

Development Of Social Activity In Students Of Higher Educational Institutions

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Abstract: In the world of higher education, it is important to improve the technology of development of social activity in the professional activity of students on the basis of cultural values, to create tools to support social activity and initiative of students, to improve the system of development of student social activity, to improve effective pedagogical mechanisms based on professional, cultural and communicative is doing.

Keywords: education, student, social activism, development, personality, upbringing.

1. INTRODUCTION

The formation and development of social activity of the individual has long been studied by scientists-philosophers, sociologists, educators and psychologists. The pedagogical aspect of this problem involves identifying and studying the conditions that contribute to the more successful development of an individual's social activism in the educational process. We will look at modern approaches to the problem of developing social activism in the individual.

The analysis of different approaches to understanding education in terms of the normal nature of man allows us to distinguish three aspects of education: socio-normative (shaping the individual by adapting to the socio-cultural and professional environment: first of all accepting his norms), individual-semantic (developing individuality : Self-awareness, self-discovery, self-expression, and other "self" that determine one's self-worth in life and activity) and value-activity (the decision of subjectivity in relation to the environment: exchange of influence, acceptance of the values of the environment only) , but in it to accept their own views, their own significance). Development of individuality in the formation of human qualities: self-awareness, self-discovery, self-expression and other "Owns" that determine a person's self-worth in life and activity) and value-activity (the decision of subjectivity in relation to the environment: exchange of influence , not only to accept the values of the environment, but also to accept their own views, their own significance in it). As a social function of the formation of human character, such upbringing is not possible outside the cultural context, outside the family.

2. MATERIAL AND METHODS

Education is defined as a specially organized activity as a value-meaningful interaction between the teacher and the pupil, adults and children, in which they achieve perfection. The result of such upbringing is the active participation of the pupil as a form of affirmation of the valuable rules of the subject.

An important quality of a modern professional person is social activism. In expressing the first theoretical positions of this study, we first turned to the analysis of the essence and content of the concept of "social activism". Let's look at the analysis of the concept of "social activity" consistently from the integrative nature of social activity.

3. RESULTS

In the scientific literature, the category of "activity" is broadly considered as a general systemic qualitative quality of matter (being), its ability to interact with itself and the environment. In "animate and inanimate" nature, in social movement, there are almost all chemical, physical, biological, social activities. Activity is expressed as a general property of matter: a) its ability to motivate itself to action; b) the ability to change other objects; c) under the influence of external relations, in the ability to develop certain internal conditions that actualize the nature of objects[1].

The concept of "activity" is included in the study of various disciplines. From each of them is put to this concept a content which is somewhat different from that of the other disciplines. This is due to the characteristics of the subject of this or that science, with a certain tradition of using this concept in them.

Thus, activity is biologically "seen as a general characteristic of living things, as a source of change in the dynamics of living things, or as a source of support for vital connections with the environment, and as an ability to perceive independent power." [2].

Social activism is a higher form of activity. It belongs only to man as a social being, to a group of people, to society. Typically, "the term social activity is used to describe the ability of people to perform intense activities in a particular system of social relations. Despite this ability, social activism exists as a complex, integral quality. It represents some particular feature, but also the whole set of features of vital activity, the main quality of which is the expression of the social-active essence. [1].

In various concepts of foreign scholars E. Durkheim, T. Parsons, the subjective-objective relations of socialization are actively described both as properties of some objects, and as a measure of the process of their interaction. [3, p. 22]. Activity is defined as the level of ability of a system to act, to develop itself, to set itself in motion. [4, p. 33]. It is somehow unchanging, given, not always a familiar essence; it is stated that it must constantly change its forms and level of development, and that the integral feature of the developed world, its adaptation to conditions, is the process and result of the active rapprochement of the subject and the social environment.

In his book Theory of Socialization (1987), the American sociologist F.G.Kedding expressed the view that the development of social nature or individual character is the preparation of

man for social life.

The French scientist Gabriel Tard, the American Uri Bronfenbrenner, and the Russian scientist AV Petrovsky have presented different approaches to the mechanisms of socialization.

Max Weber, who introduced the concept of socialization to science, described it as an attempt to solve problems, a subjective understanding of presumed variants of human behavior possession, J. Piaget the person is governed by certain schemes and concentration cognitive structures; therefore, his adaptation to these schemes and cognitive structures implies the essence of socialization. considered a priority of socialization. R. Benedict, M. Mid noted that the socialization of the individual is not the same in different social systems, in certain periods of development of society, each period is manifested in a unique way in the socialization of the individual.

