

**PEDAGOGICAL FEATURES OF THE DEVELOPMENT OF THE EDUCATIONAL GOAL**

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**Annotation.** This article analyzes the motives for the development of educational characteristics of students in the educational process. Based on the conclusions drawn, the tafflinks are described.

**Keywords:** Education, Society, personality, social relations, pedagogical methods.

**Introduction**

Upbringing is an activity for familiarizing a person with social experiences, in all its forms - knowledge, emotion, aesthetics, etiquette and the development of aspects, capabilities and abilities of the individual's inner self. This is the main source of this upbringing - individuals remain - this is society and the individual himself. The problem of the proportions of individual and sociality in the system of goals and values of the person being raised is a central problem in the theory of upbringing. How society and the individual interact with each other. The individual is considered a creature that does not occur outside of society. The community is made up of individuals. It consists of the result and process of the process of interaction of individuals. There is no impersonal society, and it means that society will depend on them. Sometimes, the individual is called microsocisi, and society is called macrosocisi. With this social form of movement of matter, it is argued that there is talk of two main components. Close interdependence of personality and society can be viewed from different sides. However, what is different from the fact that the person and society are similar in one thing and the same? Will its difference be related to the size: a small person - a large society or another significant difference?- to answer the questions of interdependence, it is important to get out of this circle. It is from what the functions of these social subjects themselves consist of.

**Discussion**

The individual is not a society. He appears in society and changes his culture in the process of self-realization, sometimes staying in the memory of society for decades, sometimes even centuries, when his culture is so advanced in its development.

In itself, the culture of society - as it embodies its gifts, the individual remains independent autonomous in the re-realization of social experience, in its new interpretation, in the creation of spiritual and material values.

Such a person brings in an experience known or alien to his contemporaries, only to gradually penetrate into society over time. Such a person can put himself against society, oppose it and begin to fight with it. Society is not a set of individuals or individuals.

Society is a social unit in which values create their own school, striving to force any subject to serve its compressibility, capable of devouring an individual to maintain its existence, driving itself. At the same time, society means a way to preserve and convey to a person the culture that people have accumulated. It is an expression of the totality of a set of people and the result of their relationships.

The individual and society participate as two main subjects of social life. Even in the most favorable social conditions (even in the most unfavorable social conditions), they do not unite and the difference between them does not decrease. under certain conditions, they can be opposed to each other.

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Upbringing - as a phenomenon in society-the participation of the growing generation in the life, marriage, social production activities, creativity and spirituality of society is a complex contrasting socio – historical process. They are involved in the fact that they become people, develop, their personalities and individuality, are important elements of the productive forces of society, are the creators of their personal happiness. It promotes social progress and succession of generations.

Upbringing as a social phenomenon is represented by the following main bnlgis, which express its essence.

1. upbringing arose from the practical need to involve the growing generation in the conditions of social life and production, to replace with them those who are becoming obsolete and coming out of life. As a result, children become older, providing the life of an older generation that is losing their lives and ability to work.

2.Upbringing is a constant, necessary and general category. It appears along with the rise of human society, and it also exists as long as society itself lives. It is necessary for the existence and permanence of society, for the fact that its production is considered an important means of preparing forces and ensuring the development of man. It reflects their legal interdependence and the interrelationships of this phenomenon with other social phenomena. Education is also included as part of the training.

3. Upbringing –at each stage of socio-historical development, it acquires a clear historical character in terms of its function, content and forms. It is associated with the nature and organization of the life of society hamdash, for which it reflects the social contradictions of its time. In a class society, the main trends in raising children in different classes, strata and groups are sometimes contradictory.

4. Upbringing of the growing generation-at the expense of their assimilation of the main elements of social experience, their involvement in social relations, the system of relations and socially necessary activities of the older generation is increased to Amao on the basis of the process and result. The social relationships and interactions, influences between adults and children are always considered nurturing or nurturing, regardless of whether they are realized by children or adults. In its most general forms, it is aimed at ensuring reciprocity, children's life, health and nutrition, determining their place in society and their state of affairs. As adults realize their educational relationship with children and set themselves the goals of forming one or another quality in children, their relationship becomes more pedagogical, oriented towards the realized goal.

On the basis of adults ' awareness of the peculiarities of upbringing as a social phenomenon, a desire arises in society to seek an understood and purposeful benefit from the laws of upbringing in the interests of children and society. Older generations consciously resort to the generalization of their experience of upbringing relationships, the study of trends, connections, laws that manifest themselves in them, their use for the purposes of personality formation. It is on this basis that pedagogy comes to the phanias on the laws of upbringing and on the benefit of children, for the purposes of conscious and purposeful management of life and activities.

Thus, upbringing-a social phenomenon-is necessary as a whole to ensure the existence of society and individuality; it is carried out in specific historical conditions in the outcome of social relations and the way of life of society, formed in a certain way; the main criteria for its implementation are the level of compliance of the characteristics and qualities of the individual with Upbringing as a social phenomenon is considered a natural part of the entire social life. Therefore, its contradictions are considered an expression of the most general opposites of social life.such contradictions that reflect upbringing include hardening and obsolescence, which arise as a result of overtaking the development of production days of production relations. These contradictions are manifested in social education, in the form that conservative approaches to the preparation of the growing generation are firmly established. The organization of social life and days of production in

our society solely on the basis of state ownership has led to the growth of production overtaking. The dominance of public ownership and planning often hinders creative personality activism and initiative. In the system of public education, the content, form and methods of this self are expressed in some formalization and uniformity. Another contradiction in upbringing arises between the requirements of life and the level of readiness of the individual for social life and productive activities. Realizing the requirements of life, being able to see the content and organization of taobia on the basis of these requirements, lags behind the sharp development of scientific and technical progress. As this confrontation deepens, it becomes necessary to timely identify and lose the "cap" and conservative circumstances that interfere with the modern preparation of the growing generation. Its solution requires a systematic and appropriate solution of the content of education and upbringing, the organization of educational and upbringing methods, making it able to meet the requirements of life. This is the contradiction between the new conditions of social life and the outdated methods of preparing children for it. The third contradiction in upbringing occurs between the existing forces of nature in a person, the development of human nature, its unrestricted possibilities and the conditions that this developmental limitation in the social life of society causes, programs.

Limiting freedom, authority society spills talents, corrupts people, turns into complimentary officials and indifferent formalists, an addition to the machine, a plus of the production process, an obstacle in social life. A democratic society goes on to develop some material and technical, improving various social relations, corresponding to the requirements of social life of the individual of each person, and in relation to the natural forces, talents and abilities present in it, creating real conditions of reconciliation. Now studying scientific heritage, socio-political activities and acquaintance youth charity of our above-stated ancestors is considered one of the main urgent objectives of the modern intellectuals.

### Conclusion

This contradiction is a real driving force, influence on perception for children, active participation in the process of upbringing. He causes the child to be educated to participate in social life not only as an object of educational interaction, but also as another subject.

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