

# The Factors Of Organization And Management Of Processes Of Development Of Social Pedagogical Activity In Students

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## ABSTRACT

The article reflects the factors that must be taken into account when organising and managing the development of students' social and pedagogical activities, the specific features of the subjects studied, and the social functions organised. It was also noted that although students have knowledge in their field, there is a need for research into independent self-governance, socialisation in social society and the development of social pedagogical activities in the education system.

Prospective reforms aimed at improving the system of ensuring the rights and freedoms of students and supporting their aspirations have been described. Opinions on developing the introduction of effective forms and methods of the educational process to ensure the development of social and pedagogical activity of young people based on educational requirements.

## Keywords:

social and pedagogical activity, students, society, upbringing, community, society, education, culture, higher education, system, innovative ideas, faith, independent, free thinking, citizen.

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## Introduction

The processes of globalization, the need for an innovative society, and the development of science and technology, in addition to creating many opportunities for students, place many demands on them, such as rapid decision-making, the formation of innovative thinking, and increasing intellectual potential. In developed countries such as the USA, Canada, France, Germany, Japan and China, the priorities are 'human capital', 'personal competence', 'continuing education' and 'intellectual culture'. At the same time, the training of active specialists in all areas is the basis for the future of society. It is important that students studying in the higher education system know their business, have innovative ideas and are socially active. Currently, the development of students' social and pedagogical activity is one of the most pressing issues, along with educating young people as strong-willed, loyal, independent and free thinkers, and active citizens.

PD-4947 of the President of the Republic of Uzbekistan from February 7, 2017 "About strategy of the further development of the Republic of Uzbekistan", PF-5847 of the President of the Republic of Uzbekistan from October 8, 2019 "About the statement of the Concept of development of higher education in the Republic of Uzbekistan till 2030" the Decree of the President of the Republic of Uzbekistan from April 20, 2017 № PP-2909 "About measures on the further development of higher education system", President of the Republic of Uzbekistan dated June 5, 2018, No. PP-3775 "On improving the quality of education in higher education institutions and their implementation in the country" This study to some extent will serve the tasks set out in the Decree "On additional measures to ensure active participation in ongoing comprehensive reforms" and other relevant regulations in this area.

Special attention is paid to the further expansion and development of the legal framework, economic opportunities and

organisational mechanisms in order to improve the quality of education, comprehensive education of the younger generation, realisation of their potential, their involvement in government and society, and adequate support for their initiatives. It is particularly important for students to organise their own activities and to form an informed attitude towards reality based on self-reflection. The strategy for further development of the Republic of Uzbekistan defines the issues of "education of physically healthy, mentally and intellectually developed, independent, faithful to the Fatherland, a firm view of life" as one of the priorities. The implementation of these tasks requires the development and improvement of mechanisms for the effective organization and management of the development of social and pedagogical activity of young people.

### Materials and Methods

Effective work is being done to ensure healthy growth, quality education and the harmonious development of the younger generation, and to fully support interest in culture, art, sports, information technology and reading. New kindergartens, schools, universities, branches of prestigious foreign universities, cultural and sports facilities, completely new educational institutions called "Temurbek School", "Presidential Schools", "School of Creativity" compete in today's globalisation. It serves to educate a new generation of mature and capable personnel.

Factors that need to be taken into account when organising and managing the development of the social and pedagogical activities of young people, the specific characteristics of the subjects, determine the need to create an environment with an organised social function. The social and pedagogical aspects of personality formation and development are linked to the ways in which he determines his position and develops. The student shall have knowledge at the level of social-pedagogical management, not just of self-government in a social society. Advanced reforms are being carried out to improve the system for

ensuring the rights and freedoms of students in higher education institutions, to support their aspirations. This approach requires the introduction of effective forms and methods of the educational process to ensure the development of socio-pedagogical activity among young people on the basis of personality-centred educational requirements.

