



STATEMENT OF THE PROBLEM OF DEVELOPMENT IN THE CONTEXT OF THE RELATIONSHIP "SUBJECT-ENVIRONMENT"

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Annotation: Based on the relations of opposition between the subject and the environment, two scientific directions are distinguished: endogenous, where the subject is considered the main driving force, and exogenous, where the environment is considered the driving force. Exogenous means arising as a result of external factors, endogenous - arising, developing due to internal causes.

Key words: Exogenous, endogenous learning, mental illness, formation, socialization, preschool education, sources of preschool pedagogy.

Аннотация: Исходя из отношений противопоставленности субъекта и среды, различают два научных направления: эндогенное, где основной движущей силой считается субъект, и экзогенное, где движущей силой считается среда. Экзогенный означает возникающий в результате воздействия внешних факторов, эндогенный — возникающий, развивающийся вследствие внутренних причин.

Ключевые слова: Экзогенный, эндогенное обучение, психические заболевания, формирование, социализация, дошкольное образование, источники дошкольной педагогики.

In the late 1930s, N. Miller, J. Dollard, R. Sears, J. Whiting, young scientists at Yale University made an attempt to translate the most important concepts of the psychoanalytic theory of personality into the language of C. Hull's learning theory. In 1941 they introduced the term "social learning" into scientific use.

N. Miller and J. Dollard were the first to build a bridge between behaviorism and psychoanalytic theory. In their opinion, the psychopathological personality differs only quantitatively, and not qualitatively, from a normal person.

The American psychologist R. Sears developed a variant of combining psychoanalytic theory with behaviorism. In active behavior, he singled out action and social interactions. Action is called motivation. The constant reinforcement of specific actions leads to new, secondary impulses that arise as a result of social influences.

He introduced the dyadic principle of studying child development: since it takes place within a dyadic unit of behavior, since adaptive behavior and its reinforcement in an individual should be studied taking into account the behavior of another, partner.

Sears identifies three phases of child development:

- 1) the phase of rudimentary behavior - is based on innate needs and learning in early infancy, in the first months of life;
- 2) the phase of secondary motivational systems - is based on the study within the family (the main phase of socialization);
- 3) the phase of secondary motivational systems - is based on learning outside the family (goes beyond early age and is associated with entering school).

Each child has a repertoire of actions that are necessarily replaced in the course of development. Successful development is characterized by a decrease in autism and actions aimed only at satisfying innate needs, and an increase in dyadic social behavior.

According to Sears, the central component of learning is addiction. Between the ages of four and twelve months, addiction and the dyadic system are established. Physically, the child depends on the mother from birth. Psychological dependence appears a few months after birth and persists to some extent into adulthood. But addiction peaks in early childhood.

The child's expectations are a mediated internal reaction to signals from the mother; they are essential. Reward and Punishment as Conditions for the Formation of New Behavior Children will behave better if their good behavior is encouraged

by their parents. Reward, unlike punishment, does not have an immediate effect, but it has a more lasting effect and does not cause negative emotional states. The role of imitation in the formation of new behavior

Punishment can have a quick but short-lived effect. Therefore, punishment quickly becomes a habit of the one who punishes, but does not have a lasting effect on the offender.

A lot of human behavior arises from observing the behavior of another. Learning by observation is important because with its help, you can regulate and direct the behavior of the child, giving him the opportunity to imitate authoritative models.

Bandura criticized radical behaviorism, which denied the determinants of human behavior arising from internal cognitive processes. For Bandura, individuals are neither autonomous systems nor mere mechanical transmitters animating the influences of their environment - they have superior abilities that allow them to predict the occurrence of events and create the means to exercise control over what affects their daily lives. Given that traditional theories of behavior could be wrong, this provided an incomplete rather than an inaccurate explanation of human behavior.

From the point of view of A. Bandura, people are not controlled by intrapsychic forces and do not react to the environment. The causes of human functioning must be understood in terms of the continuous interplay of behavior, cognition, and environment. This approach to the analysis of the causes of behavior, which Bandura called reciprocal determinism, implies that predisposition factors and situational factors are interdependent causes of behavior.

Human functioning is seen as a product of the interaction of behavior, personality factors and the influence of the environment.

Simply put, internal determinants of behavior, such as belief and expectation, and external determinants, such as rewards and punishments, are part of a system of

interacting influences that act not only on behavior, but also on various parts of the system. Bandura's triad model of reciprocal determinism shows that although behavior is influenced by the environment, it is also partly a product of human activity, that is, people can have some influence on their own behavior.

For example, a person's rude behavior at a dinner party may cause the actions of the people present to be more of a punishment rather than an encouragement for him. In any case, behavior changes the environment. Bandura also argued that due to their extraordinary ability to use symbols, people can think, create and plan, that is, they are capable of cognitive processes that are constantly manifested through overt actions.

Each of the three variables in the reciprocal determinism model is capable of influencing the other variable. Depending on the strength of each of the variables, then one, then the other, then the third dominates. Sometimes environmental influences are strongest, sometimes inner forces dominate, and sometimes expectations, beliefs, goals, and intentions shape and guide behavior. Ultimately, however, Bandura believes that because of the dual nature of the interaction between overt behavior and environmental circumstances, people are both the product and the producer of their environment.

Thus, social-cognitive theory describes a model of mutual causation, in which cognitive, affective and other personal factors and environmental events work as interdependent determinants.

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