

## FORMATION OF SOCIAL ACTIVITY OF STUDENTS AS THE BASIS FOR THE IMPLEMENTATION OF THE HUMAN FACTOR

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### ABSTRACT

The article reveals the problem of social activity of students – teenagers in their specific subject-oriented social activity in various forms. Social activity is seen in such areas of life as family, school and mahalla. The main criteria for student social activity are considered.

**Keywords:** Reforms, social activity, human factor, educational process, age psychology, rural schools.

### INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Among the main objectives of the state educational policy put forward social goals. Proclaimed the need for special attention to the formation of socially active personality. The focus is on the orientation of educational activities related to the personality factor; comprehensive preparation of students for life and work in the social environment in society.

Social activity of teenager students is considered in its essential plan and in the context of the human factor. Given this age of students. On a specific-subject social activity in its various forms, types and situations. On the main social and personal orientations and results (social and personal minimum). Social activity of teenagers is considered as the functioning of the individual in society and is positioned as a factor in improving the personality of teenagers - a new generation of developing society.

The human factor is “the specific designation of the functioning of a person in a system of different relations,” primarily social; “Everything that relates to a person as a subject of activity in various spheres of public life”. Therefore, the improvement of all aspects of social life depends on the active participation of a citizen in the fate of society, his social activity.

We believe that “Personality activity is the ability of a person to make socially significant transformations in the world on the basis of appropriating the wealth of material and spiritual culture, manifested in creativity, volitional acts, communication. Integral characteristic of the activity of the individual - an active life position ". Schoolchildren's activity is a pedagogically organized learning process that promotes “fostering initiative and independence, solid and deep learning, developing the necessary skills and abilities, developing observation, thinking and speaking, memory and creative imagination”. In the educational process, cognitive activity stands out in particular - “personality trait expressed in a sustained interest in knowledge, in a realizable need for various independent learning activities, etc. Consequently, students possess such a valuable personality quality as activity, but mostly within the cognitive sphere. What is the situation with the social activity of schoolchildren? What is social activity?

Social activity is the nature of the student's participation in academic, environmental, public life, when interest has become a factor of action, with the knowledge, goal-setting and

transformation of the surrounding reality. Here the focus should be on the system of needs, interests, attitudes, ideals that are the motives of the attitude of behavior, actions, actions, activities. Social activity is enhanced by knowledge and awareness - the understanding and meaningfulness of their cognitive-activity attitude to the object of activity. Any object of activity must have a meaning and value, cause a multifaceted interest. For example, a natural object is an aesthetic, ecological, moral, security and activity interest. Social activity is a property of the individual, expressed in a sustained interest in social activities, in the need to implement a variety of actions, activities and activities - and this is especially characteristic of teenagers. Social activity of teenagers is used as the basis for the realization of the human factor. For teens, conditions are created for functioning in the system of such socially active relationships as family, school, extra-curricular, and public (with participation in solving issues and problems posed by the mahalla committee, its substructures). Teenagers become active participants in rural social life, acquire new knowledge, labor skills, real social experience, enriching themselves spiritually, developing harmoniously. Teens, under organizational and pedagogical and technological-procedural guidance and control of the school — families — mahalla (in their single target cooperation), are attached to various types and types of tasks, assignments, cases and activities in school, family and mahalla society (with high priority participation in the latter). It is the social activity of students on the mahalla scale that is considered as an opportunity to enhance the human factor (in the social and social environment). This social activity of teenagers is a factor in raising the general culture, consciousness and self-awareness. Our goal is to further intensify the process of students entering a broad social environment, their mastering the skills of social and practical activities on a concrete content basis. In order to get an expected socially active portrait (personality, group, team).

A socially active portrait of teenage students is shaped primarily by a thorough study of age psychology. So, it is important to know and remember that teenagers have the necessary knowledge, qualities, abilities, and skills that determine this particular social activity.<sup>1</sup>

Thus, social activity reflects the nature of the functioning of the individual in a group, team, society and, of course, the goal, his knowledge and actions.

