

THE IMPORTANCE OF DEVELOPING INTELLECTUAL AND CREATIVE QUALITIES IN EDUCATING A HARMONIOUSLY DEVELOPED PERSONALITY

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Abstract

This scientific article examines the importance of ensuring that the content, methods, and tools of education and upbringing provided in the process of personality formation correspond to the age characteristics of children. It emphasizes that teachers should take into account students' psychological and age-related characteristics, including attention, memory, and thinking abilities specific to different age groups. The article also addresses issues related to the intellectual and physical development of the individual and describes the gradual development of ways to establish and support a child's physical and psychological maturity.

Keywords

Personality; education and upbringing; teacher; student; harmoniously developed personality; moral and ethical purity; patriotism; spiritual and moral qualities; attention; memory; thinking ability; physical development; communication; primary school age; technical knowledge; science; culture and education; intellectual potential.

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Abstract

This scientific article examines the significance of ensuring that the content, methods, and tools of education and upbringing provided in the process of personality formation correspond to the age characteristics of children. It

emphasizes that teachers should consider students' psychological as well as age-related characteristics, including attention, memory, and thinking abilities typical of a particular age group. The article also discusses the intellectual and physical development of the individual and describes the gradual, stage-by-stage development of ways to establish a child's physical and psychological maturity.

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Main Text

In the formation of a personality, it is considered essential that the content, methods, and means of education and upbringing correspond to the child's age characteristics. Teachers should be aware of students' psychological characteristics as well as their age-related features and organize educational activities by taking into account attention, memory, and thinking abilities specific to a particular age group. Intellectual and physical development of a person always progresses forward. As a child's physical and psychological maturity becomes established, they pass through several developmental stages.

Communication between children and adults is an active process. In this process, adults should not remain merely instructors. Special importance should be attached to ensuring the child's active participation. Only under such conditions does the child learn to regulate their own actions and analyze the content of their activities. The child begins to think independently, act thoughtfully, and their consciousness gradually develops.

The success of upbringing largely depends on taking into account the individual characteristics of the child and the influence of the environment in which they live. It should be remembered that the content of the microenvironment surrounding the child is determined by the people who influence their development and the nature of the relationships established with them. A child interacts with family members, educators, teachers, peers, and individuals close to the family. These interactions play an extremely important role in the child's development. Through such communication, the child assimilates the experience of previous generations and selects role models for themselves.

Based on the ideas presented above, the following conclusions can be drawn:

1. A personality is a social being engaged in conscious activity and is considered a product of social relations.
2. Personality formation depends on hereditary and social factors as well as on upbringing.
3. Activity plays a specific and significant role in personality formation, as only through activity does an individual establish relationships with social reality, thereby developing cognitive abilities.
4. As a person develops physically and psychologically, they pass through stages referred to as “age periods” in physiology, pedagogy, and psychology. These age periods are classified according to age and psychological characteristics as follows: infancy, nursery age, preschool age, primary school age, adolescence, and youth.

Early Childhood and Primary School Age

During early childhood, the thinking of preschool-aged children is concrete in nature; they reason about what they directly perceive or imagine. Therefore, when discussing abstract events or phenomena with children, it is advisable to explain them through comparison with events and situations that the child has already successfully mastered.

Through interaction with people around them, children develop moral views and begin to evaluate various actions as “good” or “bad.”

During this period, along with play, other forms of activity gradually gain importance in the child’s life, and initial work-related skills are formed. Children draw pictures, create various objects from clay or sand, and perform simple tasks assigned by adults. Involving children in activities that correspond to their abilities yields positive results.

A child aged six or seven (an age recognized by several scholars as the first stage of “maturity”) is fully prepared for schooling in terms of physical and psychological characteristics.

According to the Law of the Republic of Uzbekistan “On Education,” all children in the country begin general secondary education at the age of six or seven. At this stage, play activity, which previously occupied a central place in the child’s life, gradually gives way to systematic, continuous, and time-regulated learning activities. Although the transition to such “responsible work” may be difficult for a seven-year-old child, they gradually adapt to these new conditions.

Although primary school pupils possess certain ideas about social reality, they show a strong interest in understanding the essence of ongoing events. The educational process organized at school ensures the formation of qualities necessary for the child’s intellectual activity.

The brain of primary school pupils grows rapidly, and structural changes occur. While their lungs are relatively developed, the respiratory tract and diaphragm are less developed; therefore, if young pupils remain inactive for extended periods, the body's oxygen supply may deteriorate.

Such characteristics of physical development require teachers to adopt a careful and considerate approach toward young learners. It is necessary to allow them sufficient freedom of movement to prevent nervous tension. Children of this age need more physical activity, time outdoors, adequate rest, and sufficient sleep. Adults should take responsibility for ensuring these conditions. Attention should be paid to proper posture while sitting at desks, lying on a firm sleeping surface, maintaining an upright posture while walking, and avoiding dangerous movements during play.

In primary school pupils, psychological processes such as voluntary attention, memory, perception, thinking, self-regulation, speech, emotions, and willpower develop actively. Therefore, they show a strong desire to acquire knowledge and learn. Everything that happens around them arouses their curiosity. Teachers should strive to satisfy these interests and further develop them on this basis.

The thinking of primary school pupils is predominantly image-based. Therefore, irony and sarcasm are ineffective when communicating with them. Teaching should be organized using visual aids and instructional tools, and explanations should be expressive and illustrative in nature. Pupils' moods are influenced by their academic achievements, the grades they receive, as well as the positive actions they perform. For this reason, the attention and feedback given by the teacher are of particular value to the child. If every action of a pupil becomes a reason for the teacher's criticism, the child may lose interest in learning. They may become discouraged with schooling and, out of fear of the teacher, may begin to lie. If such situations are repeatedly experienced, timidity and dishonesty may become dominant traits of the child's character. Therefore, a teacher's reprimand should be reasonable and should not humiliate or undermine the child's dignity.

