

An Effective Form And Means Of Developing Social Activity In Students

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Annotation: In this article, we aim to reflect on the activity that is formed as a result of the application of theoretical knowledge in practice. Social activism is one of the most important aspects of an individual's activities. It is manifested in the participation of the individual in society and community work; based to a certain extent on the understanding of political and moral identity. Fostering social activism is not only an increase in the level of participation in public affairs, but also the formation of motives that determine the moral orientation of young people. The main pedagogical and psychological conditions of activity are the formation of the student community and each of its members in the form of social attitudes that meet the requirements of society and time - the accumulation of experience. A number of scientific researches on improvement of pedagogical mechanisms of social adaptation of students, development of technologies of preparation for pedagogical activity are carried out in the world. In particular, it is important to improve the professional socialization of students by ensuring their didactic adaptation to higher education, the development of optimal pedagogical conditions for the effective organization of tutoring.

The model of social adaptation of students of pedagogical higher education institution was based on four stages of interaction: interpersonal, interfaculty, interaction with the higher education institution (HEI), professional-value stage (in the first stage of study at the pedagogical higher education institution it is important to overcome the following didactic difficulties Significant complication of the content and volume of educational material (one report contains information on five or six schools, academic lyceums and vocational colleges); new forms and methods of teaching in relation to the school, academic lyceum (lectures, seminars, colloquiums, debates and others); the complexity of the language of the scientific text and lecture material; the lack of skills and abilities of the student to work independently.

Keywords: social activism, adaptation, pedagogical technology, pedagogical diagnostics, critical thinking, student, teacher, skill, social indifference, credit-module, innovative approach.

1. INTRODUCTION

Fostering social activism is not only an increase in the level of participation in public affairs, but also the formation of motives that determine the moral orientation of young people. The main pedagogical and psychological conditions of activity are the formation of the student community and each of its members in the form of social attitudes that meet the requirements of society and time - the accumulation of experience.

Fostering social activism is done through direct adaptive skills. In the world's leading higher education institutions, great attention is paid to the adaptation of students to academic education, the improvement of social competence. In particular, the International Symposium

of School Education Leaders (2013) in Switzerland explored the problems of personal professional adaptation of young teachers and raised the issue of improving higher education curricula.

In a number of developed countries, including France, Singapore, Italy, Sweden, and the United States, students have the opportunity to quickly adapt to the social life of the institution of higher education, its educational, creative and sports spheres, as well as extensive use of information resources. Although the technical means and technologies used in the learning process are different, the quality of teaching can be high or satisfactory depending on the form and means of presenting the learning material [2]. At the same time, it is important to develop preventive technologies for the successful social adaptation of students to the conditions of higher education, to ensure the compatibility of pedagogical diagnostics and correction. A number of scientific researches on improvement of pedagogical mechanisms of social adaptation of students, development of technologies of preparation for pedagogical activity are carried out in the world. In particular, it is important to improve the professional socialization of students by ensuring their didactic adaptation to higher education, the development of optimal pedagogical conditions for the effective organization of tutoring. It is also important to ensure that students adapt to the requirements of the modular-credit system, to improve the pedagogical mechanisms to overcome the problems that arise in the learning process. Improving the quality of higher education in the country is considered an important task to develop new mechanisms for effective preparation of students for professional activity. At the same time, it is important to develop the technology of social adaptation of students of pedagogical higher education institutions, to improve the didactic training of future teachers, the level of social activity. The Action Strategy for the further development of the Republic of Uzbekistan identifies such important tasks as "Improving the quality and efficiency of higher education institutions through the introduction of international standards for quality assessment of education" [1]. This requires a pedagogical approach to the concept of "social adaptation" of students to higher pedagogical education and the elucidation of its pedagogical features, the development of non-traditional blockchain technology of the course "Higher pedagogical education process", which optimally serves the adaptation of students to higher education.