Socially vigorous activity is a goal-setting and purposeful process, creative and even individually creative. Here it is important that this process be based on the motive — socially personal and socially significant, and necessarily — on the interests, preferences, and needs of the individual. It is important that social activity becomes the life style, the main personality trait, the basis of its “I” concept. It requires social and personal landmarks or minima, based on the following - the main criteria for teenager social activity:

attention and interest in various aspects of social life; the desire for social activity; definition of an object, purpose, content, knowledge, object of activity, type, time, technology, result of its active social activity;

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<sup>1</sup> In teen ages, there is an active intellectual development (intellect is intensively developing. Logical thinking). There is a formation of theoretical intelligence, the improvement of practical thinking, the improvement of labor skills. Cognitive activity, development of abilities (general and special) is activated. Volitional qualities are formed, perception and memory are improved. Develop business qualities of the individual. The norms, rules, laws are assimilated. Formed moral values. Higher emotions are recognized - duty, conscience, patriotism. There is a moral self-determination, the formation of a worldview. There is a need for self-education, a vision of your results, an interest in your “I”. Formed relationships and relationships to the environment. The experience of communication and activities is acquired. Relationships with habitat, cultural, universal and national values are acquiring a significant role. And, which is very important, attention to self = study - observation, management - control - criticism - evaluation.

understanding of the norms and rules of social relations in the process of this activity;  
status and authoritative acceptance of leaders of activities, their installations, advice and recommendations, respect for experienced teachers, respected parents, aksakals, fellow villagers participating in khashars.

Teens, who actively participate in social and public affairs, works and events (led by the unity of active cooperation between school and family, mahali) acquire certain social and public experience - attitudes and actions within the group, team, monitoring school, family and mahalla authorities, respected representatives of local authorities; the main thing is the experience of socially beneficial work, self-manifestation and self-affirmation, and receiving a public assessment (opinion, characteristics) for active social activities. Thanks to socially active activities in the village, teenagers acquire skills in participating in the social life of rural mahalla and in correct behavior in the collective. Their moral maturity, the ability to live and work in a rural collective, to subordinate personal interests to common ones can be traced. In such activities, teenagers are attentive, sensitive and responsive to the participants, show discipline and organization, politeness and modesty, accuracy and deep concern for the task assigned, the case. Formed, developed and consolidated social skills based on the unity of moral consciousness and moral experience.

Based on the consideration of social activity in the context of the human factor, we highlight the following positions for the problem under study:

disclosure of the human factor in the studied process in such spheres of life as family, school and mahalla;

consideration of the nature: activity, in particular students; social activity, including teenagers - as the basis for the implementation of the human factor;

foresight of rural school students by active participants in rural public life; with the prediction of performance in communication and cooperation of family institutions, schools, waving (with the indispensable consideration of the psycho-age characteristics of teenagers, their socially active qualities and abilities);

such factors as environment, circumstances, conditions, time (hours), season, object of activity and knowledge of it, its national value, adult authoritative partners, this activity as a social and social order, its national significance;

teenager is actively involved in social activities as an individual and as a social person, manifesting his individual and socially active qualities and abilities (socially significant);

in a pedagogically organized approach to the social activation of teenagers (at the level of unity, communication and family – school – mahali cooperation), the strategic goal is to translate this activity into the concept of life style, i.e. to make social activity a cardinal feature of the personality of teenagers, the basis of their “I” -concept (when considering specific criteria for the socially active activities of rural teenager students, presenting relevant requirements to them);

social experience acquired by teens, active, intensive, practical-activity and moral, should be considered as vital - personally, socially, socially, because in this process individually-personal, universal, social and socially significant qualities and abilities of teenagers - young generations that live, create and act in a rapidly developing society.

V. The main criteria for socially active teenagers:

I. Motive, motivation. Social interest. Vision of results and social and personal perspective.

II. Knowledge of:

1. Socio-personal concepts and representations
2. Object of social activity, interest in him.

### III. Social activities:

1. Targeted, sustainable, initiative and independent.
2. Meaningful. Pithy-Meaningful.
3. Consistent technological.
4. Transformative. Individually-personal and creatively-constructive.
5. Socially significant.
6. Personally benevolent.
7. The most active, with the observance of the norms and rules of social communication, respectful attitude to responsible persons.

### IV. Satisfaction with their socially active activities.

### V. Its objective self-esteem.

Based on the consideration of the modern interpretational positions of the socio-conceptual phenomenon, for this study we single out the following accents.

To pay attention to the personality of teenagers, to the formation of social traits in a diverse target-specific concrete-objective activity - on a motivational, deeply conscious social-personal basis, necessary knowledge, concepts and ideas, in "healthy" social conditions, consistently, technologically, using various methods, methods and means activating the abilities of teenagers.

The sociality of teenagers should be considered as a personal quality, providing them with an opportunity for social self-realization, necessarily at the individual creative and social-communal level.

In the process under consideration, keep in mind the social interest of teenagers, the accumulation of real social experience, attention to the development of social maturity of teenagers and the formation of a social portrait of our educators with a focus on the main criteria for this activity.

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