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VII. PATRIOTIC EDUCATION AS A PREREQUISITE FOR THE FORMATION OF THE PERSONALITY OF MAN AND CITIZEN



BASICS OF MODELING THE UPBRINGING PROCESS

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Summary. Upbringing is one of the most difficult processes. The influence of society, the real conditions of a person's life have a great influence on the result of upbringing. One of the fundamental components of upbringing is to consider the planned well-being of the child.

Keywords: upbringing; activity; activity; the goal of upbringing.

In modern psychological science, upbringing is studied as an activity and as a process.

Activity in Russian psychological science is traditionally studied as the activity of a subject, aimed at creative development and transformation of the surrounding world. As any activity, upbringing is determined by the goal, represented by the image of the desired result.

Upbringing is viewed as a pedagogical process, the purposeful creation of conditions for the assimilation and appropriation of social experience, which differs in content. The assimilation of social experience that meets the criteria of "scientific" is called "learning". A purposeful pedagogical process aimed at the formation of human qualities and forms of behavior approved by society is called upbringing. The result of upbringing, personal characteristics are manifested in a broad context in the forms of behavior. An act always acts as a conscious action, a symbolic act of moral self-determination, self-affirmation of the individual.

In educational psychology, assimilation is studied as a process of reception, semantic processing, preservation of acquired knowledge and as a result of educational activity, manifested in the ability to apply the acquired knowledge and formed skills in new situations of solving practical and theoretical problems [2]. The basis for assessing the characteristics of the process and the result of assimilation is the subject's ability to solve new problems.

Thus, if we consider upbringing as a purposeful, specially organized activity, then it is necessary to highlight the main conditions for its course: the psychological readiness of the upbringing subject to assimilate social experi-

ence; personality and socio-pedagogical competence of the moderator of social experience (teacher, parent, etc.), the use of methods, techniques and means adequate to the set goals, the possibility of free experimentation, variation on the part of the educated person and positive social reinforcement. The specificity of the interaction of a person (subject of education), educator (teacher, teacher, educator, parent, etc.) and society, which is actualized in the process of education, requires special attention and close study.

Upbringing as an activity raises the question of motivating participants in the upbringing process to consider the level and characteristics of readiness to perform upbringing activities, the regulation of the activity itself in the process of its implementation, the composition of the system of motives and the determination of the leading motive (the definition of the power motive as the leading motive of the educator provides an initially flawed position) and orientation activity, which is formed as a process of awareness and formalization of the goal.

The complexity of the interaction of the participants in upbringing is due to the fact that if the implementation of the learning process is based on translation, the creation of conditions and the actual assimilation of scientific knowledge, then the upbringing process is largely based, depends, is subject to social ideas functioning in society, which generate and organize the processes of social (mass, collective) the formation of meaning, leading to the emergence of a socially recognized strategy of cognition, a socio-psychological basis for the emergence of social ties that unite societies, organizations and groups. The function of social representations is that they capture phenomena that are socially significant for many people [3].

Modern man has a certain degree of autonomy (he is less influenced by such social structures as family, social class and religion, which previously governed his thinking and behavior), therefore, now, assimilating social ideas, a person can simultaneously modify them.

Statistics play an important role in assessing the social situation and possible educational tools and activities.

In modern science, statistics, as an applied mathematical science, develops and substantiates the principles and procedures for collecting, analyzing, interpreting and presenting data. In the social sciences and humanities, statistical data serve as the basis for formulating conclusions, as well as for forecasting and justifying decisions.

In parenting research, descriptive statistics can be used to summarize or describe a dataset.

The process of modeling the upbringing process must be investigated, the statistical dependences of the mathematically presented characteristics of the upbringing process in their causal relationship must be established, which makes it possible to conclude about the influence of changes in the values of prerequisites, factors, characteristics of pedagogical influence and other independent variables on behavior, the choice of the form of the child's act, which act as a dependent variable. In this case, the patterns in statistical data can be represented

in the model in such a way that allows you to take into account the factors of randomness and uncertainty of the social environment, and then used to draw conclusions about the process under study.

In the process of modeling the upbringing process, it is necessary to use data from two main types of causal statistical studies: experimental studies and observational studies. This allows you to take into account and identify the effect of differences in the independent variable (or variables) on the behavior of the dependent variable [4].

Statistics allows you to collect information shown in figures, as well as present the result of the study, which can focus not on the external, accessible to everyday observation of the state of affairs, but to reveal the internal, deep characteristics of the situation [5].

Thus, upbringing, as a complex activity, is realized in the system and is a process, a systematic series of actions aimed at a given goal. As a process, upbringing acts as a continuous activity, including specific activities, including a combination of pedagogical and psychological impact, requiring the activity of the subject of upbringing and providing a number of changes that are caused by triggered psychological mechanisms.

The implementation of any process implies the presence of formalized and controlled procedures (to what happens or takes place in the implementation of the process under consideration). If the process is a series of progressive and interdependent steps by which the goal is achieved, then the procedure is a formal, established order of doing things, a method of implementing the process, a series of actions that are taken to achieve a result.

Modeling the upbringing system as a process of a combination of factors, conditions, procedures and activities of complex social interaction of the participants, the main issue determines the formulation and operationalization of the set goal, towards which the entire upbringing system is directed.

It is also required to highlight the stages of the process [6], which is determined by:

a) "input conditions", i.e. characteristics of the participants in the process and the factors of its course corresponding to the time continuum of the process (characteristics of society, availability of resources, etc.);

b) the activities that need to be carried out to achieve the goal of the system itself (this can be the final goal or an intermediate one, which creates the conditions for achieving the final goal);

c) the planned results obtained (as characteristics of the behavior of the participants in the process, which make it possible to determine the readiness of the system for the transition to the next stage);

d) an assessment of the prospects for the functioning and development of the modeled system, which makes it possible to make timely adjustments to the open components of the system.

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