Pedagogical approach in forming the student's personality and its leading importance in acquiring a profession

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Abstract. This article describes theoretical and practical studies of the pedagogical approach in the formation of a student's personality in a secondary school and its leading importance in acquiring a profession. In this regard, it is necessary to say in the article that the education system in our country needs to be radically improved, especially so that our youth are raised as mature individuals in the process of education and training Key words: pedagogical approach, student personality, education, spiritual and moral, professional maturity, needs of society, historical experience, spiritual and moral qualities, interdialectical processes, pedagogical science, social development, professional training, school education, upbringing, human qualities.

1 Introduction

Education as a social phenomenon plays an important role in a person's career. Education is an indispensable companion of any society, a catalyst that accelerates its development. In this case, education performs its catalytic function not directly, but through the spiritual, moral and professional development of a person. By shaping a person in accordance with the requirements of society, he instills the requirements of the state, which is a social order, and ensures his professional and personal maturity. Spiritual, moral and professional development of the individual does not occur on its own, but depends on the pedagogical focus of certain factors on the development of the individual in harmony with each other. This poses 5 new pressing problems for pedagogy and leads to changes in its composition, goals and objectives, and subject.

Pedagogy, which arose as a need for the development of society, is interdependent in the form of a holistic teaching: it consists of general principles, educational theory (didactics), educational theory and scholasticism (currently management pedagogy). These sciences, which arose as a necessity for the development of society, change depending on the level of its development. This change applies to all its fields (items) and components. As a result,

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based on its part of school education, a new science was formed - this is the science of management pedagogy.

2 Materials and methods

 The historical experience of the development of society shows that the faster the social development, the higher the demand for the spiritual and moral qualities of the individual. The development of society and the development of personality are proportional to each other and represent mutually dialectical processes. In this case, we see a dialectic in the fact that the development of society comprehensively affects the maturity of the individual and makes new demands on it, in turn, increasing the level of maturity of the individual accelerates the development of the individual. This, in turn, requires the development of society and individual rights for the formation of new qualities in a person, improving him spiritually and professionally. As a result, many new sciences arise. If we consider this process using the example of pedagogy, then in the next decades more than 10 systems of pedagogical sciences will emerge on the basis of general pedagogy (school pedagogy), taking the place of pedagogy of preschool education, family pedagogy, folk pedagogy, pedagogy of retraining and advanced training, general pedagogy, pedagogy of vocational education. training (specialty), pedagogy of higher education, defectological pedagogy (deaf and mute, mentally retarded, blind (i.e. pedagogy of education and education of the disabled)), comparative pedagogy, military pedagogy, correctional pedagogy, social pedagogy, etc. The process of such branching of pedagogy is still didn't finish.

If we look at society 20-30 years ago, there was only general pedagogy, and it was carried out by people in the field of school education, mainly school teachers. The upbringing of youth was mainly carried out by family and school, parents and teachers. At first, there was an opinion that a person is educated in his youth, and it is not necessary to educate adults. The acceleration of social development has destroyed such ideas. Now, in conditions of independence, the whole society is involved in education. It has become part of the important and integral activities of the entire society, state and citizens.

Today we live in an information society and the world is surrounded by social networks and the Internet, and education is always available when it is needed, from the president of the country to leaders of all categories, writers, culture and art, physical education, it has become a social work in which sports workers participate , court, prosecutor's office, police officers, many thousands of teachers and parents, districts, government and public organizations. The experience of subsequent years has shown that it is necessary to educate a person throughout his life. However, at different periods of a person's life, his needs and attitude towards education are different. If young people strive to take their place in society by acquiring knowledge and skills, then adults approach pedagogy from the point of view of raising children, spiritual and educational growth of themselves as individuals, improving their skills, and acquiring a new profession.

Thus, the attitude of people in society towards pedagogy has changed dramatically, and it plays an important role in everyone's life. Once it was only the property of parents and teachers and was a secret to others ("something in itself"), but now it has become necessary for everyone ("something that we need"). When thinking about these processes, it is necessary to pay attention to their causes. First of all, it should be noted that the needs of society and people are based on the branches of education and pedagogy, which are considered as its theoretical basis. In the course of the ramifications of pedagogy and the increasing influence of education throughout society, the role of education is especially obvious. There is a specific reason for this. The role of education in the unity of education and upbringing is determined by the fact that the student uses the knowledge he has acquired

for a purpose - the creation of goodness, beauty, material and spiritual benefits, achieving the heights of science and society. development or destruction, terrorism, destruction of beauty and people? This is determined by the level of a person's education.