In psychology, activity is considered as a hierarchical structure consisting of several levels: psychophysiological functions, special types of activities, movements, operations. Special types of activities typically include play, study, and work activities. These types of activities are forms of manifestation of human activity. [5, p. 28]. In addition to the above, the most active forms of human attitude to the world include BG Ananov sports and martial arts, managing people, knowing (understanding), communication, independent activity. [6, p. 118].

According to KA Abulkhanova, Slavskaya, activity is a kind of integrative basis, by which it coordinates and compares the objective and subjective factors of an individual's activity, mobilizes its (personal) activity in the necessary form, not at any time, on its own. acts at will and uses his abilities to achieve the set goals. At the same time, he evaluates activity as part of an activity, as a dynamic organizer that is set up at the right time, depending on the situation.

AV Petrovsky sees activity as the ability of a living being to create (renew) itself. According to the researcher, the active individual himself is the source of action, in which he simply does not remain. Given this quality, Petrovsky introduces the following concept: the subject of activity. To be a subject, according to Petrovsky, means to create oneself, to show oneself again; means to be the cause of his existence in the world [8, p.98].

While studying the forms of activity of the subject, Petrovsky dwells on three successive stages of the emergence of activity. In the first stage, sparks of activity are understood as the first manifestation of life, the action (performance) of a person or life activity. In the second stage, activity is considered as a condition of the subject's existence. The third stage envisages the existence of activity as the highest form of activity manifestation.

Petrovsky asserts that the individual is the original subject of activity. In the process of its social decision-making (embodiment) there are always new interpretable forms of adaptation to the world, which are designed to provide and support the possibilities of the subject's activity. These forms of actions accumulate in previous activities and become subordinate activities, which are called activities called subject activity. [8, p. 100].

4. DISCUSSION

Man, as a subject of activity, establishes his vital relations with society. This is, first of all,

his response to the needs of other people, his confidence, his sense of being a part of nature, that is, according to MG Yaroshevsky, the forms of manifestation of human subjectivity, the inner nature of very diverse relationships means to include the image.

Understanding the motivational basis of activity does not limit itself to the various interpretations of human subjectivity as a person, "I am individual", "others" me, "I am everything", "I am not". An important role in the emergence of activity is stimulated by the needs of living beings, which represent the dependence on the conditions of their life and are the source of their activity. Needs are manifested in need, in lack, in the absence of something necessary, important for the individual [8, p. 22].

The activity of the individual underlies science and technology and social development, which places a wide range of demands on the upbringing and education of the new generation. An important role in education belongs to motivation, which has different manifestations. Thus, active return (restart, renewal) is explained by the desire to understand, remember, and replicate knowledge, as well as to master the methods of applying them according to a given pattern. Interpretation is related to the desire to reach the essence of what is studied as a manifestation of activity, to establish a connection between processes and events, to master the methods of applying the acquired knowledge in changed conditions. Creative activity involves the pursuit of theoretical analysis of knowledge, as well as the solution of the problem, the satisfaction of the need to know the independent search. [1, p. 44].

The concept of creative talent of AM Matyushkin is interesting for the study of the mechanisms of formation of an active personality and their subsequent development [6, p. 33]. Its essence is that the creative activity of the individual as an activity aimed at changing the world around him is manifested in the education of the individual (readiness for purposeful interaction with the environment, the pursuit of independent activity based on the needs and interests of the individual, defined by purposefulness, perseverance, willingness to act, diligence and initiative) will be considered). An integral characteristic of human activity is its active life position, which is expressed in words and deeds, in principle, in the sequence of defending one's views. A person's activity usually embodies the moral (spiritual) values that are inherent in a person and determine his behavior (etiquette). Hence, the moral basis of an individual's activity is desire. The possibility of activism in this regard is explained by the degree of civil liberties of man, the existence of legal guarantees for the expression of initiative and amateurism in society [7].

Modern pedagogy considers activity as a system, a organizing factor, based on the characteristics of the development of the individual. Activity is carried out in such qualities as readiness for change, adaptation, aspiration to act independently, while mastering the methods of activity through social experience, the knowledge accumulated by mankind and the choice of more convenient ways to achieve the goal. [5].

Researchers emphasize the need for characteristics such as situationality, understood as a special (separate) activity that combines and reinforces characteristics such as motivation, goal-orientation, awareness, emotionality, mastery of ways and means of action. [3].

