

## SCIENTIFIC AND PEDAGOGICAL BASES FOR THE FORMATION OF SOCIALLY ACTIVE PEDAGOGY

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### ABSTRACT

The article presents the scientific and pedagogical foundations for the formation of a socially active teacher based on sources. Raising the younger generation is a difficult and noble task, but at the same time very difficult and responsible. To succeed in this task, the teacher must first of all be a martyr, love children and understand their responsibilities, duties and behavior.

**Keywords:** social activity, scientific, pedagogical, psychological foundations, interest, need, responsibility, motivation, dynamic-spiritual impact, ability, upbringing.

### INTRODUCTION

Today, the care given to young people by our state, the opportunities created, create great opportunities for them to work on themselves, to constantly research and quickly learn new things, and to acquire knowledge at the level of modern requirements. It is known that at the new stage of the socio-economic development of our country, a special approach is being taken to educate socially active young people and specialists who move from simple to complex, from old to new, think in a new way, have creative thinking and abilities.

Such tasks are not carried out by themselves, therefore it is important to study the interests, needs and opportunities of future teachers, to form and develop their social activity by improving and developing their educational activities, and in this way, to motivate or motivation is of particular importance. A person's ability is directly connected with motivated mechanisms, determines their environment and reflects the relationship of dynamic spiritual influence[11].

The relationship with the motive is manifested through the activity that is considered the basis of the direct performance of mental activity. There is a lot of information about social activity in the literature. So, social activity is considered as a high form of activity. "The term social activity is used to define the ability to perform it, as well as to define the intensive activity of people in a certain system of social relations. Being such an ability, social activity exists as a complex, integral quality. It represents some special feature, but also a whole set of features of vital activity. The social activity of students is related to the social activity of educational communities where they study, work, and gain life experience[12].

The training of socially active students and competitive personnel in our society is carried out on the basis of the idea of national independence, and acquires a democratic and national character. In this regard, instead of pedagogy based on domination, submission and obedience, the principles of humanization of education, creativity, science, cooperation, social activity and the priority of friendly relations are followed. A command-free management style is being introduced. In the team, attention is being paid to the human factor, and a spiritual and spiritual environment is being created based on human qualities such as kindness, social protection, honesty, truthfulness and justice[13].

Social activism is a complex process that does not occur suddenly in a person. The conducted studies showed that the formation of social activity in a student's personality corresponds to the period when he chooses this profession.

The sooner a teacher realizes the responsibility and difficult aspects of his profession, especially his place in the interests of the people and the development of the Motherland, the faster the buds of social activity will be formed. This can be said for other professions as well. On this basis, it can be said that a student who can stand in a position of aspiration in his professional activity is called a socially active student. Position means that a person (at the same time, a specialist) can have an active place, space, specific situation and situation [1].

In most cases, a child in his family begins to imitate his parents, elders, and his teacher. The "motive" that encourages social activity can serve as a factor determining the student's personal desire, interest, and future dreams, as well as the goal of his interest in his profession. The student's activity in the educational process showed that his interest in the profession further clarified his goal.

### **LITERATURE REVIEW**

This process can be stopped in communities with a low level of discipline, organization and responsibility. On the other hand, the success of student activity development depends on the individual qualities and motivation of each of them. It is difficult to imagine the process of forming social activity without motivation. Of course, the motivational approach is effective in researching this process [14].

The concept of motive is interpreted differently in the literature. A. Maslow connects motive with need and interest, while A. N. Leontev considers motive as an objective that serves to satisfy needs and directs human activity and stimulates it. L.I. Bojovich defines the motive as not only external objective factors, but also imaginations, ideas, feelings, in a word, the appearance of internal subjective factors. Also, a group of scientists D. Gilford, B.R. Hilgard, K. Obukhovsky, A. Levitsky, P.I. Ivanov called the motive a factor that initiates activity and supports it, urges a person to a certain behavior, a feeling of necessity, a goal within us. states that it induces behavior and leads to the adoption of tools to help perform the behavior[15]. If we dwell on the thoughts and opinions of the above-mentioned scientists about the motive, they are the motive that causes the person to act, serves as a motivation, their goal, interest, desire, intention, aspiration, interest, need and beliefs. looks like. Some scientists look at motive as a process and believe that it is a factor that causes people to act, that is, influences them. So, in psychological literature, a motive is defined as a directed action or force that motivates a person to perform certain actions[16].