Primary school pupils strive to engage in various forms of social interaction. Their relationships with peers are not stable, and they tend to prefer playing with a group of children rather than with a single close friend.

In the process of educating harmoniously creative youth, the following aspects can be observed:

1. Through upbringing, it is possible to eliminate shortcomings that arise as a result of negative environmental influences.
2. Upbringing determines the prospective goals of human activity; therefore, it plays a leading role in ensuring personality development.

3. Spiritual growth occurs, and qualities are formed that cannot be shaped by spontaneous environmental influence alone. For example, a child may acquire their mother tongue through interaction with the surrounding environment; however, reading and writing can be learned only through organized and systematic education. Certain knowledge, skills, and competencies are acquired exclusively through the process of upbringing and education.

Personality occupies an important place in the national model of personnel training of the Republic of Uzbekistan. Special emphasis is placed on the need to develop scientifically grounded recommendations for educating a harmoniously developed individual and preparing them as a highly qualified specialist in their chosen profession. At the qualitative stage of implementing reforms, a key task is to support these objectives with effective educational technologies, which primarily requires methodological provision of tools and methods. Indeed, a goal without appropriate means does not bring about change.

In this context, the methodology of forming a harmoniously creative personality can be defined as a system of scientifically studying and interpreting the fundamental concepts and principles of the national model of personnel training, implementing them in practice, and developing methods for their transformation and improvement. In this way, the theoretical nature traditionally inherent in the concept of methodology is closely integrated with practical application.

The implementation of the National Program for Personnel Training accelerates an individual's process of finding their place in society. Indeed, every person should be able to identify and define their role in society from adolescence, that is, on the threshold of adulthood. Otherwise, this may lead to aimlessness and uncertainty in life. Such a situation can weaken young people's self-confidence and, in some cases, result in their inability to find a proper place in society or to contribute both to their own well-being and to the benefit of society. Consequently, the individual's formation as a fully developed personality may be called into question. The practical implementation of the national model of personnel training helps to prevent such negative outcomes. Moreover, the national model plays a significant role in utilizing the broad potential capacity of society.

The implementation of the National Program leads to the formation of independently thinking individuals within society. The increase in the number of such individuals fosters a system of conscious living, where people reject herd-like existence and begin to live by their own intellect, judgments, and labor. Most importantly, such individuals cannot be influenced by destructive forces, distorted ideas, empty slogans, or provocative appeals. No force can divert them from their

chosen paths and goals. These very qualities contribute to the strengthening of national security.

The people of Uzbekistan have set the goal of building a democratic society governed by the rule of law. Although only the initial steps have been taken, they are of great importance. The implementation of the National Program for Personnel Training contributes to strengthening Uzbekistan's position in the international community. This is because in today's world, the decisive factor is not military power but intellectual potential, critical thinking, intellect, and advanced technologies. As emphasized by President I. A. Karimov, "Strength lies in knowledge and thinking," a principle that is relevant both today and for the future.

To ensure the proper implementation of personality education, it is necessary to pay continuous and serious attention to scientific and methodological support; to focus on informational support concerning significant changes in social development; and, at the conclusion of the educational process, to compare the intellectual potential of the educated individual with the requirements set for a harmoniously developed personality.

In implementing the educational process, a specific goal is defined, legal and regulatory frameworks are adopted, programs and activities are developed, and plans are established and carried out in accordance with current requirements. Thus, planning and designing education and upbringing, as well as constructing an implementable project of a specific pedagogical system, constitute pedagogical technology. From this perspective, "personality formation" itself represents a project of a particular pedagogical system. That is, the education of a harmoniously developed personality has its own goals, content, methods, forms, and tools, which together constitute a distinct pedagogical technology.

As a result of independence, new developments, research initiatives, and challenges have emerged in the theory and practice of pedagogy in our country. One of the key challenges is substantiating the technology for forming a harmoniously developed personality.

As is well known, in organizing the educational process, specific goals are set, normative and legal foundations for achieving these goals are adopted, programs and activities are developed, and plans are established. Therefore, before implementing the educational process, systematic and integrated planning, as well as the construction of an implementable project of a pedagogical system, represents pedagogical technology. From this standpoint, the "formation of a harmoniously creative personality" is also a project of a specific pedagogical system. In other words, the education of a harmoniously developed personality has defined goals,

content, educational methods, forms, and tools, and thus possesses its own specific technology.

In the process of educational reform, the upbringing of a capable, free, and creative personality is considered one of the most pressing issues. This is because Uzbekistan's position among developed countries depends on educating highly qualified, creative, and harmoniously developed individuals who build society and serve its future, and who are capable of meeting the demands of contemporary development.

As can be seen from the above, a harmoniously developed personality is understood as a mature individual who is patriotic, humane, independent-thinking, conscious, creative, inquisitive, and oriented toward innovation. Therefore, the changes of the modern era require the upbringing of individuals who possess knowledge and potential, engage in productive labor, demonstrate high cultural awareness, professional competence, consciousness, creativity, and a strong sense of responsibility toward society and the people.

Thus, in social life, a shift in perspective is evident in understanding the human being as a powerful force capable of transforming the world, defending their interests, and possessing incomparable multifaceted creative potential. This change reflects a deeper comprehension of human essence, existence, role in life, and the meaning of life itself.

Under these conditions, it becomes necessary to shape and develop an individual's awareness of themselves as the subject of history, society, and their own life, thereby fostering the formation of a creative and free personality.

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