



DEVELOPMENT OF HUMAN CONSCIOUSNESS AND PHYSIOLOGY: THE INTEGRATION OF SOCIAL FACTORS INTO HUMAN NATURE

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<https://doi.org/10.5281/zenodo.17911878>

Abstract

This article examines the psychology of human consciousness formation, its relationship to medicine, the concepts of consciousness and unconsciousness, and the critical importance of central nervous system centers in consciousness development. It analyzes diseases resulting from dysfunction of these centers, various scholars' perspectives on consciousness and unconsciousness, the role of social environment in consciousness formation, and the physiological mechanisms of consciousness. Consciousness and unconsciousness are inseparable components of human cognition, both playing crucial roles in personality development and decision-making processes.

Keywords: consciousness, unconsciousness, psychoanalysis, cognition, speech, memory, developmental psychology, reflex

Introduction

Consciousness represents the highest form of human psychological activity. Through consciousness, humanity possesses the capacity to perceive and comprehend the external environment and internal states, evaluate them, think critically, reason, and make decisions. Consciousness enables individuals to analyze their experiences, concepts, emotions, memories, inner experiences, and surrounding events and phenomena, thereby formulating reasoned judgments about them.

The evolutionary history of consciousness is intrinsically linked to the historical development of human beings as a species. Since humans are both biological and social entities, consciousness similarly represents a product of both biological and social evolution. Initially, however, consciousness was interpreted through two distinct paradigms: religious and mythological. The religious interpretation of consciousness conceptualizes it as a divine phenomenon—a miracle created by God. In numerous religions, consciousness is characterized as a manifestation of supreme divine intelligence. Throughout human history, societies that acknowledge the creation of the universe and humanity have attributed consciousness to the power of the Creator.

Consciousness is a uniquely human concept that develops exclusively within social environmental conditions. As the highest expression of integrated psychological functioning, consciousness is associated with the activity of the central nervous system, which is intrinsically connected to human speech. The central nervous system comprises the brain and spinal cord with their emanating nerves. Twelve pairs of cranial nerves emerge from the brain, while thirty-one pairs of spinal nerves originate from the spinal cord.

Speech is a process formed through reflexive mechanisms. Specific regions of the cerebral cortex participate in speech production, including the frontal, temporal, and occipital areas of the left cerebral hemisphere. These regions house the speech-motor analyzer, speech-visual analyzer, and speech-auditory analyzer.

The speech-motor analyzer, located in the left frontal cortex of the brain, is also known as Broca's area and participates in oral speech production. The speech-auditory analyzer, situated in the left temporal region of the cerebral cortex, is called Wernicke's area, where unfamiliar

speech is received and processed. The posterior region of the cerebral cortex plays a crucial role in speech comprehension. This constitutes the brain's visual center, participating in the formation and assimilation of written speech. Consequently, consciousness emerges as a product of social-historical development processes, arising through the establishment of human labor activity and constant interaction with others through language. In other words, consciousness is a social product.

The formation of consciousness proceeds as follows: at birth, during infancy, consciousness is absent; however, as the child grows and develops, through interaction with other individuals who possess their own unique psychological characteristics, and through activity processes, the child's psychological functioning advances and consciousness emerges. This entails self-awareness—the comprehension of one's own body, the nature of one's thoughts, emotions, one's position in social production, and one's place in society.

As individuals live within society, children's consciousness is influenced by their actions, behaviors, and through education and upbringing. Society begins with the family. Therefore, family members play a crucial role in shaping a child's consciousness.

Characteristics of consciousness

Consciousness comprises an individual's thoughts, feelings, sensations, imaginations, will, and perspectives. Self-awareness, memory, will, and speech constitute the fundamental aspects of consciousness. Consciousness expresses humanity's intellectual and emotional state. The primary characteristics of consciousness include sensation and perception. For example, we perceive events and phenomena in our environment and exhibit emotional reactions to these processes. Through consciousness, we develop the capacity for logical reasoning, critical thinking, drawing conclusions, analyzing processes, and making autonomous decisions.