According to Y.P. Ilin, motive is the main reason that motivates a person to certain actions. The main reason that motivates a person to act is his needs. Therefore, depending on the type of needs, the motives are also different [2].

In psychology, motives are divided into two broad categories: natural motives and spiritual motives. Motives differ from each other depending on the form of reflection of their content: emotion, imagination, thought, understanding, idea, spiritual ideal and other motives. In some cases, the motive motivates certain actions and is directly consistent with the purpose of this action. Often, in complex activities, the motive does not directly correspond to the purpose of the action, and it is necessary to perform a number of actions to realize a specific goal. Therefore, the subject of activity is the motive movement itself. In reality, motives may be activated, goal-directed, realized or perceived only in the imagination. Basically, they are based on one or another need [3].

Motives are of special importance in preparing students for the formation of social activity. The formation and development of social activity in them depends on the effectiveness of the educational process, and the success of these processes represents the effectiveness of educational activities. It is important to study the motives that affect the preparation of students for the formation of social activity, and it is appropriate to say that such motives are educational motives[17]. Learning activities can be different, but the main motive is (specifically) interest in learning. The main task of the educational activity is the teaching of independent thinking based on the student's scientific theories. When thinking about motivations for learning and acquiring a profession, it can be said that learning motivations such as desire, interest, and need have a positive effect on students based on Abu Rayhan Beruni's thoughts on learning. The thinker said that in order to acquire knowledge and master the knowledge created by mankind, the student should have aspiration and interest. One of the important ways to acquire knowledge begins with making oneself a friend to everyone and being able to do good. He first requires moral purity to acquire knowledge. It also shows the unity of education and upbringing, and assures that only students who follow this unity strive for perfection [4].

Fayzullayev studies the process of motivation in five stages. The first stage is the emergence and understanding of behavior. The full understanding of behavior is determined by the understanding of the means by which the action was carried out and the methods and results of the implementation of this action in advance[18].

The second stage is the acceptance of motives, which represents the implementation of actions based on internal motives. At this stage, a person analyzes his moral principles and values, makes a decision about the need, inclination and how important it is for him and the need to satisfy them.

The third stage is the stage of realization of the motive, and in this process, the content of the motives may change depending on the situation.

The fourth stage is the stage of strengthening of the motive, as a result of which the motive becomes a character symbol.

The fifth stage is the process of activation of behavior, and in this process, a certain feature of the strengthened motive (character) comes to the fore, consciously or unconsciously.

Therefore, motivation is based on certain needs, and it is appropriate to direct students' activities by means of psychological influence. In the process of research, the place, importance of motivation and motivation and its specific features were widely used in the formation of social activity skills in students[19]. The obtained results showed that no matter what type of activity a person is directed to, motivation and motivation serve as an important factor, and it was determined that motivation and motives are of great importance in the effective organization of the activity process that directs a person to various fields. For example, how do you understand the role of motivation in the formation of social activity skills in students? More than 72 out of 100 respondents gave a positive answer to the question. In particular, they emphasized that motivation is what urges, directs, interests, and, if necessary, motivates a person to any activity based on certain needs. It should be noted that in the process of motivation, it is necessary to take into account the needs of students or the needs that represent their common interests, because motivation is based on the satisfaction of needs[20].

In the materialistic understanding of the historical process, K. Marx continued from the mass nature of activity. and from his point of view, the only social substance that creates a person and his important forces, that is, society, is the active activity of a person in all spheres, first of all, in production and labor.

E. Durkheim came from the fact that social facts form the basis of society, but these facts themselves form ways of thinking, feeling and acting. In the structure of social activity, he singled out the division of labor as the main phenomenon. Depending on the presence or absence of such division, he distinguished two types of society: traditional (archaic) and modern [5].

M. Weber made a great contribution to the understanding and interpretation of activity with his "social action" theory. He considered the most important action to be meaningful, its characteristic features are the presence of a certain meaning for the acting subject; aimed at achieving a clearly perceived goal; the means used in the activity must correspond to the perceived goals [6].

## RESEARCH METHODOLOGY

Social relations differ according to their composition and nature of connection:

- Between natural persons, for example, love, enmity, exchange of goods or services, joint work[21];
- About the same or opposite interests between groups (audiences, ethnic groups, social institutions and other communities), often related to the distribution of the results of social labor [7].

