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PEDAGOGICAL BASES OF FORMATION OF SOCIAL ACTIVITY IN PEDAGOGICAL SCIENCES

Annotation: the concept of social activity is covered in this article from a pedagogical point of view. Also, the pedagogical bases of the formation of social activity in Pedagogical Sciences have been scientifically studied.

Keywords: pedagogy, education, innovation, social activity, experience

As far as I know, since philosophy, ethics, sociology, psychology, pedagogy and other disciplines exist in social pedagogy, it should be remembered that the methodology is formed mainly in the influence of pedagogy and psychology. Because, the problem of social activity of the growing generation is one of the main problems in social pedagogy. Especially now this issue is incredibly relevant, and its multi-aspect aspects are finding their solution.

In the most effective approach to the formation of social activity of a teenager, we distinguish between two subsystems in this process – cultural and social systems. Information on them should be communicated clearly to adolescents. The first is cultural-educational knowledge-information about the subject of social activity, for example, information about the nature of the soulful country, its beauty and usefulness, which is associated with environmental factors. The second is the realization of the need to be in relation to a beautiful, kind and generous nature, which is so beautiful that it can be admired and protected – active, joint, harmonious, joyful, resultant and universal relationship.

In the pedagogical aspect of adolescent socialization, we distinguish the following: the factor of common knowledge in combination with the developing upbringing; behavior, knowledge of the social norms of relations; assimilation of the object of activity as a national value; influence on adolescents-teachers, educators,

parents, representatives of the neighborhood; interaction of adolescents with citizens of a particular prestige of the neighborhood, which leads In this respect, the representatives of the elders (the chairman of the neighborhoods) and the chairman of the councils of the citizens ' assemblies – houses, settlements, villages, ovules-are especially respected. The teenager perceives every information from them with enthusiasm, absorbs, stands ready to perform every task, task, work.

This process is called individualization.

For the well-being of the environment in the social activity of adolescents, it is necessary to refer to the following adage: assimilation – norms, rules, instructions, directions and observance of them; akkomodasiya – changes in behavior schemes that do not correspond to the accepted norms to that extent. He and in another case require reasonable pedagogical intervention.

In the formation of social activity in adolescents, referring to their age characteristics and Universal preparation, we distinguish the following principleillarni: unity of consciousness and activity; unity of the individual and Team; awareness of the importance of their work for a collective event; understanding of the development of a person in the movement of social relations, understanding of a person as a manifestation of; accounting of the psychology and description of the personality (including groups)of participants in activities in the social unit; mutually active communication. Other principles: the connection of socio-educational and aesthetic-environmental knowledge with the environment, labor practices in it, the combination of pedagogical leadership with the active activities of adolescents for the well-being of nature, the combination of individual and collective work in nature for its prosperity, the self-improvement of adolescents in socially active activities, the control of their social activities by adolescents,

Means used in the process of formation of social activity in adolescents. In the school – textbooks, books, folklore, fiction, fine arts; videomaterials, films – scientific-popular, artistic, multiplicative, tele - and computer materials about nature, its ecology, conservation; press - Gazeta and magazines; school “publications” – posters, stands, showcases, honor boards of socially active students. In the family – a

family library, especially folklore; subscription (Gazeta, magazines); albums; collections of beauty varieties in nature; flowers in the house; pets; family fun; labor in nature, TV series about nature. Thanks to the TV series devoted to nature, the teenager sees another natural world – from his own natural-closed space to the world space, and new natural values are formed. The social circle of the rural teenager will be kengayadi and will have a new form of value-relationship degree. In the neighborhood-a photo stand dedicated to the best activists of beautification of the territory, protection of nature, environmental care; honors to socially active schoolchildren; gratitude to parents; material stimulation of active students who participated in public activities for the prosperity of nature.

Socially oriented tasks, assignments, work, labor, tasks and activities – for adolescents, dedicated to nature – school, home, neighborhood. These are: observations, study of beauty in nature, its perception and reflection (in the word, in creativity); study of the ecological conditions of the specific object of the living nature, prescribe measures for its flowering; look at the domestic animals as an object of beauty in nature, take care of them; grow house flowers; carry out landscaping work in their own yard, school, neighborhood, agricultural scale; school yards, cleaning of the territory of the neighborhood, landscaping – yard around the school, yard areas, including kindergarten, recreation areas; participation in agricultural work (in fields, gardens, plantations, vineyard, vegetable growing, livestock).

Adolescents enter into the following socio-public works: evenings devoted to nature, celebrations, contests, quizzes, aesthetic-environmental games, examinations, performances, school museums, concerts, performances, photovitrines, stands, etc. Organization of events, participation in them. Walks to nature, performances, excursions, Sayres, picnics, its observations and “studies”, events about labor in nature are held. Teenagers form “corners of nature”, take care of them, observe their condition. To solve certain aesthetic and environmental tasks, the following project-research activities are proposed: for example, the study of the growth of a favorite plant or animal.

Adolescents also carry out design-research work on aesthetic-environmental content (according to the proposed algorithm). The result of the contest on the topic "the most active promoter of nature" (the participants of the contest, the requirements for the jury were developed) turned out to be positive. Students are required to self-assess their socially active activities (according to the proposed criteria).

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