Cognition represents the highest form of mental activity. Cognition invariably relies upon imagination. Only through cognition can humans achieve self-awareness. The level of consciousness development manifests in an individual's capacity for reasoning, thinking, and articulating conclusions. As individuals continuously work on self-improvement and develop their mental faculties, their consciousness, memory, and cognitive abilities progressively enhance. Memory also plays a significant role in consciousness formation. Through memory and consciousness, we can recall our experiences and reconstruct past events. The development and transformation of consciousness stimulates spiritual, social, and psychological elevation. As individuals live their lives, developing their consciousness, setting goals, and continuing self-improvement, they find their place in society.

In interpreting the essence of consciousness, it should be understood as the reflection of the material world within human dimensions, interpreted in connection with human bodily activity. Within this approach, known as the materialistic orientation, distorted interpretations of consciousness's essence have emerged. For example, just as salivary glands produce saliva, the brain can supposedly produce consciousness. Such an approach leads to the conclusion that consciousness is not an ideal but a material phenomenon. While saliva can be observed, consciousness can neither be seen nor grasped.

Differences between human and animal consciousness

Human consciousness differs significantly from animal psychology. Another erroneous view exists—the claim that consciousness present in humans also exists in animals—which is absolutely incorrect. Animals do not possess consciousness; consciousness is uniquely human. Animal behavior operates through instinct or reflexes; they lack the concept of cognition. From a biological perspective, animals' actions occur through unconditioned reflexes formed by unconditioned stimuli. A reflex is the central nervous system's response reaction to stimulation through excitation.

Concepts and theories in consciousness formation

According to Sigmund Freud: "Consciousness is the highest form of psychological activity, unique to humans. Consciousness is considered the reflection of the material world in the

human brain and the foundation of its activity." Freud introduced the concept of the unconscious into science during that era. Through his extensive work treating neurological diseases, particularly in diagnosing children with paralysis and speech disorders, Freud began working directly with consciousness problems. As conscious beings, we humans possess the capacity to consciously control our bodies and inner experiences through their neurophysiological foundations.

Psychology is also connected to physiology and pedagogy. I.P. Pavlov's theory of higher nervous activity constitutes the natural-scientific foundation of psychology and pedagogy. Regarding the physiological mechanism of consciousness, I.P. Pavlov stated: "Consciousness is the current nervous activity of a particular area of the cerebral hemispheres possessing a certain optimal state of excitation under present conditions." After the embryonic developmental period of the organism, nerve tissue cells lose their capacity to divide and multiply; therefore, certain organs of the organism grow and develop, and the quality of these organs also changes. With organismic growth, the content of psychological life and the possibility of adaptation—developmental formation—emerges. Human consciousness is a characteristic that emerges within social-historical life conditions, develops only within social environmental conditions, and is unique to humans. What distinguishes us from animals is the development of our consciousness. Through our consciousness, beyond the biological needs that animals also possess, we gain the capacity to satisfy our social needs.

The higher level of psychology is consciousness; the lower level is unconsciousness. Consciousness is characterized by the development of awareness. Through consciousness, humanity finds its place in society, achieves self-awareness, sets goals, works tirelessly toward these goals, develops itself, and ultimately achieves desired outcomes.

The unconscious

The unconscious represents the lowest level of psychology. The unconscious is a psychological state occurring without conscious participation. The unconscious is the aggregate of impressions, fantasies, human behaviors, and psychological processes that render individuals unable to control themselves. As a psychological state, the unconscious represents a form of reality reflection in which the capacity for spatial and temporal orientation and integration is lost, and verbal regulation of human behavior is disrupted. Several psychological states can be classified as unconscious, such as dreaming, sleep-talking, and hallucinations.

"Dreaming is a logical combination of illogical impressions"—this statement belongs to I.M. Sechenov, the Russian physiologist and founder of "the physiology of thinking and consciousness." According to him, dreams represent the brain's confused, illogical recombination of previously received impressions.