The effective implementation of social and pedagogical tasks also depends on this. The term "social activism" is defined differently. The difference in interpretation is due to the complexity of the concept, including the fact that its forms and versions have different appearance. From a pedagogical point of view, it is a concept that "reflects the nature of the activities of individuals and social groups in society". The researcher G. Kojaspirova defines social activity as follows: "Personal activity means a person's active attitude towards the world, the ability to make socially significant changes in the material and spiritual environment based on the historical experience of mankind. Social activism is interpreted as "an integral description of the subject that carries out its activities aimed at supporting and developing social integrity". It emphasises that these descriptions are linked to activity, allowing people to coexist in society and realise themselves in all areas of life.

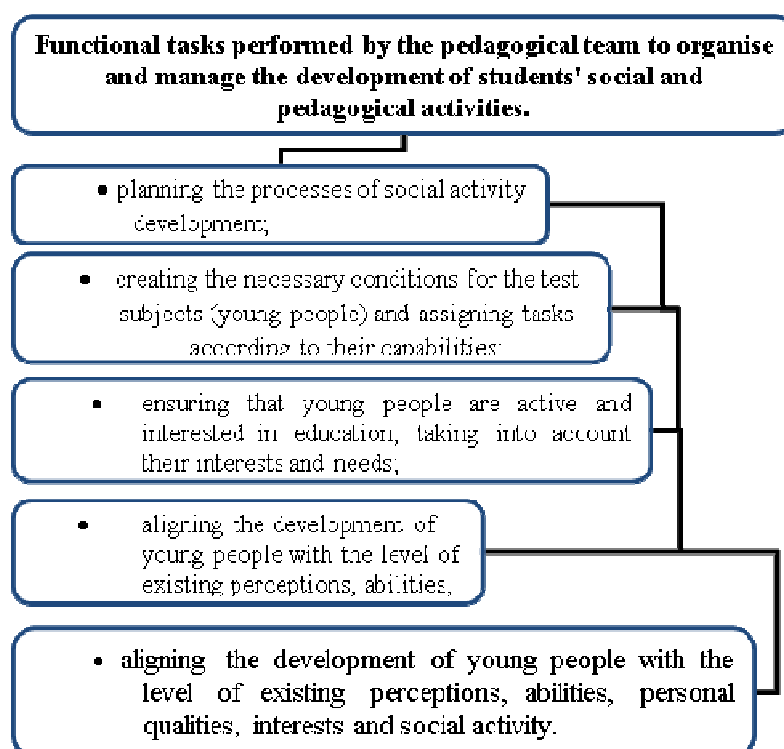
Social and pedagogical activity involves developing organisational skills among young people, awakening interest in public work, a sense of responsibility in performing public tasks, and a combination of initiative and business. In New-Lenarque, he has created a new institute for human character formation to improve the living standards of workers and has linked industrial education with culture in practice. For the first time in the world, didactic games were held and childcare facilities were established.

It should be noted that the concepts of social experience, education and individual support are at the heart of social and pedagogical activities. Social experience is organised by organising the home and life activities of groups

(communities), encouraging group self-governance and influencing informal microgroups. Social experience in a broad sense is defined as a set of skills and abilities, knowledge and ways of thinking, norms and behaviour stereotypes, values, experience of communicating with people, experience of adaptation, as well as self-consciousness, self-confidence, self-determination and so on. understand to go. Education includes continuing systematic education (formal education), promotion and dissemination of culture with an emphasis on self-education and independent learning. Individual assistance is manifested in problem solving, self-development and raising your status in society. Individual support is a conscious help to a person to acquire the knowledge and skills necessary to meet the needs of others, develop self-esteem, self-consciousness and a sense of belonging to a family, group and society. Naturally, the method,

form, content, description and intensity of social experience training and individual support depend directly on the age, gender, profession of the learners and the socio-cultural area to which they belong. These aspects vary from school to school and from organization to organization, and this difference depends on the type of organisation and the work of the teachers working in it.

One of the general and important conditions for the development of socio-pedagogical activities is the general knowledge (competences) of teachers in educational institutions, which means a set of professional and social competences, as well as social partnership, skills and abilities. As an additional pedagogical condition, teachers can use the potential of the educational environment in practice as an additional pedagogical tool for shaping social activity among students.



