

## **INCREASE SOCIO-IDEOLOGICAL ACTIVITY IN THE ORGANIZATION OF EDUCATIONAL WORK IN THE HIGHER EDUCATION OF OUR COUNTRY**

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### **ANOTATION**

As you know, in pedagogical science, three major factors affecting personality maturation are studied in continuity and consistency. These are: heredity factor, social environment factor and upbringing factor. At this point, it will not be a mistake if it is said that the motive also has a role in acting as a factor. Social activity is a complex process and does not occur suddenly in a person. Studies conducted have shown that the formation of social activity in a student's personality coincides with the period in which he chose this profession. The earlier the teacher realizes the responsibility and difficulties of his profession, especially its place on the path of the interest of the people and prosperity of the Motherland, the faster the buds of social activity are formed.

**Keywords:** “professional self-education , position in pedagogy . Interactive methods, motivation for activity, upbringing, means, ethics, social, social activity.

### **INTRODUCTION**

Although the opportunity to train personnel in the field of social pedagogy in our country has not been achieved, knowledge of social pedagogy, social activity in life is the task and duty of every teacher-coach. In pedagogy,” professional self-education”, “self-management “and” self-analysis ” serve as a guiding factor towards social activity in terms of content and essence. In the "Explanatory Dictionary of the Uzbek language“, the term factor is referred to as" work-Action, event-event, and so on, what is the reason for its occurrence; cause; factor". It has been noted that this concept acquires a meaning closer to the “motive”. In addition, the word “factor “means” factor " when translated into Uzbek.

It is known that in pedagogical science, three major factors affecting personality maturity are studied in continuity and consistency. These are: heredity factor, social environment factor and upbringing factor. At this point, it will not be a mistake if it is said that the motive also has a role in acting as a factor. Social activity is a complex process and does not occur suddenly in a person. Studies conducted have shown that the formation of social activity in a student's personality coincides with the period in which he chose this profession. The earlier the teacher realizes the responsibility and difficulties of his profession, especially its place on the path of the interest of the people and prosperity of the Motherland, the faster the buds of social activity are formed. This situation can also be said on the example of other professions. On this basis, it can be said that a student who can stand the position of aspiration in his professional activities is called a socially active student. Position is understood as the ability of a person (currently a specialist)to have an active role, area, specific state and situation. In most cases, the child begins to imitate his parents in his family, adults from himself, teacher, of course. The “motive” that motivates social activity can serve as a factor determining the student's personal desire, interest and future aspirations, his goal on the path to interest in his profession. The

student's activity in the educational process has shown that it further clarifies his goal towards his interest in the profession .

In pedagogical science, the socialization of an individual is interpreted in connection with the upbringing of imitation. This problem is J.G.Mid and 3. It has also been embodied in Freudian theories. Mead notes that "...children, first of all, develop as social beings, imitating the movement of those around them. One of the forms of imitation is the game. In the game, children often imitate adults. The little boy watches the adults and makes a clay pie, trying to chop the ground with a shovel, imitating the gardener. The children's game follows an evolutionary path from a simple imitation of a four-to five-year-old child to complex actions that he performs like an adult. This Was Done By J.G.Mead calls accepting the role of others, i.e. learning to be like others. At the same stage, children develop a developed feeling about their personality. They begin to realize themselves as a separate subject, "I", through the eyes of others. Z.Freud, too, J.G.Mead also says that the child begins to turn from about five years old into a being who can act independently, outside the immediate context of the family. Z.In Freud's eyes, this is the prelude to the "Oedipus complex", J.G. And in the eyes of mead is a manifestation of an advanced, self-aware capacity . The formation of the ability to feel social duty encourages the student to diligently fulfill his social duty in the future. So it became known in the process of research that the feeling of social duty is different and that it is different to perform it, to show it in practice. It follows from this that the issue of social duty and social responsibility is considered in the form of the upbringing of the motives of social behavior of the individual . One fact should not be forgotten in pedagogy-to focus on self-education on the basis of upbringing, which today's children are given to independently perform the actions that they are actively performing with the help of older adults tomorrow. In fact, upbringing is a social phenomenon, a social reality, a process of preparing a person for a socio-professional relationship in the spirit of spiritual-moral, hard work, patriotism, on the basis of self-education. Observations showed the need for a fundamental focus on the development of free thinking and the problem of thought Education, strictly taking into account the age and individual nature of each participant in educational technology. Because in the construction of the foundations of civil society, the technology of education and the social status of student activities in ensuring the freedom and social activity of the individual, the diversity of opinions are growing. It follows that the pedagogical scientist B.Adizov technology of upbringing puts the scientific hypothesis in the middle, which determines the implementation of the following situations in a consistent and legal connection.