The unconscious, like consciousness, constitutes a unique psychological state in humans—a mechanism arising from the insufficient uniformity of reality in the human brain, formed in partial connection with the social conditions of human life. According to Freud's theory, the unconscious manifests in psychological states including:

- Dreams
- Unintentional verbal expressions
- Elimination of depression and negative moods
- Metaphorical speech
- Intoxicated states resulting from consumption of narcotic substances, psychotropic medications, and alcohol
- During hypnosis
- Psychological activity occurring during sleepwalking, and similar phenomena

Psychoanalysis

Psychoanalysis is a psychotherapy method and psychological theory developed by Sigmund Freud. In Freud's theory, unconscious psychological processes and motivation are placed at the center of human attention. Advancing the idea that the basis of human behavior is sexual drive arising in childhood relative to seeking pleasure, this theory denies sociality and consciousness in human behavior. According to psychoanalytic theory, three types of psychological instances exist:

- 1.The unconscious "Id"—the sphere of drives
- 2.The "Ego" or "I"—with various defense mechanisms
- 3.The "Super-Ego"—social prohibitions, mandatory order-rules codified into law

Humans are active through the manifestation of hereditary information and instinctive drives passed from ancient ancestors. Instinctive drives initially manifest as sexual instinct and protective instinct.

However, as individuals live in society, society restricts the person from many things, and their instincts and drives—desires—undergo "censorship." Consequently, the person is forced to suppress their instincts and drives. Instinctive drives, as a psychological state affecting their personality, are consciously expelled from consciousness but do not disappear—they are transferred to the unconscious. One of the primary tasks of psychoanalytic theory is to identify and help understand states manifested in the unconscious. Instinctive drives, while maintaining their power and activity, enter various forms of human cultural and personal activity products, participating in controlling human behavior arising from the unconscious state. Psychoanalysis encounters the absolutization of contradictory relationships between the unconscious and consciousness.

Consciousness-related diseases

Diseases associated with consciousness include: cerebral hemorrhage (stroke) resulting in impaired consciousness functioning; manic-depressive psychosis—a mental illness in which the patient may exhibit psychological state exacerbations when in extremely depressed or elevated moods. These exacerbations can persist from several days to several months. During acute periods, consciousness clouding may develop in the form of delirium, sometimes as amnesia.

Patients with delirium syndrome develop multiple visual hallucinations of fantastic or frightening character. The patient becomes isolated from the environment, disoriented to time and place, although self-orientation is preserved; the patient experiences fear and anxiety. For example, in Botkin's disease (hepatitis A), states may be observed including depressed mood, anxiety, slow thinking, and consciousness clouding, if the individual has absorbed negative thoughts into their psychology.

When most people contract viral diseases, they absorb negative thoughts affecting their psychology into their consciousness, consequently exacerbating consciousness-related diseases.

Conclusion

In conclusion, consciousness is humanity's capacity to perceive the environment, think, make conscious decisions, and manage one's life. It is connected to processes of cognition, memory, imagination, and analysis—crucial for shaping individuals as persons in society.

The development of our consciousness lies in our own hands—as we live as individuals in society, we must avoid unconsciousness and strive toward consciousness. For this purpose, we young people must direct our attention to reading books, set goals for ourselves, work toward these goals, elevate our capacity for cognitive reasoning and thinking, and engage more in self-improvement.

As the fetus develops in the mother's womb, the mother's psychological state, her inner experiences, and psychology begin to influence the fetus. Attention to child upbringing within the family is also essential.

The unconscious encompasses psychological states and instinctive behaviors that consciousness cannot control. This phenomenon manifests in dreams, pathological states, and as psychological phenomena. The unconscious is largely connected to an individual's inner experiences, memories, fears, and innate instincts. While consciousness plays a crucial role in consciously controlling individuals, the unconscious exerts its influence covertly in human decision-making processes. Therefore, individuals must strive to understand their unconscious emotions and analyze them with conscious participation, seeking to consciously control them.

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