Education transforms knowledge into trust and faith and determines the direction of its use. Therefore, in the conditions of independence of the educational reform being implemented in our country, the main goal of its model is the education of the human personality. "State policy in the field of personnel training provides for the formation of a comprehensively developed individual citizen through a system of continuous education, which is inextricably linked with the intellectual, spiritual and moral education of the individual" [1-10]. It is clear from this that education must be taken seriously. Education is, first of all, the most effective means of a person's life in society and the acquisition of social qualities. Education helps people acquire human qualities by participating in the system of social relations and influencing each other. It teaches a person to understand the relationships and connections between the world and people and act on this basis.

Therefore, education cannot be considered as a transitory event. Education is an integral pedagogical system that has a material base, principles, laws and methods, forms and means, subject and object, management and result. Education, like other social systems, requires compliance with certain patterns in its organization. In particular, the sciences of pedagogy and psychology have confirmed that the formation of a person's personality depends on 4 factors. These are: heredity, environment, education and personal activity. Together it's important.

The unity of personality formation factors can be seen in a number of examples. For example, changes in people's natural living conditions and lifestyles lead to changes in their personal qualities and relationships. The dialectical unity of objective and subjective factors in the formation of a person requires a holistic view of his objective living conditions and subjective educational activities. The social environment is one of the forms of human living conditions, and education is inseparable from it. The relationship between them has always changed in the course of historical development. In primitive society, the essence of man was determined by his natural living conditions, the acceleration of his socialization, the increasing role of mental-conscious activity in life, the importance of education, considered a subjective factor, led to an increase in the importance of education as an entire pedagogical system.

If we look at the historical development of society, then its development depends on education (in a certain sense, it is also its product). The history of societies up to now and in conditions of independence is characterized by the increasing role of education in the life of society. Features of its place in the life of society during a turning point in history: the old system is a new social system.

The social environment consists of a system of interdependent production, organizational, spiritual and ideological relations that a person influences through his activities. Depending on the level of their influence, a person reacts differently to people around him who are in different mental states. This makes it possible to study the influence of these systems on a person and determine the state of a person in it, determine their negative and positive influence on the formation of personality and, on this basis, direct them towards a specific goal. Knowing the mechanisms of influence of the social environment on the formation of a person, it will be possible to take this into account and regulate norms of behavior. The social environment is common to a social association, that is, a people, a nation, peoples, and the smaller the association (unit), the stronger the influence of the environment. Social unity is narrowed within the framework of society-territory-neighborhood-country-province, district, enterprise-institution, community, family-group and individual.

In general, this can be by type of activity in the microenvironment:

- work collectives - workshop, company, team, department, various interest clubs;
- household-family: family, relatives;
- territorially: microdistrict, residence, farm, microdistrict.

National-ethnic: national centers, fellow countrymen. It can also be age, gender and religion.

The narrowing of its territorial range is characterized by an increase in its influence on the individual. The narrowing of environmental space has a significant impact on the individual not as a consequence of the social processes themselves, but as a result of their various manifestations. A person feels the impact of these processes more clearly. This is where the concept of macro- and microenvironment arises. In the macroenvironment, social relations are expressed in general, while in the microenvironment they are characterized by a specific manifestation in the sphere of human participation (activity). In conditions of independence, objective conditions have been created for the formation of personality in the macroenvironment. However, the conditions created by society for the formation of personality are not always fully realized in the microenvironment. This is expressed in the fact that their implementation, given the objective possibilities of educational work, does not correspond to the needs of people in the microenvironment. Experience shows that many human qualities are formed under the influence of society's lifestyle. Kindness, compassion, mutual care, patriotism, philanthropy, kindness in people are a product of lifestyle and relationships in society. However, a person's unique individual characteristics are formed under the influence of family and microenvironment, as well as genetic factors. At the same time, it is necessary to emphasize the independence of the individual in relation to the microenvironment. This independence is the result of his life experience, work and socio-political activities, self-awareness, and recognition of values. As noted, a person's independence also depends on his active life position in the microenvironment. Based on the interaction of a person with the microenvironment, it is possible to determine the content of educational work and its direction. The following should happen:

- taking into account the characteristics of humans and the microenvironment;
- the interaction between a person and the microenvironment should be directed in such a way as to enhance factors that have a positive impact on a person, neutralize negative ones or reduce their influence;
- impact on social relations of society based on a natural increase in social experience and activity of the individual in the microenvironment.

