a person interacts with others and in what way is one of the important criteria for his socialization in adulthood. Therefore, one of the main motives for getting a job is what the team is like, the relationships there, who the leader is and his attitude towards the team, and the issue of salary is often studied after these. Therefore, a good, healthy spiritual environment in work teams, relationships based on justice and sincerity play a big role in the fate of every person. Speaking about the socialization of the individual, it should be said that socialization is a purely socio-psychological concept, it is the process of an individual's integration into the social environment, assimilation of social influences and active entry into the communication system. This process is two-way, on the one hand, the individual actively accepts social influences, and on the other hand, he manifests them in his behavior and relationships in life. This process occurs naturally in a normal individual, because the individual has the need to be a person and the opportunity and necessity to be a person. Therefore, from the moment a child is born and joins the social environment, it is possible to observe the desire to be a person in him, the process of his formation (for example, the need for direct emotional communication in infants).

Socialization or formation of the individual has its own sphere, stages and institutions.

The formation of a personality is carried out mainly in three areas:

1) the sphere of activity, that is, throughout life, a person is directly or indirectly involved

in various activities, in this process the spectrum of activities expands and enriches. Each type of activity requires special qualities, skills and abilities, knowledge from the individual, and his activity in satisfying them forms a complex of his own socio-psychological characteristics;

2) the sphere of communication, especially the communication systems of preschool age and adolescence, which form a number of socio-psychological qualities in the child, as a result of which he acquires an active life position and manages to imagine his place in society.

3) the sphere of self-awareness, that is, the process of changing the image of the "I" from year to year, first realizing that one is different from others, the ability to act independently, think independently, and then developing self-evaluation, understanding, control - these are also components of the psychology of an active person.

The process of human socialization continues throughout a person's life, because the world around him is in constant motion, everything changes, and a person must change in order to live more comfortably in new conditions. A person undergoes constant changes and changes over the years, he is not permanent. Life is a process of constant adaptation that requires constant change and renewal. The process of integration of each person into social strata is very complex and very long, because it includes the values and norms of social life and certain roles.

Socialization is the process of active assimilation of social values, social norms and attitudes of social groups.

The process of socialization of a person goes through three main stages in his development.

The first stage is the assimilation of social values and norms, as a result of which a person learns to adapt to society as a whole.

The second stage is the pursuit of self-realization and influence on other members of society.

The third stage is the integration of each person into a specific social group, where he reveals his own characteristics and capabilities.

Such a socio-psychological approach to managing social life allowed Amir Temur to lay the foundation for a large empire in his time. Amir Temur, speaking about the means of governing the state, writes: "Four things should be followed in the affairs of the empire: 1) council; 2) consultation; 3) firm decision, enterprise, vigilance; 4) caution." In his opinion: "One enterprising, courageous and courageous person, with firm determination, enterprise and vigilance is better than thousands of indecisive and indifferent people"¹. In addition, the Edicts of Amir Temur state that it is necessary not only to test the selection of middle-level leaders and their effective use in government management, but also to take into account the individual psychological characteristics of the leader, his personal orientation, beliefs, needs, motives, etc., and to use methods of encouraging, promoting or punishing these leaders. It is clear that 650-700 years ago, the ideas regarding the principles of state management and leadership were extremely progressive. Because these principles correspond to the character of modern democratic legal states. The ideas of these wise men about the qualities necessary for leadership, the style of state management and leadership etiquette are of great importance. From the analysis of the literature on the topic under study, it is clear that, enriching the views of Eastern thinkers, it is known from history that many prominent poets and statesmen of our people have also expressed their views on this topic. We will briefly dwell on some of them.

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