

SOCIO – PEDAGOGICAL FACTORS OF FORMATION OF ACTIVITIES OF SOCIETY AND SOCIAL INVOLVEMENT IN STUDENTS WHO HAVE AN ACTIVE LIFE POSITION

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ABSTRACT

The article analyzes the interdependence of youth activities and the development of society, the fact that students are an active participant in reforms, one of the important factors in development of democratic processes. The article also examines socio-pedagogical features of the formation of the worldview of students with the qualities of social involvement and active life position in educational process in higher education system.

Keywords; Youth, students, education, youth policy, social activism, democratic processes, patriotic education, beliefs, ideals, civil society, social involvement.

INTRODUCTION

The information of the individual, his place in social life and living as a subject of his own life is a social and spiritual-spiritual process that occurs under the influence of the relationship between the individual and society. The most important place among these phenomena is the vital position as an integral feature that reflects the active attitude of the individual to himself, activities, the world and life in general. The position of life is a peculiar integral feature of the individual, but nevertheless the problem of creating a generalized classification of it has long been the subject of various debates among scholars in the social-humanitarian field. In this regard, it is necessary to analyze the work done in existentialism and transact analysis and take a creative approach to the classification models they propose. This can serve as an important methodological basis for the educational process, allowing a systematic understanding of the individual's way of organizing his life and its priorities. Social maturity refers to the understanding of objective reality, the expression of its basic social and psychological features, and the generality of its application in practice. A person's personal attitude to his or her inner potential also plays an important role in reaching social maturity. It is at this time that young people develop a desire to value themselves and others to have personal views and opinions. That is why it is important to always keep this aspect in mind in education.

Materials and methods

Lexically, the word "position" (Latin *posito* – situation) is used in several senses: "(1) position, location (2) point of view, attitude to an issue". In this sense, the term "position" refers to an individual's place in the group's internal position- role structure.

In the second sense, it is used to describe a stable system of human attitudes toward reality that is manifested in behavior. Position category A. Adler, E. Bern, A.N. Leontov, S.L. Rubinstein, V.N. Myasishchev. V. Frankl. It has been considered in the context of the relationship system by a number of scholar such as Fromm. The term "position" was originally coined used by Adler. He interprets the position as a person's dominant attitude towards an existing problem, question, event .American scholar E. Bern's position on the subjective roles perceived by the individual,

A.N. Leontev, "a feature arising from the interrelationship of worldviews and life relationships", p. L. Rubinstein describes it as "a stable pattern of behavior and activity, self-expression, and the transformation of attitudes toward the world into a particular type". An existential analysis of a person's life position was performed by E. Fromm on. In doing so, we focus on the two principles of human existence- the positions proposed by E. Fromm on existence and ownership. According to him, the dominance of one of them leads to difference in people's individual characteristics and social character.

According to E.Fromm, these two vital positions cannot be considered separate from humans life experience. Heidegger linked to this worldview and expressed it as a "principled relationship with existence". E. Fromm suggests understanding the sense of this life position in different spheres of life, as well as in the example of spiritual phenomena; domination, faith, learning, reading, communication, knowledge, love, memory, etc. E. Berne called such a life scenario accepted by a person a "vital position" and classified it into two variants. The so-called "vital position" in relation to these positions is related to the fact that it applies throughout a person's life and expresses a general approach to life. Also, a life position cannot be understood without interpersonal relationships. "It's impossible to have a position in a vacuum ... There's no need for a life position without others. Positions are also relative

RESULT AND DISCUSSION

Considering the classification models of E. Bern, F. Ernst and K. Davidson on the vital position of the individual, we found it necessary to make some critical remarks. First of all, we believe that the OK Corral model of transactional analysis does not fully reflect the belief and value system of the individual. Although most proponents of transactional analysis argue that life position is based on a combination of emotional and cognitive foundations, we believe that both views of the OK Corral model are based solely on emotional response. More here, the "sympathy-antipathy" ratio of emotionality clearly prevails. The basis for our opinion is that E. Bern speaks about the fact that a person's life position is formed in childhood, that is, at the age of 3-7 years, and acquires stability throughout the next life.

According to the transactional analysis, a healthy life position can be achieved only when the state of "Maturity" is a priority. The dominance of one of the remaining ego states creates unhealthy positions. Although E. Berne and his followers argue that "maturity" (consciousness) is a prerequisite for a healthy life position, irrationality and cultural attitudes are recognized as the primary source of life position.

In short, the OK Corral model of transactional analysis is not a complete classification of a life position, but a standard theoretical model. This model can be used creatively in the study of the system of basic attitudes, life position of the individual in relation to certain values and norms, time and space, events and processes.