The influence of the microenvironment on a person depends on the level of its perception, general culture and psychophysiological characteristics. The strong and effective influence of the microenvironment on a person is determined by the strength of the individual's character, life experience, level of self-awareness, and value assessment. At the same time, it is important that a person's qualities meet the requirements of the microenvironment. Based on this, the nature and type of microenvironment influence a person differently.

The microenvironment of secondary school students is the class team, family members and friends. A team or group is an integral part of an educational institution; in its environment, students are in a certain system of relationships with each other and with the class leader. These relations are their educational activities and conditionally constitute production relations. Moreover, each student has his own place and a certain position in terms of his level of knowledge, level of participation in public affairs and his role in society. At the same time, the team has a certain system of relationships through its socio-political, official and unofficial responsibilities. On the basis of all this, interpersonal relationships are

established in the team, which are determined by the individual psychological characteristics and general cultural level of the team members.

These relationships depend on material and spiritual factors and, although they are objective in nature for the current state of society, they are perceived subjectively for each of its members. Therefore, when organizing educational work in a team, it is necessary to know the situation in the team and take into account its perception by the entire team. In this case, the task of the class teacher is to eliminate the conflict between the objective state of the group and the subjective assessment of the educational event. This is the basis for creating a normal psychological environment in the group. This is the basis for the student's understanding of his place in the team and leads to the formation of his interests in all respects. A person's activity in certain types of activities is enhanced by his personal qualities. However, increasing his activity becomes a solid foundation only if it corresponds not only to his personal qualities, but also to the direction of his personality. A person's orientation is based on his needs and serves as the main source of his activity. Need is a person's awareness and experience of need, and at the same time it organizes the development of his personality, providing his material and spiritual needs.

In turn, it is necessary to distinguish between need and desire. A need is an objective need that a person must experience and understand. The emerging need for a certain thing prompts a person to actively seek ways to satisfy it and becomes the driving motive for activity. The student's needs must be related to the development of his chosen profession and the personal qualities corresponding to it. If he fell in love with the chosen specialty and entered an educational institution, such a need and need manifests itself as a strong guide. Satisfying the student's needs related to studying a specialty or acquiring qualities corresponding to it does not arise and is not satisfied immediately. The desire to master a profession necessitates an in-depth study of its various aspects, moral and professional preparation of oneself for this profession. This creates a new need and an associated need in the student. They, as cause and effect, become a stimulus that encourages him to carefully study knowledge and moral qualities for new spiritual and professional improvement. Need and motive are interconnected, and the need manifests itself in the form of a reason that motivates the motive-activity. Motives constitute the core of a person, the direction of his activities. The hierarchical structure of motives occupies a central place in the structure of a person and has a strong influence on his other characteristics [2]. Therefore, the key to understanding the student's personality and activity can be realized through his motivational field, his determinant in the system of motives. Curiosity is a concrete manifestation of human needs. Interest is shown in knowledge, work, sports, study, etc. Interest is a broad concept. This may mean that the person is cognitively oriented or constantly striving for a particular activity. A person's direction or interest manifests itself in the form of an aspiration, a plan, a dream, a perspective.

A necessary condition for human development is the breadth of his interest in the world around him. This is especially true when interests are focused on one main, central issue. However, with age, personal interests become more important, and professional interests become decisive. Professional interest is a determinant, a certain important direction of human activity.

In particular, the student's activity depends primarily on the choice of the specialty that he studies, in accordance with the characteristics of his body and the ideal of life. It has been established that a student who chooses a specialty that he does not want, does not correspond to his interests, due to parental circumstances and opportunities, as well as the advice of others, has a significantly lower level of personal activity. Under the influence of this, the student cannot find his place and position in the system of relations in the class. This negatively affects his self-expression in the team. Schoolchildren who choose a specialty

based on their interests and life ideals will have a positive attitude towards the profession, their occupation, classmates, school and teachers. Efforts to acquire a profession give him pleasure and encourage him to creative pursuits. Such students are active in their studies and social work, and become organizers in the classroom. They participate in training and educational organizational activities with some inner desire.

"The effectiveness of any educational process depends on its internal conditions and the moral aspirations of the student. The success of work on the formation of a person's spiritual image depends on this internal work, the level of focus and interest in education. This is the main thing," wrote S. L. Rubinstein [3, 138]. The student's aspirations to acquire a profession correspond to his personal qualities and become a motive that has a strong influence on him.

