

## On the Problem of the Essence of Upbringing

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**Abstract:** At the beginning of the new millennium, the continuous devaluation of the moral and spiritual values of a person, human communities, and societies becomes more and more obvious. The reason is a systemic crisis that has engulfed the most important areas of society: culture, science, religion, education. The article deals with education as a problem of modern pedagogy.

**Keywords:** pedagogy, upbringing, state standard, personality traits of a teacher, design-technological type of organizational culture.

In pedagogical literature, the following provision is bewildering: “In the narrow sense, education means the formation of a worldview, moral character, the development of aesthetic taste, and physical development. In this sense, upbringing does not include... training [1, 384]. This means that if we are talking about school education, carried out only through extracurricular activities of schoolchildren, then this is education in the narrow sense, and if it is carried out through education, then this is education in the broad sense. Strange, but true. Let me explain why it's weird. Many authors think so, but all of them, considering pedagogy as a science of education, at the same time, consider it as a science consisting of the theory of education and the theory of education, which are considered separate and independent sections of it. Hence the erroneous idea that learning can also be non-educational: at the same time, they forget that learning, in their opinion, is one of the processes of education in the broadest sense. In the third volume of the "Pedagogical Encyclopedia" it is written: "In the course of the development of pedagogy, some of its sections emerged as relatively independent branches of knowledge. These include the theory of education and training (didactics), as well as the theory of upbringing” [2, 281].

But according to the laws of logic, such a classification means that the theory of learning is not part of the theory of education, which is an unforgivable mistake that many authors repeat in their textbooks, as well as teachers in their lectures. There are also teachers who do not see any difference between teaching and upbringing, believing that these are one and the same thing, and distinguish these concepts supposedly only for the convenience of reasoning. However, there are also scientists who paid special attention to the fact that the learning process brings up, among other things, negative qualities in the student.

That is why it is necessary to consider the educational process as the most important process of positive and negative education. Considering that a broad understanding of education contains two aspects of a narrow understanding: organized and unorganized education, school pedagogy should be considered a science of organized education of schoolchildren, which consists of two sections:

The theory of upbringing through teaching (didactics) and the theory of upbringing through extracurricular activities.

In order to adequately address the issues of organized and unorganized upbringing and the so-called upbringing education, as well as the educational space and the relationship between upbringing and education, it is necessary to clarify the essence of the upbringing process. In various definitions of education, it is unacceptable that it is presented as the result of the activity of

not the educators themselves, but only educators. In a broad sense, it includes the entire sum of influences, the entire process of personality formation .... Educator is a person or organization that provides education. Education is a process of systematic influence on the spiritual and physical development of the individual.

In all these definitions, there is no indication of the activity of the one who is brought up. In them, the student is considered as an object of influence of educators, when in fact, for example, in the classroom, he cannot be such an object until he becomes the subject of educational activity. Otherwise, it turns out that there is no resistance of the pupil, so the educators write whatever they want, “on a clean slate”. To some extent, the following definition sounds different: Education should be understood as a purposeful and consciously implemented pedagogical process of organizing and stimulating various activities of a formed personality to master social experience: knowledge, practical skills, ways of creative activity, social and spiritual relations. However, this definition can be corrected, given that education is not a pedagogical process of organizing the activity of an individual, but a change in personality in this activity, which is organized by teachers. Therefore, this process is the process of education by providing the activities of the educated. And this is so, because to educate a person means to carry out the planned changes in him through the organization of his activity. This idea of education has been around for a long time. The American psychologist Thorndike wrote: The word education is given different meanings, but it always indicates change. We do not educate someone if we do not cause a change in him. D. Dewey thinks the same way, considering education as an organization of children's life.

A big question arises about the practical implementation of this idea in a mass school in connection with four features of the current state of society:

1. The state standard, which is a regulatory document for the activities of every teacher in the Russian Federation (the implementation and implementation of the standard is part of the functional duties of the teacher), although they declare a humanistic approach to learning, in reality does not imply specific tools for implementing this approach.
2. Features of the personality of a teacher who has grown up and received an education, professional skills in a society with other measurement systems and reference points that run counter to the new requirements of the time, with a different worldview. Back in 1971, Liimets noted that attitudes are much more difficult to change and update than knowledge and techniques.
3. The average age of a teacher in a modern schools is 40 years and older. This age period is not the best for revising life guidelines. It is difficult for teachers who have worked at school for 20 years or more, who have graduated children who have successfully determined their lives, to understand why it is necessary to change approaches to teaching, why it is necessary to change, retrain yourself, when “everything is wonderful” anyway - control tests are written mainly in “good and great.”
4. Political, economic, socio-cultural conditions at this stage of the development of society will not allow the idea of free goal-setting to be widely realized for well-known reasons (the desire for strict state control in all areas of activity, the conservatism of public consciousness, the prevailing national mentality).
5. With the need to develop a design-technological type of organizational culture, which corresponds to activity learning theories.

All these force us to think in this way: all types of activity are in fact the education of a person, therefore, education is not a process of transferring socio-historical experience to new generations

or a specially organized, purposeful and controlled influence of teachers or educators on an educated person with a specific goal, and not a purposeful activity of a teacher, as stated in all textbooks and tutorials. This statement is also explained by the fact that in all such characteristics, education is considered only an organized process, with a positive content and developmental value for a person. In addition, it is believed that only the older ones bring up the younger ones. In fact, education is a process of many-content changes in the spiritual and physical world of a person, his appearance as a result of all mental and practical activities. Through activity, a person makes noticeable and imperceptible changes in the external world, thereby, by this process, certain changes are arbitrarily or involuntarily introduced into the spiritual and physical world of the individual.

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