

Analysis Of Theoretical Research On Vitagenic Experience And The Vitagenic Principle In The System Of Pedagogical Knowledge

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Abstract: The article examines life experience as a function of ensuring harmony between science and life across all scientific fields. Vitagenic education is a teaching approach based on actualizing (engaging) an individual's (student's) life experience, utilizing their mental (intellectual) and psychological potential for educational purposes. The aim of vitagen-oriented learning is to manifest the intellectual and psychological potential of the individual. It involves transforming a person's lived experiences into applicable life experience. Vitagenic experience encompasses individual mechanisms for implementing acquired life experience in real-life situations. The described ideas about personality open up a new approach to understanding the importance of education for a person. As a social institution, education is the source of continuity of events that occupy an important place and time in human life. Education is a source of both life and vitagenic experience. One of these positions is that the global function of education is to support the formation of the individual, actively shaping their lifestyle.

Keywords: Vitamin education, vitaminism, pedagogy, competence.

Introduction: This article examines the pedagogical concept of vitageny and virtual modeling in student learning. The formation of students' principles of vitagenic education in the process of acquiring human vitagenic experience is based on identifying factors that determine the completeness of the manifestation of human individuality, the effectiveness of helping and supporting students in new forms of their life, in forms corresponding to the development (change) of society. The article also defines the forms, methods, and means of teaching students using vitagenic educational situations. The essence of the vitageny process is closely linked to the process of finding the means, mechanisms for realizing vital functions, that is, the vitagenic experience. Psychophysiological mechanisms are essentially forms of vitagenic experience. Their peculiarity, the advantage of using them in the educational process, is that they naturally regulate the cognitive processes of a person: activate, maintain, and maintain vitality at the necessary level. Describing the essence of the mechanisms of vitagenic experience, we spoke about the fact that an infinite set of them can arise in humans.

In our country, special attention is paid to the widespread introduction of interactive, smart technologies, software into the educational process, the accelerated development of smart education as "SMART University" as a priority direction of reforming continuous education. This requires improving the pedagogical mechanisms for developing media competence. The Action Strategy for the Further Development of the Republic of Uzbekistan defines "improving the quality and effectiveness of higher education institutions by introducing international educational standards and assessing the quality of education" as an important task. These tasks recognize the importance of improving the content and practical-technological system of developing media competence in the process of continuous education based on modern approaches. Improving media competence, in turn, depends on the introduction into the educational process of content, forms, methods, and means of teaching that meet the requirements of the new era. From this point of view, the role of vitagenic information is invaluable, in which the educational content quickly reaches the listener's consciousness, is

easily assimilated, and is formed at the level of competence. Experiments with vitagens and data on vitagens have already taken their place in world science. In the research of Uzbek scientists, this term has been widely used in recent years.

The source of this process is still the same life (in our case - educational) situation. Compared to the previous condition, the state of vitagenic education here occurs in a somewhat different form - by modeling life events, it activates the vital mechanisms of vitagenic experience, which ensures the natural regulation and self-regulation of educational processes by humans. In vitagenic situations, there are practically no anomalous forms of human life, i.e., activities not characteristic of a real lifestyle. This makes the state of vitagenic formation a means of activating existing forms of vitagenic experience and obtaining new forms (mechanisms).

The idea of vitagenic education was first introduced to pedagogy in the late 1990s by A.S. Belkin. The author emphasizes that one of the reasons for its creation is the discrepancy between the idea and reality of educational interaction based on the cooperation of educational process participants and the subject-subjective relations accepted in pedagogical science. Vitagenic education is education based on the actualization of an individual's life experience, personal and intellectual potential for pedagogical purposes. In vitagenic education, life experience is of great importance. However, it is necessary to distinguish between life experience and life experience].

