

THE PROBLEM OF FREEDOM IN LEARNING AS A PSYCHOLOGICAL PROCESS

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Abstract

The article "The Problem of Freedom in Learning" examines a complex and multifaceted issue related to the role of freedom in the process of learning and personal development. The question is raised about how freedom affects learning, what advantages and disadvantages it can bring, and how a balance can be found between freedom and structure in educational systems. The first part of the article examines the historical context of the development of educational systems and emphasizes the importance of freedom in learning. He analyzes different approaches to education, ranging from traditional systems that focus on the transfer of knowledge to innovative methods that emphasize the role of independent discovery and creativity.

Key words

The problem of freedom, the learning process, educational system, methods.

Freedom in the field of education - one of the basic principles of state policy and legal regulation of relations in the field of education is the free development of the individual. The Law "On Education" states that one of the principles on which state policy and legal regulation of relations in the field of education is based is "the freedom of choice to receive an education according to the inclinations and needs of a person, the creation of conditions for the self-realization of each person, the free development of his abilities, including providing the right to choose forms of education, forms of training, organizations carrying out educational activities, the direction of education within the limits provided by the education system, as well as providing teaching staff with freedom in choosing forms of education, methods of teaching and upbringing"[1,36].

The first President of the Republic of Uzbekistan, Islam Karimov, paid great attention to education in Uzbekistan, recognizing its key role in shaping the quality

of life and the future of the country. Islam Karimov highlighted problems related to insufficient funding for education, lack of places in kindergartens, disrepair of school buildings and other aspects that impeded the full development of the educational system.

The initiatives of the First President to create targeted programs, a fund to support gifted youth, send talented students abroad, develop kindergartens at home and other measures were aimed at improving the educational infrastructure, increasing the accessibility of education and developing talented young people.

These steps contributed to improving the conditions for training and education of young people, expanding opportunities for self-development and professional growth. The development of education is an important factor for ensuring sustainable socio-economic development of the country and training qualified specialists for the future.

The humanistic and democratic nature of teaching and upbringing [3, 3] presupposes the humanitarization of the content of education, which should ensure the development of oral and written speech, understanding of people, historical thinking, and a reasonable attitude towards nature. Democratization of education - to provide everyone with access to cultural achievements, in revealing the abilities of children, taking into account national and cultural specifics.

The study of the concept of freedom in the context of psychology is indeed an important and relevant area of research. Psychological freedom, as an internal reality, plays a significant role in the formation of personality, its value orientations and behavioral patterns. Psychologists, unlike philosophers who study various aspects of the phenomenon of freedom, were interested in internal (L.I. Bozhovich, L.S. Vygotsky, S.L. Rubinstein) or psychological freedom (D.A. Leontiev), which can be considered as mental reality". The spiritual foundations of freedom, associated with moral and ethical principles, are of particular importance in modern society, where the spread of negative ideas about freedom can lead to degradation of the individual and society as a whole. Understanding freedom as responsibility, choice and self-determination helps a person develop his individuality and make conscious decisions.

Research on age-related characteristics of the understanding of freedom can help identify the specifics of the formation of this concept at different stages of a person's life and develop methods of working with different age groups to develop an understanding and value of freedom as an important aspect of personal growth.

L.S. Vygotsky truly made a significant contribution to the study of human internal psychological freedom and its role in personality development. He

considered freedom as the ability to rise above the situation and above one's own affect, which allows a person to carry out conscious and meaningful actions in life space [2, 56].

For Vygotsky, freedom was not only the ability for self-liberation, but also the opportunity to maximize the realization of existing opportunities and achieve the common good through verbal thinking [3]. He emphasized the importance of developing speech and thinking to develop an understanding of freedom and its use in everyday life.

Vygotsky saw freedom as a key aspect of personal development that allows a person to actively participate in life, make choices, and accept responsibility for their actions. His work on internal psychological freedom continues to remain relevant and important for modern psychology.

L.I. Bozhovich really continued and developed the ideas of L.S. Vygotsky, paying special attention to the internal freedom of the individual and its development. She highlighted the idea of self-transcendence and the priority of universal human values in the process of gaining inner freedom, which emphasizes the importance of the spiritual determination of this process.

L.I. Bozovic also described the ontogenetic stages of the development of internal freedom and the mechanism of acquiring will, emphasizing the importance of volitional regulation for managing the process of self-liberation. Her work is a valuable contribution to the study of inner psychological freedom and its development.

Concept by S.L. Rubinstein also plays an important role in studying the problem of freedom as human self-determination. He identified freedom as a mental phenomenon manifested in cognition, life activity, interaction with other people, self-regulation and responsibility. This allows us to consider freedom as a complex phenomenon associated with various aspects of human life [7].

The research of foreign existentialist psychologists, such as R. May, W. Frankl, E. Fromm, I. Yalom and others, really makes a significant contribution to the understanding of the phenomenon of freedom as a fundamental characteristic of human existence. They emphasize the importance of a responsible and conscious choice by an individual of the direction of his life and development, based on awareness of the essence of his existential Self.

They pay special attention to the value and spiritual determination of internal freedom, emphasizing the importance of a person's awareness of his existence and the separation of his existential Self from the specific characteristics and attributes with which he usually identifies himself. This approach allows us to consider

freedom as a process of self-knowledge and self-determination, based on a deep understanding of oneself and one's values.

The research of these psychologists expands the understanding of freedom as a phenomenon closely related to the spiritual and value aspects of the human personality, and represents an important contribution to the development of modern personality psychology [9, 22].

At high school age, effective self-government, strong-willed qualities and resilience reflect an understanding of psychological freedom. Moreover, the controllability component is actively manifested in both senior Stepanov N.A. features of understanding the psychological freedom of the individual in adolescence, high school and student age [10]. Schoolchildren who prefer external freedom, and older schoolchildren who prefer internal freedom; and such a component as life satisfaction is associated with both types of freedom equally. But internally free older schoolchildren exhibit stronger spirituality, cognitive and value autonomy. In this case, internal "freedom for" may indicate the stability of moral beliefs, independence in judgment, awareness in the choice of internal values, high resilience and stress resistance, the effectiveness of the self-government system, a pronounced feeling of happiness and fulfillment in life. The external "freedom from" of older schoolchildren also reflects a high level of happiness, independence and effective self-government. But at this age, than in adolescents, the focus on oneself is more pronounced, on the external attributes of success in the absence of the desire for self-development, which can subsequently lead to a distortion of personal development and dependent, rather than free, behavior.

Spirituality is a significant structural component of psychological freedom, determining its content in the case when the other components are not yet sufficiently developed, weakly manifested or not so significant, especially in adolescence. The results obtained suggest that it is the reduction in the role of spirituality that leads to the aggravation of internal contradictions, the struggle of motives, the instability of life goals, values and ideals, which negatively affects the understanding of psychological freedom and is fertile ground for the formation of pathological addictions. In this case, the development of the spiritual component of psychological freedom can prevent negative intrapersonal changes associated with the uncertainty of life's meanings and guidelines, help increase the individual's resistance to the influence of unfavorable external and internal factors and understanding the value of true internal freedom.

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