



FAN, TA'LIM VA AMALIYOT INTEGRATSIYASI

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CHARACTER AS AN INDIVIDUAL AND PSYCHOLOGICAL FEATURE

ABSTRACT

In this article, character is discussed as an individual psychological trait of a person. Character is the individual combination of a person's attitudes toward reality and the stable psychological traits that are reflected in his or her behavior. A person's individual attitude to the reality around him is determined by his social relations, his social-historical living conditions, and the conditions in which he is developing and being brought up. This article also empirically studied and analyzed the emergence features of the character.

Key words: character, individual, psychology, person, external, reflection, beliefs, attitude.

Annotatsiya

Ushbu maqolada xarakter insonning individual psixologik xususiyati sifatida muhokama qilinadi. Xarakter - bu shaxsning voqelikka munosabati va uning xulq-atvorida aks etadigan barqaror psixologik xususiyatlarning individual birikmasi. Shaxsning atrof-dagi voqelikka individual munosabati uning ijtimoiy munosabatlari,

ijtimoiy-tarixiy hayot sharoitlari va u rivojlanib, tarbiya topayotgan sharoitlari bilan belgilanadi. Ushbu maqolada shuningdek, xarakterning paydo bo'lish xususiyatlari empirik o'rganilgan va tahlil qilingan.

Kalit so'zlar: xarakter, individuallik, psixologiya, shaxs, tashqi, refleksiya, e'tiqod, ustanovka.

Аннотация

В этой статье характер рассматривается как индивидуально-психологическая черта человека. Характер - это индивидуальное сочетание отношения человека к реальности и устойчивых психологических черт, которые отражаются в его поведении. Индивидуальное отношение человека к окружающей действительности определяется его общественными отношениями, социально-историческими условиями жизни, условиями, в которых он развивается и воспитывается. В этой статье также эмпирически изучены и проанализированы особенности характера.

Ключевые слова: характер, личность, психология, личность, внешнее, рефлексия, убеждения, установка.

INTRODUCTION

Consistent development in the socio-economic spheres of our country, its ability to be fully competitive in the world intellectual potential depends on the level of application of modern psychological knowledge in all spheres of human activity. This means that achieving effectiveness in all areas of education is unimaginable without knowledge of the psychology of the individual and psychological knowledge. Knowing the nature of emotional response to external influences, the development of emotions, the depth and stability of moral, mental, aesthetic feelings, and the level of emotional arousal of the student has become one of the most pressing issues today. Because in the psychological state, the analysis of events has a great impact on the synthesis and implementation of activities in the process of learning the emotional state of pupils. The current state of pupils ensures the acquisition of knowledge

LITERATURE REVIEW

A person's attitude to reality is usually reflected in the usual form of human behavior. A person behaves in the same way for the same reasons under certain circumstances. As a result of repetition, that is, through practice, a person's behavior is strengthened, stabilized, and becomes a habitual form of that person's behavior.

Character is not passed down from generation to generation and is not a button quality of a person. In each person, character traits are embedded in the life process, in the natural process under certain living conditions, and in the person's active interaction with the environment. The great educator A.S Makarenko wrote so. "When I say the goal of education, I mean the program of human character, so in the concept of character I include the whole content of the person, that is, the character of the person's appearance and inner etiquette, as well as knowledge and strictly all aspects of the person's personality. I think we should have a program like this that educators are trying to build". Character traits are not constant, they change according to certain laws, that is, traits replace the old ones. Advanced traits of character replace those who hinder the development and progress of the person who is becoming a clown.

RESEARCH METHODOLOGY

The key features of the character's nervous system, brought up in the process of personal development, make some changes. Character has been shown to be an "alloy" of the typical properties of human neural activity, as well as a complex stable and generalized system of conditioned-temporal connections. L.P.Pavlov character The conditions of high nervous activity of the person are connected with education and upbringing, this alloy changes in connection with certain living conditions and changes of activity. In response to external stimuli, a complex system of conditioned binders in human brain cells develops dynamic siteratypes.

While thinking about the place of character in relationships, V.S. Merlin distinguishes two components in their content. A) Emotional cognitive - how different aspects of the environment make a person feel emotionally and create an

emotional picture of the world. B) Motivational will is the driving force behind the implementation of certain actions and behaviors. This means that our relationships are relationships that have a certain meaning and content, and each of them reflects our emotional experiences and character.

ANALYSIS AND RESULTS

The method of identifying personality types developed by Karl Jung was used in the research of character types of school-age pupils. 30 8th grade pupils were selected as the object of the research. First, the pupils were introduced to the methodical instructions. And separate blanks were distributed. The results obtained are presented in the table below.

No	Results	The person types	No	Results	The person types
1	40	Ambrovert	16	85	Ekstrovert
2	40	Ambrovert	17	75	Ekstrovert
3	75	Ekstrovert	18	70	Ekstrovert
4	70	Ekstrovert	19	70	Ekstrovert
5	75	Ekstrovert	20	70	Ekstrovert
6	75	Ekstrovert	21	80	Ekstrovert
7	60	Ambrovert	22	45	Ambrovert
8	55	Ambrovert	23	45	Ambrovert
9	65	Ekstrovert	24	30	Introvert
10	65	Ekstrovert	25	75	Ekstrovert
11	45	Ambrovert	26	70	Ekstrovert
12	30	Introvert	27	85	Ekstrovert
13	35	Introvert	28	85	Ekstrovert
14	70	Ekstrovert	29	70	Ekstrovert
15	75	Ekstrovert	30	80	Ekstrovert

The results show that 67% of students reported extroverts, 23% of students were ambrovert, and 10% were introverts. Character types, as individual traits of a person, show that they look different in different students. It can be concluded that for each student should be treated on the basis of an individual approach, based on the nature of the character.

CONCLUSION



In conclusion, it should be noted that the history of psychology is based on theories that character depends on the shape of the human skull, facial structure, stature, body structure, etc. From this it can be argued that character is only one aspect of a person, but it does not mean a person. A person left in an extreme situation or simply in a state of choice is capable of overcoming existing circumstances, including, in particular, rising above his character. Psychologically, the formation of character and ability is directly related to a person's age. It is known that the different ages of different people are explained from a scientific point of view.

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