

Sanjar KASIMOV
Freelance researcher

Abstract: Today, raising young people with high knowledge and potential is one of the urgent issues. There is a growing need to study the existing problems in the education system, namely, from a social psychological perspective. This article covers issues such as socio-psychological problems, the study of the problems of the current education system, the factors of their emergence, prevention and their solution. Also, the aspects of the relationship between the issues raised and a number of psychological approaches are highlighted.

Keywords: social psychology, development, social phenomenon, social factor, world, society, education system, child, school, student, educational process, teacher, pedagogue, ethnic psychology, national psychological image, society, individual, socialization process, national mentality, modern psychology.

In modern science and practice, there is no single, consistent and holistic theoretical model of personality development, education and upbringing based on the systematized data of pedagogy, medicine and physiology, sociology, anthropology, general, youth pedagogical and social psychology. However, existing developments and achievements, some positive traditions allow us to identify the main and promising problems and directions of socio-psychological study (and accompaniment) of numerous and always relevant educational problems. Education and its organized system are a social phenomenon (division or separation of society), therefore all social conditions and factors participate in it: politics, economy, culture, ideology, etc. However, the creators, performers and consumers of education are always specific individuals, subjects of the educational process. Therefore, psychological (personal and social) phenomena, forms, mechanisms and aspects of education are mainly of central, decisive importance.

First, in ontogenesis, the mental and personal development of a child always and only occurs in society. Born biologically defenseless, a person is destined to live in a complex and special socio-cultural environment, i.e. created by all other people (predecessors and contemporaries) and largely determining the individual direction, stages and results of the course and development of the individual. In the development of a child, one or another state institution: family, kindergarten, nursery school, school is a determining social factor, a real performer. In adolescence, on the way to choosing a profession, a person falls into production teams or various educational institutions. Thus, a person throughout his life is constantly socialized, constantly and at many levels of interaction and contact with other people. These are traditional, classic and always relevant problems and issues of social psychology.

Secondly, each person's knowledge of the world around him, himself and society is a selective, but fairly structured, comprehensive and conceptual education. However, they become such if the education system, taking into account this age, all other characteristics of the child and student's psyche, maximally considers his personality, organizes the process of systematic translation and assimilation of this knowledge. In other words, an individual approach to teaching and learning is always desirable, which is absent in modern mass and universal educational practice. Formally, this problem is not socio-psychological, but in fact the uniqueness of each student is not due to his purely age-related or at a different stage of mental development, but rather to his personal characteristics, which simultaneously belong to many social (orienting) groups.

The importance of generalized age characteristics can be illustrated by the example of a number of experiments, but the study of understanding the personal characteristics of people around them by

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children of different ages. When analyzing the descriptions of other people's children, it was found that preschoolers pay attention mainly to the external characteristics of a person (clothing, relationship status, appearance, etc.), younger students already identify some signs, habits, inclinations, that is, to determine a significant complexity in the perception of others. With increasing age, the descriptions reflect the increasing use of the psychological qualities of the person being observed. All this depends not on physical age, but on the development of the psyche and the holistic personality. Thus, based on well-known patterns, it is possible and necessary to consciously contribute to the formation and development of social behavior and activity in students, thinking, speech, perception, consciousness.

For example, children of high-ranking officials and senior leaders differ (both conventionally and psychologically) from their peers with socially ordinary parents. With age, such differences are outwardly smoothed out, but perhaps do not completely disappear, since they leave indelible traces in the psyche, having a complex mediated manifestation that applies to all psychological spheres and the results of the process of socialization of the personality.

Thirdly, the need to emphasize the special personal, social and socio-psychological importance of the timely mastering of one's own speech and communication by a child and a schoolchild. Any communication, any interaction with peers and adults, requires the child's speech skills. An unacceptable atavism of psychological illiteracy is the idea that "the child speaks himself", which is still widespread among parents and teachers. Although speech skills cannot be considered a fully developed personality process, it can be said with confidence that it is based on the social essence of the individual and his activities.

In addition, speech qualitatively restores, equips, improves and develops the entire human psyche. Inadequacy or violation of speech is inevitably associated with intellectual, emotional and other personal characteristics, i.e. in fact, deviations in social, human development. Of course, these well-known facts do not yet provide a clear answer to the practical question of how a child learns to speak clearly, but at least they encourage teachers and educators to arm themselves with basic knowledge of general and social psychology.

Fourth, the initial introduction of the individual into the life of society is very important, at different stages of personality development it is represented by various social structures: people with whom he encounters every day (parents and relatives, students, teachers, classmates, friends, etc.) and relatively distant, chaotic (other peoples, government, art, church, etc.). All this gives the child the opportunity and need not only to observe other people and understand how they behave, but also to learn from them, imitate, identify. In fact, the entire human psyche is not only socialized, but also biosocial in nature and essence.

Researchers, for example, found that children in Scotland and France reacted differently to the system of rules established in schools. Scottish students believe that teachers should enforce the rules of behavior and obedience at school, regardless of how these norms are perceived and evaluated (positively or negatively) by students. French schoolchildren believe that a teacher must always act fairly, regardless of what is prescribed to develop official rules. Of course, these facts reflect not only the national culture, ideology, ethics (or psychology) of these countries, but also the characteristics of the organization and functioning of different schools.

Fifth, the socially organized educational process is only a social phenomenon (from the point of view of purpose, organization and implementation), and even classical pedagogy is striving for social pedagogy.

There is no universal pedagogy that is equally accepted (or effective) for different schools, all nations and cultures, all children or adults, all times and peoples. The problem of globalization or international unification of education is artificially put into opposition and is actually wrong. In order to organize and implement an effective educational process, a competent teacher and educator must

be guided not only by purely pedagogical tasks and rules, but also by a wide range of invariable and always specific socio-psychological phenomena, questions and problems.

Education and upbringing, by definition, is a process of interaction between a teacher and a student, a phenomenon deeply social and socio-psychological. Knowledge is not mechanically transmitted "from hand to hand", but is acquired through the interaction of both subjects of the educational process and in a specific (subject-oriented) process of communication. Moreover, the teacher always deals not only with his own, individual student, but also with a wonderful community that lives, changes and, possibly, develops according to its socio-psychological laws.

In the psyche of each individual person, certain individual characteristics and features, as well as psychological groups typical for a particular school, class, a certain micro-group of schoolchildren (but also interests, academic performance, place of residence, social status of parents, etc.) are necessarily manifested. . Therefore, almost all important and significant problems of education, i.e. personal education and upbringing, have serious and usually decisive, socio-psychological foundations, which, unfortunately, do not yet have systematic scientific research, and most importantly, sufficient and worthy practical implementation.

The social purpose of the education system is not psychologically limited to the processes of translation and assimilation of knowledge. Education in a certain sense consists in the creation, formation of the student's integral personality, the transformation and development of his entire psyche, which, of course, always belongs to a specific, individual person. But in terms of the origin, function and activity of the species, a person is a deeply biosocial phenomenon. The human psyche is characterized not only by brain processes and executive anatomical and physiological structures, but also by human society.

The fundamental, main socio-psychological issue related to the educational process is the issue of the purpose of state and mass education. Why should a school graduate be prepared: for work, for entering a university or for adult life? The goals of education are determined by state institutions and structures and therefore necessarily include ideological, political, economic and other social aspects. It is psychologically necessary that these aspects (and all kinds of laws) do not contradict the real capabilities, aspirations and needs of the consumer of education - a living, tangible, developing person: from a preschool child to an adult.

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