

THE INFLUENCE OF THE SOCIAL ENVIRONMENT ON THE FORMATION OF PERSONALITY

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Abstract: *This article describes in detail the factors influencing the formation of a person and his personality, the influence of the macro and micro environment surrounding a person, the stages of child development and the importance of upbringing, the unique ideas of Eastern thinkers and Uzbek intellectuals.*

Keywords: *person, social environment, macro and micro environment, child, upbringing, parents.*

A person is not only an object of social relations, but also a subject and an active participant in them. A person is a specific person, a representative of a certain state, society, group (this group can be social, ethnic, religious, political, age-related, etc.), a person who is able to establish conscious relationships with those around him, to act consciously, to show his own human image in all relations, and also to have his own individual and social characteristics.

A person is, first of all, a concrete living person who has emerged as a result of his active participation in the life of society with his own dignity and shortcomings, and with his own strengths and weaknesses as a result of education and upbringing.

The activity of a person is expressed in his choice of a path for his life, in his occupation of this path, and even in his understanding of his position and place.

One of the most characteristic aspects of a human personality is his individuality. Individuality includes character, temperament, features of the development of mental processes, a set of dominant emotions, motives of activity and embodied abilities.

According to L.S. Vygotsky, it should also be taken into account that hereditary factors also play a role in the mental development of a child and the development of self-awareness, but as a basic principle, the role of a certain lifestyle in the development of the psyche is also great.

According to sociogeneticists, a person is a “copy of the social environment”.

The social environment is the social, material and spiritual conditions surrounding a person for his life and work. The environment in a broad sense (macroenvironment) includes the socio-economic system - a set of productive forces, social relations and rules, the social consciousness and culture of society. The social environment in a narrow sense (microenvironment) consists of family, labor, educational, etc. groups that directly surround a person. The social environment has a decisive influence on the formation and development of the individual. At the same time, the social environment changes under the influence of human creative activity and activity, and in the process of these changes, people themselves also change.

It is also worth noting that society limits a person in many ways, “censors” his instincts and inclinations. As a result, a person is forced to restrain himself, not to make unacceptable mistakes, and to restrain his emotional experiences. The dependence of a person on the environment is put in the first place. In this case, the person appears as a simple function of the social environment,

automatically determined by the environment. The environment transfers its most important qualities to the person.

In Central Asia, our thinkers also expressed their own ideas about the factors influencing the formation of a person. Among the scholars, one of the most important ones who tried to base his ideas on this issue mainly from a social psychological point of view is F. Attor. It would not be wrong to say that his following ideas are aimed at clarifying the issue of the influence of the social environment on the person. "Open your eyes and see," the scholar emphasizes, "the world is boiling like a boiling cauldron, and you are also boiling in this cauldron. There is a fire burning under you, which is why you are constantly boiling, together with the world. As long as this power exists, the boiling will continue. But the main goal is to mature in this cauldron and to merge your soul with your soul."

If we analyze these views of the scholar, a person is nothing without a social environment. He is always in harmony with the environment, whether he wants it or not. The main goal is to "mature in this cauldron and merge his soul with your soul," that is, to be able to form his personal individuality in the course of historical changes in life and to express his personal individuality based on the requirements of the environment.

One of the Uzbek enlighteners, A. Avloni, emphasized the great role and importance of the family in raising a child. The author emphasizes the importance of the conditions, environment, and people around the child in raising a child, noting not only the family, but also the school environment. He recognizes that the level of upbringing in family relationships has a strong impact on the child's morality, behavior, and the formation of the child's personality, and advises parents to use the right methods in raising their children.

Of course, the importance of the family upbringing method in the formation of the child's personality is great, and in guiding them correctly, it is necessary to take into account the characteristics of each age period. According to the scholar, a human child is actually born with talents and abilities. However, the role of interpersonal relationships in the family and attention to the child's personality in developing this ability is incomparable. The scholar dwells separately on the role of physical education, intellectual education, and moral education in the family in the formation of the child's personality.

As mentioned, the role of the educational environment in the formation of a person is of particular importance.

Education is a social phenomenon. It has existed since the emergence of human society. In order for a person to be the most perfect being on earth, he must first be educated. Abu Lays Samarkandiy, in his work "Bo'stanul-arifun", described the meaning of education and upbringing: "O son, educate yourself before educating your children, in a family where you are educated a well-mannered, virtuous, and knowledgeable person will grow up." This also seems to have a special place in the work of Ibn Sina. "Whatever advice you give to someone, first of all, act on it yourself," says the scholar. Eastern thinkers and pedagogical scientists have substantiated the necessity of education for the upbringing of a well-rounded person, its essence and content.

