

Key Factors of Sociocultural Identification of Person in the Learning Process

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Abstract:- In this article the main factors of socio-cultural integration and identification of person and personality in the learning process of educational system are considered

Keywords:- *Identification of Person, Education, Formation of Personality, Learning Process, Social and Cultural Identification, Psychological Factors.*

I. INTRODUCTION

The main objective and driving force of modern personality development is the identification of the cultural symbols of the era. The establishment of such identification is not certain given the natural or self-evident nature of the transcendental unity of the world cultural norms and values.

In the process of social reproduction is the education factor that contributes to the progressive development in all spheres of human activity. Due to changes in the social system changes and quality (trust, substantive, procedural) characteristics of modern education. His personal orientation requires finding bases for the design of the educational process, which would provide a complete accommodation of childhood and adolescence as self-valuable and socially significant periods of life the child's statements.

Arts education in modern society is characterized by the multiplicity of its tasks due to change of orientation in pedagogical systems. The educational activities to ensure students mastering a certain system of knowledge, norms and values are one of the priority seats. It is not only the impact on the underlying personality structure according to the educational standards of modern society, but also on enhancing personal development mechanisms.

Each society creates its own specific value system that expresses the dominant interests, goals and principles of this society. Values, as a source of and basis for the establishment of social and cultural identification, play an important role in the formation of personality - member of society. They allow the individual to take a stand, to find a point of view, give praise. Values motivate action and human behavior to the extent that its orientation in society, the pursuit of individual goals is related to the social norms.

The nature and degree of social and cultural identification is influenced by the following factors: the system of values of the society as a concrete historical understanding of the "ideal" man and society, of human

appointment, etc. Measure of human exploration of the world, the degree of scrutiny; natural and cultural environment, "social being", which is developing the vital activity of the human form and its needs. At the same time there is a close interaction between these factors, so all external influences on the individual refracted through his mind.

Currently, the guiding principles of a new educational model are: humanistic installation of the educational process; accentuation of all activity on the child's personality; implementation of the principle of social justice; humanitarian focus of educational disciplines. The role of the arts education is changed. According to the educational standards is intended to implement the following functions:

- In the sphere of activities: orientation in basic kinds of social activity; the generation of knowledge, necessary and sufficient to perform typical activities of every citizen, awareness of personal and social opportunities for their implementation;
- In the field of communication: the enrichment of the content and forms of communication; disclosure of the social norms that regulate human interaction; communication skills;
- In the field of self-consciousness: the formation of the image of his own "Me" as an active subject of activity; understanding of their social status, their social roles; the formation of self-esteem and self-regulation.

The implementation of these functions, aimed at the establishment of a child's own socio-cultural identity, depends on the actualization of the potential inherent in the content of the humanities. This content includes the material as "axiomatic" (specific facts) and "problem-heuristic" (interpretation of the facts, phenomena) character, i.e. didactically processed socio-cultural experience necessary for the development of personal orientation. Only on this basis can select preferences, statement of opinion, and expression of autonomous life plans.

The humanities are often lacking distinct structural links between the components of the content: blur the boundaries between fact and as such emotional and value attitude to it: "knowledge exists in the form of opinions" [1, 301-304]. In contrast to the exact sciences humanities deal only with ideal objects, the properties of which can not be tested by experiment, which leads to the existence of a plurality of human truths, each of which is justified own

human position. At the same time cognitive objects of these disciplines are in relation to students in some way, "life", "active", since in their accumulated spiritual experience of mankind.; knowledge embodied in them, have a special moral value [2, 681].

Didactic design of the unity of content and procedure, acquires a personal orientation, if the teaching of the humanities is carried out simultaneously in two aspects. The first of these is the formation of students' specific knowledge of the system of axiomatic subjects block.

When you connect the second aspect of the educational process develops the ability to self-reflection on the information received. To this end, students' attention should focus on problem-block heuristic humanities.

Modern pedagogical science accumulated understanding of the possibilities and conditions for the implementation of various means of formation of fundamental personality structures. Among the necessary characteristics required of such agents include: the adequacy of their age and psychological characteristics of students; funds should provide students with the position of active subjects, to promote transfer of knowledge at the personal level; funds should be a system whose elements overlap;

There is a need for the optimum combination of these means, their reasonable designing. An optimal system of didactic tools aimed at developing students' value orientations, defined as the desired characteristics of the process steps and functional features of the tools themselves. Central among them are the learning objectives with the actualized value-semantic aspect. Objectives of value-semantic nature differ multifunctional, implementing information, develop organizational and management functions.

The use of the system means the formation of value orientation should take into account the following principles: the principle of systemic, systematic principle, the principle of gradual complication of funds, the principle of "two-dimensional" (the condition of the first task - "outside the specified", then - "subject").

Orientation of students to accept and value-semantic interpretation of information coming from the teacher contributes to the formation of their value orientation. It lays the foundation for further development of its own activity of students in the values of assignment. Organization of dialogue interaction suggests the admission of students to the cognitive and semantic realities of each other. Focusing on students' complex, prognostics-oriented information of heuristic problem-unit humanities identifies opportunities to achieve a higher level of formation of value orientation.

Concluding the above, it should be noted that the current parameters of the educational environment, aimed at the development of students, modeled by subject curricula, textbooks, teaching aids. Features and

manifestations of social and cultural identification are reflected in varying order, selection principles and the specifics of the construction of the content of contemporary liberal education.

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