Medical, socio-philosophical aspects of the problem of social adaptation are covered in the research work of such scientists as AA Umarov, M. Bekmurodov, K. Tulenova; psychologists NSSafaev, O.Hayitov, N.Kamilova, psychological features of social adaptation, pedagogical scientists N.Azizkhodjaeva, M.Kuronov, H.Ibragimov, Sh.Majitova, A.Ajibaeva, N.Muslimov, F.Yuzlikaev, Pedagogical technologies of teacher training by Sh.Mardonov, U.Begimkulov, D.Ruzieva, B.Rakhimov, N.Egamberdieva, Sh.Shodmonova, B.Turdibaeva, D.Nasriddinova, G.Makhmutova, M.Kurbanbaev, R.Yarmatov, issues of formation of creativity in pedagogical university students, the content and importance of the use of spiritual, moral and educational values in the professional and personal development of the future teacher are studied.

2. MATERIALS AND METHODS.

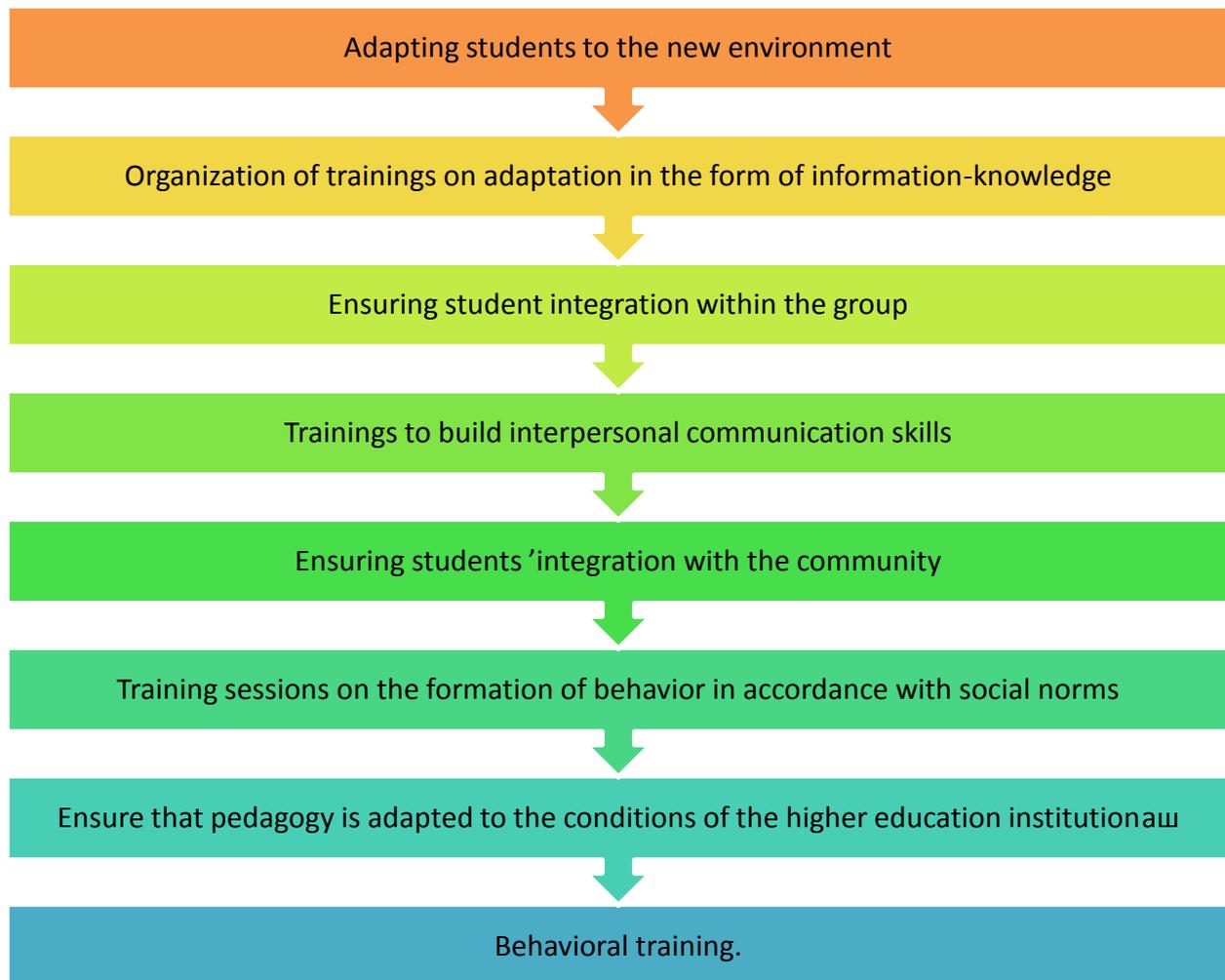
From the content of the approaches to the definition of the concept of "adaptation" it is concluded that the process of adaptation is a process of full satisfaction of the needs of the individual on the one hand and the environment on the other; it is a state of mutual harmony between the individual and the social environment. In this case, the emergence of mutual harmony between the individual and the social environment serves as an effective tool. Adaptation is the process by which an individual effectively assimilates new conditions in a changing educational environment, acquires the appropriate status, and social adaptation is the process of realizing the opportunities provided to society by society. This ensures the