## ANALYSIS AND RESULTS

Need as the basis of social activity. The need for sociologists is defined as the need for what is necessary to ensure the vital activity of an organism, a person, a social group, and the whole society. There are two types of needs: natural and social. Natural needs are the needs of a person as a biological being, for example, the need for food, housing, clothing, etc. Social needs are created by society and depend on its level of development, as well as the specific conditions of life. liq. activity of social subjects (individual, social group, etc.) e). Examples of social needs can be the need for communication, the activities of widows, etc[22].

According to its social nature, a person always develops within society, within the framework of social relations, from this point of view, preparing a person for social activity is a social pedagogical process organized with the help of objective factors and on the basis of subjective influence, which has a dialectical and dynamic nature. have That is, students' social activity is carried out step by step and represents certain level indicators based on the "low-medium-high" trinity. Also, preparing students of an educational institution for social life is a complex, large-scale, long-term process[23]. The effective organization of this process is ensured by gathering the capabilities of social subjects operating in the society to a single point and using them efficiently and purposefully.

Bringing the development of society to a new level, caring about the future generation, educating healthy, well-rounded young people and preparing them for social life based on social activity are the urgent tasks of the family, neighborhood and all educational institutions, and the future of our country lies in the young generation, depends on their health, mental maturity and moral integrity [8].

The increasingly informationalization of social life and the complexity of the content of social relations require the preparation of the young generation for social life and the education of social activity. Socialization means adaptation to large-scale social relations, readiness to actively participate in this process and personal contribution to ensure their smooth passage[24].

In the process of education and upbringing, in the social activity of a person, he acquires the skills to realize his identity socially, to act in accordance with the moral and ethical standards recognized by society, to actively engage in social relations, and to adequately respond to various social influences. z is ensured[25].

In the process of socialization, a person is provided with the assimilation of the foundations of the culture created by the nation to which he belongs and the whole of humanity, acquires information about scientific knowledge, and cultivates high human qualities. draws attention [9].

It ensures that any teacher-young person is healthy and mature in all aspects, instills in him a desire to study, and prepares him for regular education.

Educating students on the basis of bringing them into social life in educational processes serves to further improve the conditions necessary for socialization.

Education of students as active participants in the process of social relations, independent and free-thinking subjects is carried out on the basis of the manifestation of consciousness and activity skills in them[26].

The integration of the types of activities and ways of knowing that characterize the current stages of development of the educational system, and the enrichment of the educational functions of the educational institution, as well as the family and social environment, is clearly demonstrated. According to researches, changes are taking place in the dynamics of the processes of development of students of different ages.

It is an urgent task to prepare students for social life, to bring to their minds the emotional way of mastering behavioral experiences and activities. In educational institutions, in-class and extra-curricular activities have the character of influencing and strengthening students' emotions[27].

Education of social activity plays a decisive role in personal development. Firstly, with the help of educational tools, things that cannot be influenced by the environment are studied, that is, knowledge, information is acquired, skills and competencies related to work and technical activities are formed.

The activity of the student's personality is at the highest level when he begins to think seriously about his self-education, develops a program of self-improvement, spends special energy and capabilities to fulfill this program, and actively forms his personality. will become more apparent as you go.

It can be said that the social environment, education and training can awaken the innate abilities of the individual, develop talents and abilities only when the person himself actively participates. If a person loves the activity he is engaged in, his talent in this field begins to manifest faster and stronger. Without ensuring children's independence in education, their activity cannot be achieved. That is, the student's activity is created through his independence. Due to independence, the student becomes an active subject of education. Independence in the educational process serves as a condition for activity, and activity, in turn, is the basis for educating students' independence.

So, the concept of activity is used to express the conscious, mental activity of a person, whether it is about education or social and spiritual life.

Before engaging in any activity, it is necessary to explain to the students its purpose, its necessity for life, living, living. The goal is a predetermined result that directs all the child's behavior and aspirations to a single path. Correct understanding of the goal ensures perspective and efficiency of activities.

In today's conditions, special attention is paid to the initiative, independence, creative approach to work, and social activity of young people. It is necessary to encourage and develop students' initiative and independence in every way, correct their relations with them and pay attention to fully satisfying their growing needs in this regard.