In the educational process, a person's life experience is based on two types of life experience - education aimed at renewing and creating the necessary intellectual, psychological, and pedagogical potential. The first life experience is an activity that does not have sufficient significance for a person and reflects some aspects of their life and activity, and the second life experience is an activity that is valuable for a person, is stored in long-term memory, and is ready for execution and renewal in appropriate situations. It is precisely this concept in modern pedagogy that is called competence. Vitagenic experience is widely used in research in various fields. Creating events in The educational process is the final stage of transition to the formation of a real life form based on the implementation of life learning. Direct use or reservation of new forms (mechanisms) of vitagenic experience acquired by adults during the learning process. This condition applies to the direct results of vitagenic formation - the use of acquired forms of vitagenic experience in human life. One of the principles of Andragogy, the disciplinary level of vitagenic education methodology, is the updating of

learning outcomes - assuming that acquired knowledge, skills, abilities, and qualities are immediately applied in practice. Vitagenic education, based on this principle, expands it, not only recognizing the possibility of directly, immediately applying the obtained forms of vitagenic experience in practice, but also reserving the obtained forms until a specific life situation arises that brings them to life.

According to S. Belkin, these are completely different concepts with different content. Life experience is vitagenic information not obtained by itself, but based on understanding some aspects of human life and activity. Life experience does not have sufficient significance for a person. However, as A.S. Belkin discovered, in many educational technologies, the learning process is built on life experience. Life experience is vitagenic information received by a person independently and is their property. Life experience is stored in the reserves of a person's memory and is constantly ready for actualization in various life situations. In pedagogy, this is commonly referred to as authority.

Principles of vitagenic formation:

Relying on the teacher's life experience is the main way to transform knowledge into a value.

- Life experience allows a person to realize their potential abilities in the process of learning.
- It is necessary to use life experience in many ways.
- The activation of a student's intellectual potential should be based on respect for the individual.

Ways to implement vitagenic formation:

- Determining the content of the vitagenic experience using visualization.
- Determining vitagenic experience through various surveys
- Determining vitagenic experience by confirming it by all participants in the educational process.
- Analysis of vitagenic experience. To reveal its nature and scope, to establish a connection between them.
- Defining the basis for classifying vitagenic experience, its classification. Combining data specific to vitagen in various fields of knowledge.
- Determining the possibility of purposeful pedagogical influence Formation of integrated knowledge, skills, and attitudes.
- Determining the conditions for using vitagenic experience in building scientific knowledge in various fields.
- Expanding students' worldview by involving participants with extensive life experience in the

educational process.

Since the goal of the learning process is a person, the specific features of the content of the learning process from the point of view of pedagogical anthropology can be expressed from the point of view of a spiritual being, such as "understanding," "meaning of life," "consistency of life," "life experience," etc. At the level of a specific individual, the goal takes the form of existence, based on pedagogical anthropology. This means that as a result of their own efforts, self-development, self-realization, a person "becomes themselves," realizes their goal. Therefore, the content of the educational process should involve the student in the state of thoughts and feelings about themselves as a person and show that a person "can or should create or make themselves as a free-acting being," in other words, contribute to the formation of their vitagenic experience (this term was first introduced into pedagogical use by A.S. Belkin) - the experience of self-knowledge, self-awareness, self-projection, the main goal of which is to ensure the "second birth" of a person - birth as a person. The word "vitagen" in translation means "development of life" (vita - life, genos - development). Such an expression gives the concept of "development" a completely different meaning than that accepted in traditional philosophical and psychological knowledge of man. "Life experience" (A.S. Belkin's version) includes the world meaning, formed by humanity and represented in different cultural languages. This is "the collective and common product of millions of years of thinking." As an ideal form, it encompasses the entire process of human life and development, creates an infinite socio-cultural semantic space for the formation of personality, and serves as a source of value-semantic orientations for its self-determination and self-expression. There is no obstacle between vitagenic experience and life experience. Vitagen's experience does not arise spontaneously, not suddenly, but grows through the stage of information about life, using its ability to "freely influence the soul with great contours" (V. Dilthey). In the process of learning, life experience is provided. But for this, a person... "first of all," wants to do it. Secondly, there must be conditions, in particular, time, assistants (teachers, instructors), teaching materials. Thirdly, you must be able to do this." At the same time, formal knowledge, achieved by sciences, can never complete the life experience of a person, it is "living knowledge" (V. Zinchenko), because it is a practically effective, emotionally alive development of the world, its specific expansion through trials and mistakes. Humans are naturally endowed with the desire to be (exist) and the desire to live (act). The main, but important thing is that "a person lives not to