From the point of view of the effectiveness of organizing educational work among secondary school students, their place of residence during study after classes is considered to be the family circle. The family is a unique regional form of microenvironment. Its influence on the student's personality is manifested in the fact that the student does not have enough life experience, and his views and behavior have not yet formed into a single pattern. In connection with the objective nature of the influence of the family microenvironment on the student's personality, the creation in this place of a moderate spiritual and moral psychological environment is of decisive importance. This should be created by family members, class leaders and the students themselves. In this case, it is important to teach the child to comply with established internal rules and norms and live on the basis of mutual respect. It is important to induce in children the desire to establish positive rules for new work, based on the creation of unique customs and traditions in each family.

Their effectiveness is also increased by the fact that a positive educational environment in the student's family corresponds to the nature of the chosen specialty, his interests and spiritual needs. The direction of educational work in the family should prepare students for self-government and serve to mold them into future professionals and morally pure people. The environment as a broad concept, social reality determines the socio-political, economic, moral state of society and influences it, and also changes through the activities of people. Thus, education and social development are dialectically related to each other. Education is inseparable from society. This is a factor that ensures its existence, survival and development at all stages of the historical development of society and any system. Education depends on society and political systems, but society cannot be indifferent to education. Because any system instills its political, socio-economic, ideological and moral views in the members of society through education. Education is used as an important tool for citizens to formulate their goals and objectives and organize their activities. From this point of view, education acts as a chain connecting the masses with the state and its political system.

Although a person is the creator of spiritual and material wealth, his positive human qualities (corresponding to the requirements of society's ideology, morality, worldview) are largely a product of upbringing. Based on the needs of society, education is also a source of its development and strengthening of its power. It is through education that it influences the citizens of the state and strengthens their spiritual, internal socio-economic, scientific and technical power.

With independence, education has assumed a more important place in society than ever before. Therefore, in practice, raising a free, independent person is not only a matter for schools, educational institutions, and some public organizations, but has become a priority for the entire society and state policy. Not only employees of educational institutions, but also governors of districts, cities, regions, the government and the President of the Republic are directly involved in education.

In conditions of independence, based on paying so much attention to education and personal development, strengthening society from a spiritual, moral, ideological and political point of view, ensuring the development of the Motherland through the development of youth, and taking its rightful place in the advanced world community. This is due to the nature of far-reaching policies. The President of our independent republic built the education of youth on a new basis and set as his main goal the education of a new type of personality, the creation of subjective conditions for his intellectual and moral maturity. On this basis, it is necessary to solve the problem of personality formation in accordance with the ideology of independence, our national values and the specific mentality of our people. The meaning and essence of the modern educational process is for a person to realize his spiritual, economic, political rights and responsibilities in all spheres of society and realize them through education. Since education as a social phenomenon is inseparable from society, as society changes, its essence, goals and objectives, as well as the relationships between its components, change, and some of them become important and come to the fore. At the same time, important qualities and characteristics for the current period of personality formation acquire special significance. Then the qualities that are important in the formation of personality will come first. We see this in the fact that it has become relevant to cultivate spiritual and educational qualities in people. So, education is historical in nature. Therefore, its role in the life of society, the use of its capabilities and the interpretation of its essence are also variable. In this regard, we consider it appropriate to comment on the concepts of "personality formation," "personal socialization" ("socialization") and "spiritual and educational" education.

"Personality formation" should be understood as a set of objective and subjective conditions and factors influencing the acquisition and development of certain human characteristics. Moreover, if the influence of objective factors is strong, if subjective factors are not taken into account, the formation of personality continues spontaneously. Spontaneity in the formation of personality also occurs when, in the process of education, objective and subjective factors act in an inconsistent unity [4]. Even when only the subjective factor is strong in the formation of the human personality, the scientifically based influence of the forms and means influencing it is reduced and allows for one-sidedness. The dialectical unity of factors and conditions influencing the formation of personality is the basis for ensuring its improvement.