correlation of the norms and values of behavior of an individual with the values of the social group to which he belongs. The social adaptation of the student to the university has two important aspects: the adaptation of the student to the professional activity: that is, his adaptation to the organization, content, conditions of educational activities in the university, the acquisition of independence in teaching and research activities; its socio-psychological adaptation: the development of a culture of communication in the student in accordance with the interactions in the social group, the acquisition of a personal behavioral style. The model of social adaptation of students of pedagogical higher education institution is based on four stages of interaction: interpersonal, interfaculty, interaction with higher education institution (HEI), professional-value stage (in the first stage of higher education it is important to overcome the following didactic difficulties : Significant complication of the content and volume of educational material (one report contains information on the lessons of five or six schools, academic lyceums and vocational colleges); new forms and methods of teaching in relation to the school, academic lyceum (lectures, seminars, colloquiums, discussions, etc.) active use; complexity of the language of the scientific text and lecture material; lack of independent work skills and abilities in the student. To develop the student's independent work skills and abilities, a system of measures to ensure the adaptation of freshmen to higher education should be implemented, including planning, inclusion in the list of events to be held on the month of adaptation to the university instagram, posting photos of events, the organization of information and data stands for the first year, the provision of hotline numbers. The block-module technology of teaching the course "Higher pedagogical education process" on the basis of the improved curriculum, aimed at improving the technology of adaptation of students to pedagogical higher education institution, differs from other (traditional, problem, individualized, accelerated, stratified, programmed, concentrated) educational system. does:

1. The content of training is represented by completed independent complexes (information blocks). The amount of learning content that a student needs to master and the level of its mastering is determined by the didactic purpose. Also, each student will receive written advice from the teacher on how to find the necessary study material, the travels that need to be done.
2. The form of communication between teacher and student changes, and communication takes place through a subject-subject-based block-module.
3. The student works as independently as possible, learns to plan their activities. It teaches the student to value his position in the learning process, to clearly define the amount of specific knowledge that needs to be acquired, to know the gap in knowledge, skills and competencies. Of course, the teacher also directs his / her learning activities, the teacher's guidance and supervision work is much easier through the module.
4. Ready-made modules allow you to individualize learning activities. There are no problems with individual counseling, dosing individualized care. In order to teach the course "The process of higher pedagogical education" in the form of a block-module, first of all, it is necessary to develop a complex modular program consisting of a set of didactic goals and modules that ensure the achievement of goals. This complex modular program provides for: psychological training in the first stage in order to develop self-confidence and mutual cohesion in a group of students; diagnosing the level of adaptation, identifying the main difficulties encountered in the process of adaptation; implementation of psychological diagnosis aimed at determining the individual characteristics of students; teaching students self-management and overcoming psychological stress during exam sessions. In the development of modules for the course "The process of higher pedagogical education" special attention is paid to the following aspects:

- ◆ Ensuring that each student achieves didactic goals in the development of learning materials, based on the principles of modular teaching;
- ◆ give the content of each module in completed blocks.