At the same time, it is necessary not to overestimate their strength and capabilities. Otherwise, vices such as selfishness may arise. In particular, the role of proper pedagogical guidance is important in students' ability to correctly assess the types and ways of independent activity they are starting, to act

at the level of opportunity, to make independent conclusions, and to evaluate. . This gradually helps in the formation of qualities of a new subjective factor, such as self-education and readiness for re-education.

In order to evaluate the effectiveness of the educational process, it is necessary to study the activity of the student and his behavior. Because a person can be evaluated through his actions, direct activities. The indicators of education of students can be determined by the level of their participation in all the main activities that correspond to the solution. In this place, the results of students' participation in play, study, work, social and other fields are considered [10].

It also shows the level of social upbringing of each person, his education and knowledge in moral, political, spiritual and other fields.

1. Consistently teach students about moral standards in our society.
2. Forming positive moral experiences in them.
3. To guide students' minds, feelings, and behavior towards the assimilation of universal and national norms of etiquette.
4. Formation of moral qualities characteristic of a member of society and a person.

Moral qualities, patriotism, friendship, camaraderie, citizenship, duty that determine the attitude of students to society in the education of social activity

and understanding of responsibility, instilling concepts such as humanity, as well as the leading factors determining the attitude to work: high work consciousness, understanding the vital necessity of work, hard work, participation in work as a team, respect for working people, self and others. Conversations, lectures, and stories are used in various ways to make people demanding, to have a conscious attitude to their activities and behavior, discipline, strict adherence to cultural norms, honesty and modesty, and sincerity. , it is necessary to use discussions wisely and appropriately.

The current period of development places high demands on students' conscious attitude to work. The main ones are: to strengthen the social orientation of students' labor activities, to form their economic thinking, to teach them to evaluate work and various activities in terms of time and opportunity, to educate a changing mood in each activity, to acquire the necessary skills and qualifications for socially useful work. to make a decision, to make a conscious choice of a profession, to provide preliminary professional training, and at the same time to teach to be intolerant towards those who are unmotivated, lazy, who live at the expense of others, creativity, creativity, social perspective and activity for the future creating an opportunity and a ground for them to show is an important direction of the implementation of social activity education.

"Justifying the factors of bringing students into social life and raising them is one of the urgent tasks, and activity is a philosophical, psycho-pedagogical problem at the same time"<sup>1</sup>. At this point, it is worth noting that activity, which is an important form of it, is an activity characteristic of each person, a characteristic characteristic of each person. Because a person, in turn, is a socially conscious being. In other words, total human qualities in a person are formed and nurtured mainly through social factors. Due to the fact that the social factors affecting students are diverse, their social activity is reflected in their entire being.

In fact, an interest in his inner world arises in a teenager, and later it deepens into a state of differentiation and generalization.

Therefore, it is necessary to pay special attention to the issue of preparing students for social life in educational processes.

It is advisable to pay attention to the following:

- ☒ To develop and encourage their ability to show activity in the process of work and communication;
- ☒ Teaching to correctly perceive, understand and draw logical conclusions about events, events, news and changes occurring in social reality;
- ☒ Directing them to correctly determine their place in social life.

In the process of knowing the students, the subject-object relationship is not a one-way effect, but rather a dialectical interaction between them. The socio-historical action of a person is based on their influence on each other. Orientation to objects on the basis of a conscious goal is a part of the activity that is beneficial to a person, and it is manifested in the connection with social norms of behavior, signs and means of carrying out actions in their content and meanings, tools and means of production [7].

The subjectivity of the activity is evident in the willingness to perform this or that action in relation to the need for knowledge and goals in relation to the previously acquired knowledge and experience.

Levels of realization of available opportunities, activity, efficiency largely depend on the subject of activity. Therefore, there is a need to study the subject of activity for the general view of human activity. Thus, the analysis of cognitive phenomena in relation to subject and object is one of the leading principles already proven in philosophy. Later, the analysis of cognitive phenomena in relation to subject and object gradually begins to move into the field of psychology.

L. Vygotsky, analyzing the phenomena of thought and speech from the point of view of the interaction of the subject and the object, distinguishes two different features of the concept: covering the objects of thought acts in concepts; to reflect in words the relationship of the concept to the object objects. The study of cognitive activity leads to the formation of a "cultural-historical" concept of thinking. At the same time, he analyzes the characteristics of a sign, for example, a word in cognitive activity, and distinguishes three stages in the development of a child's thinking: the syncretic stage. This corresponds to the preparatory period before the educational institution. The child creates an irregular plural from the given shapes (remember that the child brings another toy next to it).