The concepts of "socialization of the individual" and "spiritual and educational education of the individual" are close to each other, and during its formation, during certain periods of the development of society (currently in the transition period) Requirements, it is necessary to understand that the social nature of behavior has qualities and on this basis to regulate their interactions with society and the environment. Socialization of a person, or spiritual and educational maturity, begins from the first days of his life, decreases or increases at different age periods of his life and is filled with content until the end of his life, and these can be positive or negative qualities, which are determined based on the way of life. Objective factors of "personal socialization" and "spiritual-educational" maturity: social system, living society, environment and the ability to organize education (state, public, legal organizations, educational institutions) - the subjective factor plays an important role. The degree of acceleration of a person's socialization and his spiritual and educational maturity depends on the system of social relations that has developed in society. A person's awareness of socio-economic requirements and ideological and moral norms of society is determined by the nature of these relationships. Thus, socialization and spiritual-educational maturity of a person is a process of continuous, consistent creative assimilation by him of the political, legal and behavioral norms of society and following them in his life.

Along with these, there are also the concepts of "personal development" and "human maturity", which are expressed one after another, by natural and consistent changes in a person's consciousness and behavior. At the same time, education as a social phenomenon has an ideological and psychological impact on a person, and is also a means of instilling in him the beliefs and moral standards necessary for society. A person's human qualities are formed under the influence of the entire socio-economic way of life of society. In conditions of independence, the formation of universal and national values among citizens is carried out on the basis of targeted and effective spiritual and educational work of government organizations, public organizations, various party and youth organizations, government and non-government organizations.

The social essence of education is that its goals and objectives are determined by specific social, economic, ideological and moral requirements facing society in each historical period; society determines the nature and direction of individual qualities and places them before education as a social order. The reason for this is that the basis of social relations in society is the economy. In turn, economic development and relationships cannot be realized without human participation. The most important thing is that the economy functions through human activity and is the result of his work. Therefore, the economic development of society cannot be imagined without education.

Human intellect, the spiritual world, as a product of education, acquires a socio-economic essence and plays the role of a catalyst for the development of society. The development of our country depends on the level of consciousness and active creative activity of our people, determined by an understanding of the essence of state policy and active participation in solving economic issues. The social connection here is determined by the fact that education depends on the level of social production. From this it follows that material opportunities and the economic base are also important in the organization of education.

The social role of education in the life of society is also manifested in solving political, moral and organizational issues. It is impossible to imagine people without regular and consistent education of their ideological and political beliefs and consciousness. At the same time, one of the important tasks of education is to increase the spiritual and educational level of people, to transform universal and national values, achievements of science and production technology into their spiritual wealth. Therefore, based on the level of knowledge of the laws of social development, subjects of the educational process (state and non-state, public organizations, educational institutions) must adapt methods, means, forms and methods of educational influence to the needs and from time to time, the spiritual development of people requires them to use modern forms educational influence. Therefore, it is important to understand that education must be closely related to the organizational, economic and ideological activities of the entities that conduct it. At the same time, it is necessary to emphasize one more important requirement, namely, that with the development of society, the activities of educational subjects in this regard will increase, the importance of education in all spheres of society will increase, and the serious participation of the entire society in it is the key to accelerating social development . Also, under conditions of independence, education becomes a policy priority not by accident, but by law. Therefore, the development of various layers of society is determined by the level of organization of education in these places.

Socio-economic, spiritual and moral problems facing society are determined by the subjects of the educational process in their theoretical and practical activities, which in turn ensures the integrity of theory and practice and enriches them with news. On this basis, clarifications are made to the process of formation of a perfect personality, aspects of the theory of education of a free, independent, independently thinking personality are determined. Since the spiritual and physical sides of a person determine his personal

structure, spiritual and physical development in its formation requires the development of a mentally deep, physically healthy organism as a whole, based on a person's knowledge of the laws of social development. The basis of human perfection is mental and physical perfection. On this basis, the development of his mind ensures his mental and physical maturity, gives him creative activity and joy of life, and strengthens confidence in the future. In this case, intellectual depth is the basis for a deep and critical analysis of knowledge, transforming it into confidence and conviction, the ability to correctly use it in practical activities, and developing the qualities of independent thinking.

Deep mental thinking of a person cannot be realized without physical health and maturity. A physically healthy person can have the right attitude towards people, nature, profession, and have a healthy perception of the world. It's not for nothing that people say: "A healthy mind in a healthy body." So, education is a powerful tool that satisfies society's need for human qualities. Therefore, society approaches it from the point of view of the needs of its own development and considers the educational process as a means of enhancing the formation of certain qualities in the formation of personality. This inevitably follows from the requirement that education serve the interests of society [6].