In order to organise the development of socio-pedagogical activity among young people and to ensure the effectiveness of management

processes, the following must be taken into account when performing the above functions:

- organisation and management of the development of youth social activity on a

scientific basis, the content of which is aimed at achieving a specific goal, using specific functions and management methods;

- Organisation and management of the social activity development process is a unique integrative system of the process;
- interdependency and interdependence of components;
- expression of the effectiveness of the growth of the knowledge, skills and abilities of the subjects of the process and the indicators of skills acquisition;
- has novelty and features that are applied in practice, i.e. tested for effectiveness;
- Dependence on the needs and interests and personal interests of the subjects;
- the need to create a creative environment and motivation;

- The obligation to create conditions for each subject to realise their creative potential.

### Results and Discussions

Thus, the social and pedagogical activity of a student should be considered in the sense that it teaches social knowledge, evaluative considerations and experiences, independence and initiative, world outlook orientations, social integrativeness for the individual, which consists of a whole system of actions. A distinctive aspect of the development of social pedagogy is the teaching that it is closely linked to the perception of the individual and the interconnectedness of the various components. The system of social pedagogical activities of students can be expressed in the following components:

Components of the system of social and pedagogical activities of students			
In the form of	By species	Along the line	In the field of implementation
Professional and non-professional	Labor-related, political, cognitive	Social, antisocial	Production, management

In order to determine whether or not there are social and pedagogical activities and to facilitate their implementation, it is necessary to highlight the indicators and criteria of social and pedagogical activities. These include: level of development, abilities, talent, maximum use of interests in public activities; level of consciousness; impartiality, impartiality. The group of researchers focuses on the amount of free time spent on certain activities, the presence of motivational elements and the excess of work standards as a criterion. The second group of researchers emphasises the following criteria: orientation of social orientation; quantitative and qualitative performance indicators; reasons for interaction with others. The real experience and analysis of scientific literature on the development of students' social and pedagogical activities make

it possible to identify a number of conditions whose observance leads to the optimisation of this process.

The process of developing the social and pedagogical activity of students requires identifying and taking into account extracurricular opportunities in the organisation. This activity is carried out in the following areas:

- Discovery, development and use of the social and pedagogical abilities of students and teachers;
- formation of individual practical knowledge, skills and abilities necessary for professional activity;
- social experience, active use of culture.

These areas ensure the socialisation of students, their approach to the professional environment and the development of deep professional and personal qualities of the future

professional. Ensuring the gradual development of social and pedagogical activity among students can also be considered as one of the pedagogical conditions. Students' involvement in extra-curricular activities is based on taking into account the goals of professional education, education and formation of a future specialist, citizen, free and independent person. There are such goals:

At the cognitive stage, students develop knowledge about social and pedagogical activities, which provides information about the features of social communication, ways of interaction in the social environment, forms of manifestation of activity. At this stage, students need to think independently and sustainably about the social norms governing human relations, develop skills to describe social and moral values in a meaningful way and organise a process of analysing how they manifest themselves in behaviour. Ethical knowledge must be the basis for solving educational, professional and vital issues.

As a result of observing the principles and norms of behaviour at the world-view stage, the quality of the necessary personal qualities requires a holistic view of social and pedagogical activities. This is an internal mechanism that reveals the student's view of life, behaviour and programme of action. This stage is characterised by the following conditions: the structure of a person's beliefs; students' position as members of society in the future in relation to a wide range of beliefs; expression of students' beliefs in personal qualities (responsibility, respect for others, tolerance).

Behaviour is based on conscious skills and habits that manifest themselves and arise in every situation, and the moral phase focuses on sustainable socially active ethics. An indicator of this phase is the socially accepted norms, values, considerations and beliefs of the learner as well as the moral stability and independence of the individual. By performing certain actions and performing certain operations, the learner fulfils a

social role and expresses his or her attitude towards activities that are important for society, other people and social groups. It is also an indicator of a person's social activity at this stage, his or her active life and civic perspective; active participation in public affairs, social life and student self-administration; organisational and communication skills.

## Conclusion

In conclusion, the pedagogical staff of an educational institution when organising and managing the development of students' social and pedagogical activity requires a high level of social and pedagogical activity, as well as cultural and social training of teachers. The results of organized activities for the development of social and pedagogical activity of students include cognitive, emotional and value, world outlook and moral characteristics, humanistic, practical and civic qualities and social experience of the individual.

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