It is a syncretic activity to group things together according to random, visible signs. Later, the child divides the objects into separate groups not only according to their subjective characteristics, but also according to the objective phenomena of the objects. This is the next stage in the development of the child's thinking. At this stage, words and signs become the leading tool in the child's knowledge.

L. Vygotsky analyzes analysis and synthesis in the form of methods of operations of human mental activity. Little by little, words and signs start to play a big role in the child's thinking. According to what symbols are used in different stages of human thinking, they differ from each other. For example, the difference between the complex and the concept is explained by the first, that is, the commonality of the functional use of the word. L. Vygotsky was one of the first to explain that thinking by means of complexes gradually matches the words used by the child, their mutual understanding is realized by means of words and signs in the subject and object relationship.

However, he distinguishes between the first of them in the development of a person and the second in the stability of an object in the relationship between the subject and the object. In fact, changes in the subject occur under the influence of the object, its changes, and their interaction. S. Rubinstein was the first psychologist to substantiate this law. According to him, thinking process and theoretical knowledge are inextricably linked. However, their dialectical interdependence should not lead them to consider their thinking and activity as equal phenomena. Only the psychological aspects of the activity are important. As we move on to study the individual who performs any behavior, any

activity, the subject of this activity, and its psychological essence, we analyze the field of practical and theoretical activity. As S. Rubinstein said, "Man can be studied in the position of a conscious being and a subject of activity."

An individual becomes a subject of interaction only within the framework of interaction. Just as the subject is not equal to the body, neither the object nor the body is equal to the environment in a concrete scientific sense. "An individual, acting as a subject, is considered a component of the system of subjects and objects. The famous didactic scientist Yu. Babansky in his many works described the characteristics of the educational process based on the characteristics of the interaction between the teacher and the student. He sought the essence of optimization, intensification, analytical methods of education from the unity of teaching and learning activities and their interaction. Even in pedagogy, experts are gradually recognizing the need to analyze human creativity in the subject-object system.

### **CONCLUSION / RECOMMENDATIONS**

If a skilled teacher considers himself a master, he must have the following knowledge, skills, and qualifications.

1. It is necessary for a teacher to have a broad worldview, to be able to freely think about all events.
2. The teacher of our independent Uzbekistan can improve the quality of general and professional education of students only when he first of all has a deep understanding of the subject he teaches and can create interest and desire in science and technology and practical activities.
3. It is necessary for the teacher to give a good lesson in accordance with the requirements of modern science and technology and use every minute of it productively.
4. In order to be a good teacher, a teacher should have a good knowledge of the methodology of his subject in addition to pedagogy and psychology.
5. Along with the high general culture of the teacher, this profession requires knowledge in the field of literature and art.
6. The teacher must observe the pedagogic etiquette. Pedagogical etiquette is one of the qualities characteristic of the teaching profession, and during the work of the teacher with children, his experience and skills increase.
7. The teacher must have pedagogical skills and comprehensive knowledge, because students can apply to him in any field.
8. The teacher must have the abilities characteristic of a teacher.

In conclusion, it is worth saying that the social activity and life of students in the educational process - ideological, ideological-political belief, labor activity, spiritual-educational work, physical health, production, organization, creativity, pedagogic process, patriotism, humanitarianism, and artistic creativity. Philosophical, psycho-pedagogical studies note that the basis of social activity in students is self-awareness and self-management. From this comes the conclusion that self-awareness and self-management, in turn, represent spiritual perfection and a healthy way of life in a person. Therefore, self-awareness, self-management, in turn, the main criterion for the improvement of the development of the individual and society, is the foundation of spiritual-educational-ideological education.

Preparation for social life and social activity, self-awareness and self-management, which are components of a healthy lifestyle, are mutually compatible and cannot be separated from each other. It is known from psychological-pedagogical studies that social activity, self-awareness, self-management, which are its foundations, are clearly manifested in every student from his teenage years. Also, every teacher who carries out his pedagogical activity in Uzbekistan should work



tirelessly on himself, be in constant search, constantly get acquainted with the best practices of his predecessors, and in this way It is necessary to expand the systems of his skills.

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