The process of education should not be viewed one-sidedly, only as the influence of the subject on the object. First of all, these are subject-object relations, and the subject of education is not only the state, political parties, public and non-governmental organizations, but also the person himself. In this case, the connection between subject and object manifests itself in such a way that education and self-education must be carried out together. Then a person will have the opportunity to educate himself not only as an object of education, but also as its subject, look critically at his actions, and eliminate his negative qualities. Only in this way does education become a powerful tool that changes a person's personality. A change in a person's personality does not happen in one day, but occurs in close connection with his conscious life and activities, as well as complex socio-economic, spiritual, ethical, ideological, and spiritual processes in society. Although the achievement of human excellence as a process defines the overall goal of education, this overall goal gradually manifests itself in the form of small periodic goals ("goals") during a person's youth and professional life and these are achieved step by step.

The general goal of the formation of a perfect personality is social development in specific tasks that must be solved by society and the individual, and at all levels and organizations of the social organization of society, for example, in the family, general secondary school, academic lyceum, vocational college, higher education institution, it is carried out at level of educational institution, work collectives and territorial level of the country, region, city and district. The most important thing is that each link clearly defines its task and their activities are mutual. Based on the research of the great Russian scientists V.S. Merlin and B.G. Ananyev [5], it can be noted that personality development is a qualitative change in the psychological integrity of a person, its functional improvement, the emergence of new mental qualities of the motor system and preparation in it - relatively the best solution to life's problems. As a result of the interaction of the individual and the environment, specially organized and planned influences, qualitative changes occur in the student's psyche. At the same time, education manifests itself as an important factor in mental development in three stages. First of all, at the socio-psychological stage, as an element of the life of society, its goal is the formation and development of its social structure and culture. The second stage is aimed at an organizational and pedagogical goal and represents the implementation of socially necessary changes for people under the influence of the interaction of the educational system of society with people. In this case, individuals of different ages or communities, groups can be considered as an object, and the result of education is the development of students. The third stage of education is again carried out psychologically and pedagogically.

In this case, education is aimed at realizing the goal of education in the form of mutual influence of teachers and students. At this stage, the learning object is directed to a specific student or team. At this stage, the teacher and student interact directly with the community. That is why the entire learning process can be called the interaction of its participants.

In this case, to implement the social direction of education, the teacher must know the students well and, based on a specific task, manage their activities and communication, knowing the goals and objectives of education, the opinions and attitudes of students. . At this stage of education, the impact is directed directly or indirectly (through an element of the environment) on the educated community. On this basis, educational activities can be called management of personal development in accordance with social needs.

Educational goals are realized by teachers in the form of two types of activities:

1) in the form of learning as a result of consistent interconnected actions of the teacher and student. In this form, the student acquires conscious and deep knowledge, skills and abilities. In this unity, it is necessary to highlight three elements: the content of education, that is, the joint activity of the student and the teacher, and the methods and organizational forms of their activity, which lead to certain changes in the student in society. If these changes are planned and determined in advance, they can be accepted as a result of education;

2) attracting students to activities other than studying and nurturing complex qualities that cannot be realized in the educational process.

Spiritual-educational, ideological-political, moral, aesthetic, labor education cannot be fully realized in the educational process. It is necessary to involve schoolchildren in a wider range of activities in order to form in students a collective scientific worldview and an active life position. It is necessary to create sufficient conditions for educational work (forming a group), properly organize the time of teaching students and after it, and implement an effective system of educational work based on the material base. The mutual activity of teacher and student in the complex of educational activities carried out outside the lesson is education in the "narrow sense". In order for "education in the broadest sense" to be carried out, it is necessary to give a social orientation to both of its forms (upbringing and extracurricular educational work).

If we look at the experience of teachers from this point of view, we will see a number of negative situations. Observations show that in most cases, educators do not strive to solve educational problems in the educational process or cannot fully use the educational opportunities of education. The search for the reason for this showed that most professors do not understand the theory of education, the essence of the goals of education and the development of the student's personality. Therefore, they cannot set specific educational goals during training sessions and focus on students' assimilation of educational, that is, educational material, at the required level. Teachers cannot reveal the educational potential of knowledge based on the choice of educational content, form and methods of teaching, their orientation towards education, and the formation of certain relationships in the lesson. The most important thing is that they do not connect the acquired knowledge with everyday life, the life of our independent Motherland.

3 Conclusion

We see that education, as a guiding force in the formation of personality, prepares the ground for knowing one's place in society by choosing moral, socio-political qualities and the right profession, based on the needs of society.

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