

Main Features of Education and Upbringing

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Abstract

The article reveals the essence of "education", "upbringing". The main aspects of youth education are analysed. Particular attention is paid to purposeful activities for the formation of certain personal qualities of a person. The issues of education in philosophical literature are considered.

Keywords: Education, training, upbringing, activity, function.

The learning process is naturally associated with the processes of education, upbringing and development, which are part of a holistic pedagogical process. It follows from this that education should always perform the functions of education, upbringing and general development in unity, contributing to the comprehensive, harmonious development of the individual. From the first and second regularities follow the principles of the orientation of education towards solving the problems of education, communist upbringing and the general development of the individual, the connection of education with life, with the practice of communist construction, and the principle of scientific character [1].

Education and Pedagogical branch of knowledge is one of the most ancient and develops together with society. Social progress became possible because each new generation of people mastered the production, social and spiritual experience of their ancestors, developed it and passed it on to their descendants. The more complex production became, the more knowledge accumulated, the more demanded was specially organized education - the purposeful transfer of the experience of mankind to the younger generation Education - this is the formation of a certain image (an ideal form of reflection of objective reality) of a person, his personality. In order to understand what education is, it is necessary to investigate the categorical meaning of this concept. It is necessary to identify the content, meaning, purpose of the concept through its correlation with relevant concepts (for example, socialization). Man is a social being, but practice proves that he does not immediately become a social being. Everyone goes through socialization. This is the process of entering society, which can last a lifetime, the process of mastering by the individual the norms and roles adopted in this society through his own and others' activity [2]. This process precedes both spontaneously and consciously, purposefully. About education - this is a necessary component of socialization, since without this institution there is no effective socialization at all. Education in relation to each individual person, this is a consciously directed process of mastering the values of culture, transferring experience, mastering and transforming reality. We can say that education is the creation of an image of a person in an individual, which is necessary for a particular society, the formation of his personality, some socially significant and individual qualities. It is clear that education presupposes the existence of a certain goal, in accordance with which the entire corresponding process is built. The process of education prepares a person for life in a given society and relieves him of the need to go through all the stages of social development again. Summarizing the above, education is usually understood as the process and result of a person mastering a certain system of knowledge, skills and abilities, as well as ways of thinking necessary for full inclusion in the social and cultural life of society and performing certain professional

functions [3]. Education is the process and result of the assimilation of a certain system of knowledge and the provision on this basis of an appropriate level of personality development. Education is obtained mainly in the process of education and upbringing in educational institutions under the guidance of teachers. Functions of education: transfer of experience; reinforces the experience of people; replicate experience; adapts a person to a particular situation. Education includes education and training. Through upbringing, training, a person masters specific norms and roles that he has to perform in society. They create a very specific individual for a specific social environment, for specific social relations, with specific properties of behaviour, experience, knowledge, worldview, etc. education and training are closely interrelated, but, nevertheless, they must be distinguished [4-5]. Education is a purposeful activity for the formation of certain personal qualities of a person (to be neat, polite), it is a process of constant spiritual enrichment and renewal. But education is not just advice. Any upbringing is a dynamic intervention, that is, by educating; we change the being of a person. But it is interesting that not all cultures interpret parenting in this way. Buddhists, for example, education does not nurture and do not remake a person, but only the nature of a person is revealed. In any case, to avoid mistakes, one cannot imagine that the educated person is a passive being, clay from which anything can be melded. Any educational activity is a two-way process in which the educator (subject) and the educated person (also a subject, not an object, as one might think) are involved. Education is a conscious activity aimed at mastering knowledge, skills, development of mental strength and human abilities. Let us note the close connection between upbringing and education - by educating, we educate and vice versa. You also need to know that upbringing and training <are types of spiritual production of a person. If education is a spiritual and practical way of mastering the world, then training is a cognitive and theoretical way of mastering the world. And if education creates an object for a person, shows him the world, then education forms a subject for this world, a way of his action in him. Through education, the experience of previous generations of mankind is inherited, it conserves experience, it replicates, distributes, to whom how much knowledge to give, adapts a person to a specific situation. And in every self-respecting society, the value and role of education are very great and are spelled out in official state documents. It interprets education as a purposeful process of education and training in the interests of the individual, society and the state. Education and training activities are reflected in the science of pedagogy. We can say that pedagogy is a system of knowledge about the laws and methods of education, upbringing and training. All sciences are divided into two groups - theoretical sciences and practical sciences.