In the works of Yusuf Khos Hajib's "Qutadgu Bilig", Ahmad Yugnaki's "Hibat ul - haqoyiq", Abu Rayhan Beruni's wisdom, Huseyn Voiz Kashifi's "Akhloqi Muhsini" and others, a general conclusion is made that a child is the happiness of the parents, and his proper upbringing is the happiness of everyone.

V. Satir, proceeding from the fact that the modern family depends on the upbringing of the child and his interests, connects the rhythm and behavior of life in this place with the stages of child development. Accordingly, the following stages are distinguished:

Stage 1. Most scholars emphasize that the life cycle in the family begins from the moment when two young people decide to enter into a long-term marriage by making a long-term agreement.

According to other authors, the starting point of the family is explained by the time when two people officially enter into marriage, with celebrations held in the presence of many witnesses.

Stage 2. The appearance of offspring as a result of the intimate union of two young people. According to V. Satir, the appearance and birth of offspring tests the true relationship of husband and wife, and they begin to experience a new period of their own relationship. The main event that gives meaning to this period is the assignment of new roles to husband and wife, the beginning of parental roles, which entail a much greater social responsibility.

In many peoples, especially among the Uzbeks, the birth of a child begins with very joyful ceremonies, which have been preserved as a value for many years. For example, the joyous ceremonies associated with the birth of a child, such as aqiqah, beshik soldi, sunnat and beshik toy, are among them. Nevertheless, in some nations, for example, in European nations, the birth of a child in a family causes certain anxieties, mental tensions, especially emotional excitement experienced by the mother, social and financial concerns for loved ones, which is sometimes reflected in tensions in family relationships. Such responsibilities to the family and child sometimes lead to a breakdown in marital relations, sometimes to divorce, and in our conditions, even to disagreements in parental relations.

Stage 3. The child begins to attend social institutions outside the family - preschool educational institutions, especially school, which is considered the initial center of continuous education. School is a place where the level and type of socialization of each child is tested. Because now he begins to interact not only with his peers, but also with adults, strangers, and people of various categories on the street. In the process of this interaction, it becomes clear how prepared he is for life, what moral and spiritual teachings he received in his family, whose child he is, what his family environment is like. Most importantly, when he arrives at school, the child's mental and intellectual potential, discipline are tested. That is, when they send their child to school, parents feel like they are undergoing a kind of test and examination in front of the public. Since the roles of good or bad parents are determined in the first thoughts and years of school years, many parents experience severe stress during these periods.

Stage 4. When a child enters adolescence, he begins to gain independence from his parents and not to be pursued by his own desires. The level of importance and need of the parents in front of the child begins to decrease. At this stage, both parents are forced to change their attitude towards their child, because the child has new demands and desires, new ways of thinking, customs, a taste for music, and a desire to communicate with different groups. This period tests how understanding, foresight, and patience the parents have with the changes and innovations that are emerging in their child. The child of parents who have passed the test successfully will safely pass to the next stage with good will, without open conflicts, otherwise, in the midst of the inherent conflicts of adolescence, the parent-child relationship will seriously deteriorate, and some children will even leave home.

Stage 5. Children grow up and reach adulthood, and when they finish their studies and enter the stage of acquiring an independent profession, some young people will even have time to build an independent family life. By this time, the "child-parent" relationship is almost over. This is especially true for European peoples, when, upon reaching adulthood, young people begin to solve almost all life issues on their own, as they know how. Parents stop worrying about their mistakes. In our country, that is, in the Eastern countries, the situation is somewhat different. Even if the parents have a professional career and are pursuing an independent career path, they still worry about their children's future, family, and financial situation. When a son gets married, and a daughter gets married, parents and their parents, that is, aunts and grandparents, are the ones who are responsible. In our country, the issue of choosing a spouse is also rarely left to the discretion of an adult girl or boy. That is, it is almost impossible to suddenly say to a stranger on the street, "Meet this is my future wife, my spouse," because our customs and family upbringing standards do not allow this. In conclusion, each person

is a person with an individual character. The social environment and upbringing play a great role in his growth, development, and maturity. When a child is born, he first grows up in a family environment, and after a certain time, the macro-social environment envelops him. The people around him cannot help but influence his character, the place he occupies in society, and his professional activities.

It is the duty of not only every parent, but also the state and society to form our children into mature, educated, disciplined, well-mannered people who can benefit society, freely express their opinions, contribute to the prosperity of our society and the prosperity of the country, to create sufficient and necessary conditions, and to prevent them from being absorbed in foreign ideas.

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