Keeping Up With The Times, studying advanced pedagogical experience and technologies in world education is today an important task of a professor of every higher educational institution. Innovative activities in this regard begin with a new approach to the educational process. Pedagogical innovations are manifested in the form of social order in a holistic system of scientific and practical recommendations, proposals, initiatives, pedagogical ideas and fundamental research aimed at improving the content, quality and efficiency of Education. But it is impossible to improve the innovative activities of the teacher without solving a number of problems that are waiting for a solution in the system of continuing education. In this regard, it is assumed to put the Bank of pedagogical innovations on a scientific and methodological basis the mechanisms of its implementation, bringing it to the state of the system. Based on the

views of Eastern thinkers on the social maturation of the individual, as well as the content of research on the problems of developing youth social activity, the following conclusions were drawn:

1. Personality maturation depends on the level of participation in the process of social relations, which determines its attitude to social being.
2. Although the development of social activities of young people, in particular students, is considered important in ensuring the general maturity of the individual and ensuring the development of society, it has not been studied to date as a holistic pedagogical process.
3. The justification of the content of the development of social activity of students, the development of methodology is considered an urgent task before the pedagogical science. From the above points, it becomes known that there are specific approaches and analyzes to the issues of formation of the social activity skills of the individual. It should be noted that the problem of improving the system of formation of students ' social activity skills in research has not been sufficiently studied. The works and lectures of the first president of the Republic of Uzbekistan Islam Karimov put forward conceptual feedback on the formation of social activity skills in students. In particular, attention is paid to the importance of "attachment of the most mature and most experienced trainers" in the formation of the child's worldview, taste and potential. According to this approach, the basis of students ' social skills is a wide worldview, aesthetic taste and intellectual potential. Therefore, it is assumed to "see the person's image in a student", and in this case, it is noted that "special attention should be paid to their mental, mental and physical maturation." Although scientific work has been carried out by scientists from different fields on the social activity of the individual, however, the effective forms and methods of the pedagogical process aimed at increasing the social activity of students are not scientifically substantiated and have not been specially researched. When studying the features of social activity, special attention should be paid to how the globalization process affects the upbringing of young people. Today it is evident that some progressive states seek to promote different ideas through political, economic and ideological means, which has a negative impact on the National Customs and traditions of the peoples of Central Asia in particular. Pornoadabiats, films, decency contrary to norms pornosites, which have entered through the Internet, are tested in the experiment and create conditions for assessing the methods of national education that have earned their recognition with Western templates. It should not be overlooked that transnational criminal groups, terrorists and fanatics are also making good use of the product of Information Technology. Constantly engaged in computer or internet games, like the ardent kashandas, has the power to take over the activities of an individual. This process leads to distraction of young people from social activity, disruption of their psyche, negligence in relation to the events around them, and indifference. One of today's signs of human concern is that the intensification of the globalization process is not accompanied by the occurrence of political integration or by a decrease in the world-wide dysbalance between wealth and power. On the way to the development of society, the management of social behavior leads to an ever-increasing place of the subjective factor. The individual has its own biological, psychological and professional-pedagogical structure, such that it also has a structure of sociability. This is reflected in the following paragraphs of the dissertation work.

In a society where the principle of socialization and sociability does not apply, disciplines that study the inner world of a person cannot be considered social. The process of research has shown that in the correct formation of socialization, it is important to involve a child in gender-appropriate work from an early age. It has been found that engaging a boy and a girl in a specific job plays an important role in determining directions appropriate to social activism. With a scientific approach to the above analyzes, it is worth noting that the full-fledged expression of the student's independent opinion in the process of social activity requires the following features:

- freedom;
- aspiration;
- interest;
- erudition;
- resourcefulness;
- resourcefulness;
- initiative;
- activity;
- critical thinking;
- ability to self-analyze;
- clear target vision;
- setting the task;

■ striving towards a guaranteed solution, etc. In this personality-oriented system of education, it is necessary to give the student freedom so that he can pursue the goal. Freedom leads to action, aspiration. Of course, it is one of the necessary qualities for a student to be knowledgeable in this place. When the student's knowledge is shallow, the resourcefulness, immediacy in it are not conspicuous. He cannot take the initiative on his own. This means that the student will lose activity educationally. In such cases, it becomes known that the purpose of the student is not clear. On the basis of the application of interactive methods, the fact that achieving the activity of students in the course process can serve as a factor directing social activity has found evidence during pilot work. Jeff Halsted's following scholarly meditations in "managing new pedagogy", titled "Six Principles that fundamentally change the teaching process", may also refer to the level of social activity of students: "...if teachers want their students to grow, they must be provided with sufficient experience that nourishes their learning. Students success it is on these criteria that the formation of social activity, first of all, ensures the development of society, lays the groundwork for its future, strengthens its spiritual foundation. As a result of the development of social activity in the personality of students, loyalty to spiritual and moral values, National-Cultural Heritage, self-realization, striving for perfection, an attempt to master the modern achievements of Science and technology are manifested. The analysis of various approaches to understanding upbringing in terms of the usual nature of a person allows you to distinguish the following three aspects: socio-normative (formation of a person through adaptation with the socio-cultural and professional environment: first of all, the adoption of his norms), individual-substantive (development of self-isolation individuality from the environment: self-awareness, finding a place: exchange of influence, not only acceptance of the values of the environment, but also influence it with its

own views). Such upbringing as a social function of the formation of human qualities cannot be carried out outside the family. Upbringing as a specially organized activity is defined as a valuable-meaningful interaction of educators and educators, adults and children, achieving perfection. The result of such upbringing will be the activity of the educational subject as a form of confirmation of the valuable rules. Increasing the social activity of students is a pedagogical necessity. The formation of skills and competencies of social activity is of particular importance for the theory and practice of pedagogy. Social activism is a high form of activism. It is inherent only in the human group as a social being, in society, and is also used in this way to define the ability of an individual to perform whatever it is to define the intensive activity of an individual in a particular system of social relations. Social activism exists as a complex, integral virtue. It expresses not some particular feature, but a whole set of features of vital activity. The fact that it is an expression of a socially active essence is its leading characteristic.

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