Goal-oriented means that any activity is carried out for something, that is, it is concentrated

in achieving certain goals, which is understood as a conscious image of a person, and is determined by the motivation of the subject of activity. The person emerges under the influence of external and internal motives, chooses the most important of them during the mastery of the social environment and makes it the goal of the activity. So the goal is a conscious motive. This means that the activity will be productive if it has a conscious and grounded character. Imagination as a form of activity allows us to say that in addition to the basic descriptions of the activity, the activity must be characterized by awareness and emotion, which arise from events, the results of actions and are associated with motives. [2]. The study of the formation of social activity of the individual dates back to the distant past. Its sources are found in the philosophical views of ancient Eastern thinkers, the concepts of ancient scientists, the works of medieval scholars, as well as the works of modern scholars, representatives of modern philosophical currents.

Social activity by foreign scientists (I. Goffman, E. Durkheim, D. M. Tsinger, Ch. H. Cooley, DJ G. G. Mead, T. Persons, I. Tallman, R. Turner) is a component of the decision-making process of the individual. is considered as part of, in the process its core (qualities) are formed. These qualities are manifested in socio-cultural activities, which are determined by the target structure of society. In the works of philosophers of our country (SS Batenin, PP Bueva, JI Mitrokhin, AG Khripkova) social activity as a special form of communication of the subject with the environment, the specificity of any activity, which is explained by the positive side (feature) mode. The analysis of special literature shows that social activity is a concept, which is embodied in specific forms of activity as production, socio-political, creative and relatively holistic; just as all forms of social activity have a common feature, so do their differences [4].

According to S.L. Rubinstein, social activity is manifested only in the conscious activity of man. The scientist believes that human nature is not a painful beginning, but is inherent in life, vocabulary, active attitude. Such an attitude of man to the world can be revealed through the objective characterization of the way of life in the world as a consciously active being capable of relating to the world and others in accordance with the rules of man's own worldview. [9].

To understand the developmental mechanisms of an individual's social activity, the concept that affirms the biological and social nature of an individual's sought-after activity and adaptation to society has aroused some interest. In this concept, social activity is considered as an important means of shaping the body's resistance to stress and many harmful effects. Researchers note that the search activity is based on the social position of the individual, his interests, valuable goals, creativity, ingenuity [1]. Social activism is again directly related to the collective interdependence of people, i.e. the recognition of a person's social value and research activities to some extent stimulates the growth of his or her activity.

The connection between the social value of the individual and his social activity is the object of work of a number of pedagogical researches. AS Makarenko made a great contribution to the development of this problem. He saw activism as a key quality in the character structure of a citizen of a society. According to scientists, the whole system of education and

upbringing should be focused on the formation of the qualities of a socially active person. This goal is reflected in AS Makarenko's concept of educating the individual in the team [4]. The educational process in higher education is aimed at training highly qualified, well-developed, competitive, socially active specialists. The main main components of the development of social activity in the education of students in the whole pedagogical process of higher education are:

1. Upbringing of a free person: high level of self-awareness; citizenship, self-esteem, self-esteem, self-discipline, integrity; aim at the spiritual values of life; independence and responsibility in decision-making; free choice of the content of life activities.
2. Humane upbringing: kindness, goodness; ability to pity, altruism; patience, endurance, kindness, humility; striving for peace, good neighborliness, understanding the values of human life.
3. Spiritual upbringing of a person: the need to know and self-awareness, beauty, reflection, communication, finding the meaning of life; inner world autonomy, integrity.
4. Education of creative personality: developed abilities; activity-changing scientific knowledge, skills, abilities, intellect, institution, need for creative life.
5. Practitioner education: Knowledge of the basics of economics; diligence, thrift; knowledge of foreign languages; knowledge of religious traditions of the people; healthy lifestyle; physical recovery; aesthetic taste, good workmanship; striving to beautify the house, ensuring the well-being of the family.
6. Education of highly professional personality: erudition, competence; entrepreneurship, competitiveness, management skills; initiative; creative professional thinking skills, knowledge of history, peoples' culture, social activism, etc.

The issue of transforming the individual into an active participant in social relations in the process of human development has long attracted the attention of the mature intelligentsia of the nation. Muhammad Musa al-Khwarizmi pays great attention to the use of the student's personal observations and acquired knowledge in the organization of educational activities in the study of science. At the same time, he attaches great importance to the formation of skills and abilities of researchers to collect scientific sources, express them and explain the observations.

Abu Nasr al-Farabi Man cannot attain perfection alone. He tries to explain the importance of social relationships by emphasizing that he needs to be in touch with others, their support or relationships.

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Thus, the individual development of the individual, the development of his social potential is carried out through the formation of personal and professional views of the student. The development of social activity in students is a modern requirement.

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