live, but to live" (K.D. Ushinsky). In the process of existence, he develops life experiences based on psychophysical inclinations, which is, on the one hand, the initial way of perceiving human reality, and on the other hand, the result of a serious analysis of events, their assessment, understanding of life based on it. From the innate desire to live, a person develops a desire for conscious activity, and the activity itself, possessing specific mental processes and properties, is formed. Among them, the most important are knowledge, feeling, and willpower. They are necessary for any practical and theoretical activity. Life experience, uniting and separating a person's path from activity to personality, from action to consciousness, creates a direct perspective for the development of the ability to live in a multidimensional, changing world. At the same time, a person's lifestyle, the meaning of their existence, the direction of the trajectory of personality development determine the five main conditions for the formation and renewal of life experience, i.e., life experience is necessary:

- be ontological, i.e., include life experience - the experience of previous generations;
- not only to retain in memory everything that has been lived, but also to have a valuable meaning for the individual;
- have social significance;
- not only keep information about the past in memory, but also help create the future, taking into account past mistakes and achievements;
- continuity in replenishment; this is a constant, continuous process, since the accumulation, restructuring, and renewal of life experience that determines a person's life tactics occurs constantly and throughout their entire life.

A concept is a system of views, a way of understanding any phenomena, processes, the main idea of any theory. The development of the theoretical foundations of vitagenic education should include a system of ideas about the student's personality arising from the essence of vitagenic processes. In the theory of vitagenic education, one can talk about the formation of a certain concept of personality. Relying on the independent concept of personality allows us to define the functions of vitagenic education both in relation to students and in relation to the existing education system, which is the subject of consideration of various fields of pedagogical knowledge. The keys to the theory of vitagenic formation are the concepts of "vitagen," "life experience," and "vitagenic experience." Using these concepts as pedagogy requires a qualitatively new understanding of the

process of personality formation in the educational process, for which it is necessary to define a generalized vitagenic concept of personality formation in the life process. In general, when we talk about vitageny, we mean the process of personality formation in the process of life under the influence of life events. The vitagenic concept of personality reflects the mechanisms of formation of the core and structures of personality, for which life and vitagenic experience are a formative factor. In his life, from the first minutes, a person encounters a series of events that he has experienced, experienced, and formed. Despite the certain randomness of a series of events and the nature of a person's attitude towards them, two processes that shape personality can be distinguished - the acquisition of life experience and the formation of vitagenic experience. The use of the words "purchase" and "distribution" is not accidental, but reflects the deep essence of these processes as two interconnected types of human ontological existential experience.

RESULT

So, an important conclusion: in principle, we cannot experience and, consequently, understand what is not in our life experience. The teacher's task is to integrate the child into the semantic space of culture, to update the student's existing vitagenic experience, to ensure the formation of a new life experience in them by connecting them to understand and enrich their life experience, the life experience of teachers, etc. For this, the instructor requires:

- establish a connection between times in the child's individual psychological period (present, past, and future) to ensure the child's establishment in the world and in the world, to help them realize themselves as a rational person in the historical and natural space;
- the ability to create the most broad opportunities for the child's practical self-awareness and to treat them with caution;
- using dialogic communication methods in the educational process as methods of communication, understanding and mutual understanding, exchange of meaning, life experience between two consciousnesses, two cultures;
- as the most appropriate ways for a child to understand their profession and through it the meaning of life.

Semantic and causal determinants are prerequisites and conditions that become factors of personal development in the presence of a third target determinant. With its help, these conditions become the child's connection and attitude to the world, which

gives dynamism, tension, and internal incompatibility to the state of development, transforms the process of upbringing into a specific feature of the child, "Another is another path, another upbringing is only mine and nothing more, it is only the life path destined for me" (M. Scheler). Education and upbringing are forms in which the development process is carried out and implemented. The type of education determines the general direction of this very process. In anthropological pedagogy, the target vector of development is "movement towards independence: the formation of a self-active, self-conscious, self-oriented (super-individualized) subject capable of self-development for some time."

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