The basic concepts of pedagogy are: upbringing, training, education, development, self-improvement [6].

Education is a conscious, purposeful, systematic and planned impact on a person, interaction with her, leading to a predetermined result that meets the social order (goal). Education is achieved by preparing people for life in society, in the system of social relations. A civic position of the individual is developed, love for the Motherland, family, and nature is instilled. Such personality traits as diligence, humanism, respect for the law develop. A culture of personality, a desire for a civilized satisfaction of one's needs are being developed. The result of upbringing is the upbringing of the individual and the community [7].

Education is an organized, purposeful process and the result of the intellectual development of the individual, the assimilation of the experience of generations in the form of a system of knowledge, skills and abilities.

This process involves the length in time, the difference between the initial and final state of the participants.

Education as a pedagogical process provides a certain result: a certain level of development of a person's cognitive needs and abilities, a certain level of knowledge, skills, training for someone or another type of practical activity, that is, education [8].

The educational process is carried out on the basis of the learning process.

Education is a specially organized, purposeful process of direct transfer of the experience of generations, knowledge, skills and abilities in the interaction of a teacher and a student. The result is learning .

Learning includes teaching, which transfers a system of knowledge, skills, and experience through perception, comprehension, and transformation. The guiding role of the teacher, who creates the conditions necessary for the activity of students, ensures the full assimilation of knowledge, skills and abilities by them.

Development is a process of quantitative and qualitative changes in the personality and human community. The result of this process is the development of the individual (collective, group). Development is the level of perfection and effectiveness of the intellectual, creative, physical, professional, resilient qualities, features and abilities of the individual. Development contributes to high achievements in any sphere of human activity [9].

In full-fledged pedagogical activity, the above concepts of pedagogy are interconnected and in their unity form a “pedagogical square” (education-upbringing-training-development) [10].

Self -improvement is a process of initiative or directed activity of the person himself to improve himself through self-education, self-education, self-training and self-development.

Education and training are included in the content of pedagogical activity. Education is a process of organized and purposeful influence on the personality and behavior of a child, and learning is a process whose main goal is to develop his abilities. Education and training are different, but interrelated aspects of a single pedagogical activity, and both of them are in fact almost always implemented together, so it is not possible to separate training from education as processes and results. Raising a child, we always teach him something, and while teaching, we educate him at the same time. Nevertheless , both processes are usually considered separately for analytical purposes in educational psychology, since they are different in their goals, content/methods, and leading types of realizing activity. Education is carried out mainly as interpersonal communication of people and pursues the goal of developing the worldview, morality, motivation and character of the individual, the formation of personality traits and human actions, while teaching, realized through various types of subject theoretical and practical activities, is ultimately focused on intellectual and cognitive development of the child [11]. As a rule, methods of training and education are different. Education deals with the cognitive processes of the child, and education deals with sensory and interpersonal relationships. Teaching methods include the methods of transferring knowledge from one person to another , as well as the formation of the student's skills and abilities, while the methods of education concern the transfer of social values and social attitudes, as well as feelings, norms and rules of behavior. Teaching methods are based on a person's perception and understanding of the objective world, material culture, and upbringing methods are based on the perception and understanding of a person by a person, human morality and spiritual culture [12].

The upbringing and education of a person to one degree or another are the subject of research in various sciences: philosophy, sociology, history, pedagogy, psychology. In philosophical literature, the issues of education are considered from the point of view of the formation of actually human traits in a person, here the place of the system of education and training in society is clarified.

Sociological aspects of education cover the structure and content of the activities of various social groups and institutions that perform educational and teaching functions and are part of the education system [13]. The historical problems of education cover the renewal and transformation of educational institutions, the content and methods of teaching and education in various prehistoric eras. But most of all, of course, pedagogy and psychology are connected with the problems of education and upbringing. Pedagogy traditionally considers the goals and objectives of education and upbringing, its means and methods, ways of their implementation in practice.

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