Modeling of pedagogical situations in the development of students' active outlook and social involvement, imitation of pedagogical activity, organization of special seminars on social issues of the specialty, inclusion of sections on socialization of pedagogical problems in graduate and master's dissertations, pedagogy, ethics, aesthetics and The development of interdisciplinary blocks of cultural and humanitarian programs on ecology is of particular importance.

In this regard, under the guidance of the teacher, discussion, conference, "brainstorming", "case-study", modeling, scenario development, knowledge mapping, the use of methods and technologies that develop critical thinking, active mastering of teaching materials and basic

concepts. allows you to occupy. Identifying and formulating a problem in accordance with the purpose, choosing the means of activity, mastering the methods of logistical and organizational support, achieving and analyzing practical results enhance students' personal experiences. The use of information and communication technologies is important in the development of students' outlook on life and social involvement. Because ICT tools allow students to search and process information about events, transfer information from one type to another, select the necessary knowledge, study not only the object and event, but also the problem process, remote communication, registration and presentation of the results of their work. creates.

An integrated system of developing students' attitudes and social involvement with an active life position - the content of training specialists in the process of professional training from the first year; a clear proposal of the processes of personality formation, depending on the conditions of development, pedagogical qualifications and skills; method of identification - the experience of professors and teachers of higher education institutions; The main tool is the development of pedagogical mechanisms based on a modern and systematic approach, which includes the stages in which the professional direction of the educational process is described.

Ensuring the interconnectedness, interconnectedness and continuity of all forms of the process of developing the qualities of worldview and social involvement in the students of higher education with an active life position, as well as improving the skills of social activism. The model to be developed in this regard should set the goal of improving the development system in the development of students' worldview and social involvement qualities with an active life position.

Knowledge, skills and competencies related to the development of students' attitudes and social involvement in an active life position depend on their personal qualities, professionally important qualities, abilities and competencies, along with the processes related to professional training.

In this:

1. Modeling of social activity processes takes into account the principle of selection of the most basic, fundamental levels of the system, taking into account the versatility of the characteristics of a certain level of social activity in any conceptual model of pedagogical activity.

2. The concept of preparation for professional and pedagogical activity in the development of students' attitudes and social involvement with an active life position is also a subject of social process and pedagogical activity.

3. An integrative model of the development of the qualities of worldview and social involvement in students with an active life position was chosen as a complete representation of the essence of the reflected object. Advanced experience and clear qualities of activity in the development of the qualities of worldview and social involvement in students with an active life position are manifested in a complementary, interdependent way. Preparation for professional and pedagogical activity in the development of students' worldview and social involvement with an active life position is a manifestation of general activity in the professional field.

4. It is important to ensure the active participation of students in the classroom and extracurricular activities, the formation of independent thinking, encouragement to communicate, create opportunities for free expression, which, in turn, identify ways to develop their active outlook and social involvement. and the need to study its specific features.

CONCLUSION

The worldview and social involvement of students with an active life position is the unity of the student's stable subjective attitude to himself, his life, past, present and future, other people, society, values, activities and lifestyle. That is, it is the way of behaving, thinking, acting, and living that accompanies future cadres throughout their lives.

The virtue of worldview and social involvement with an active life position is a combination of a person's chosen lifestyle, life relationships, value ideals, and life relationships that provide the whole path of human life. A worldview and social involvement with an active life position always has a fixed structure, but it does not exclude variability, the possibility of development.

At a new stage of development of Uzbekistan, there is a need to achieve a full understanding of the social significance of future professional activity among students of higher education, to improve the pedagogical mechanisms for deciding a responsible attitude to social needs and responsibilities. The Action Strategy for the Further Development of the Republic of Uzbekistan identifies such important tasks as "Education of physically healthy, mentally and intellectually developed, independent-minded, loyal to the Fatherland, strong outlook on life, deepening democratic reforms and increasing their social activity in civil society" [11]. given.

The most important task of education should be to encourage young people to think independently about today's problems, to plan the organization of personal activities in the new socio-economic system, to carry out these processes in accordance with universal values.

Today, Uzbekistan is carrying out significant reforms in the socio-political, economic, legal, cultural and educational spheres. A democratic, legal state, civil society, based on the new market relations that are being built, requires a radical change in people's attitudes to society and work. Now everyone has to rely not on others, but on their own capabilities, abilities and talents, and live on them.

Scientific observations made during the study, based on a comparative study of the theoretical, philosophical, pedagogical literature, came to the following conclusions:

1. The methodological basis of the pedagogical views of Eastern thinkers, the content of legal and normative documents on the education of young people, scientific and theoretical ideas in the field of pedagogy, psychology serve as a methodological basis for the development of social activity among students of higher education institutions.

2. Of particular importance are the modern approaches to education - the harmony of physical and spiritual beauty, moral and intellectual maturity, patriotism, loyalty to national values and respect for universal values.

3. Advanced teaching methods - problem-based learning aimed at developing independent and critical thinking, the use of debating methods is important.

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