It should be noted that the introduction of a block-module curriculum on the subject "The process of higher pedagogical education" will achieve: the process of adaptation of students to the conditions of higher education; optimizes the overall learning activities of students; the student develops as a person, his intellectual and personal potential expands; the effectiveness of their career guidance activities will increase.



The results of our research show that in order to further reduce the negative effects of crisis situations, it is advisable to develop technology aimed at increasing the level of social resilience of students in extracurricular activities. Based on this basis, the research developed a technology of social adaptation of students of pedagogical higher education institutions in the process of extracurricular activities.

3. RESULTS.

The study was conducted in two phases. In the first phase of the study, students' participation in public affairs at the university level and their attitudes toward performing a variety of tasks were studied. In the second stage, the level of activity of students in the group they study was analyzed. The results showed that the majority of 1st year students were mainly involved only in the assigned community service. This can be explained by the fact that first-year students are not yet fully adapted to higher education, they are in the process of adaptation. It

became known that 2nd year and mainly 3rd and 4th year students will take part in public works, show initiative and master subjects. It should also be noted that some students do not participate in any community activities. Questionnaires, essays, individual and group interview methods were used to further clarify these indicators. From the written answers to the question "Do you like to participate in public works, what is its value?", It can be seen that about half of the students showed that they are interested in participating in public works, that the work is in their interests.

Training sessions were held with students in extracurricular activities, taking into account the areas of social adaptation technologies. The main factor influencing the effectiveness of trainings is determined by adherence to a number of pedagogical conditions:

- Adaptation of students to the new environment
- Organization of trainings on adaptation in the form of information and knowledge
- Ensuring the integration of students within the group
- Trainings to develop interpersonal communication skills
- Ensuring the integration of students with the community
- Training sessions on the formation of behavior in accordance with social norms
- Ensuring adaptation of pedagogical higher education institution
- Behavioral training.

In particular, the trainings: support and encourage the subjective approach of learners; achieving collaborative interaction; taking into account the sexual, age and individual characteristics that directly affect the adaptation of the student's personality; use of dialogic forms of communication in ensuring the adaptation of students, pedagogical support of this process; belief in the individual capabilities of the student, etc. At the end of the training session, a reflection is conducted, through which it is recommended to determine the attitude of students to the training exercises and to improve the subsequent training exercises based on their requirements and needs. Taking into account the level of cognitive activity of students, the socio-pedagogical tasks assigned to students can be divided into four groups:

- 1) the elementary model of problem-solving tasks;
- 2) simple model problem-solving tasks;
- 3) tasks to solve problematic situations of a complex model;
- 4) Tasks for solving complex model problem situations. Involvement of students in the creative solution of socio-pedagogical tasks in the process of conducting spirituality classes in pedagogical higher education institutions on the basis of the above-mentioned technological approach forms in them the skills and abilities of a conscious attitude to social reality.

4. CONCLUSION.

A special program was developed to study the work of academic groups, analyze their situation, to form social activity in students, to motivate them to participate in public affairs, to develop in them the qualities of self-government, organizational skills, independence and creative approach. The work was carried out in several stages. In the first phase, the focus was on clearly defining and allocating public assignments, explaining general and specific aspects of the task, and studying student attendance.

1. Development of an active model of social adaptation of students of pedagogical higher education institutions in the field of interpersonal, interfaculty, interaction with higher education, professional-value influence using information-cognitive, value-motivational and socio-psychological and activity organization criteria. Adaptation of students to pedagogical higher education institution technology solution in a wide range of solutions.

2. Improved course of "Higher pedagogical education process" based on blockchain technology, developed to improve the technology of social adaptation of pedagogical higher

education institutions in the completed independent complexes of the content of educational materials from other educational systems (traditional, problem, individualized, accelerated, stratified, programmed, concentrated) information blocks), the maximum independent work of students, differing in the planning of their activities, is an effective means of social adaptation of future teachers to higher education.

3. Ensuring social adaptation of students in the process of extracurricular activities was carried out in four stages: adaptation in the form of information and cognition, the formation of interpersonal communication skills, the formation of behavior in accordance with social norms, adaptation to behavioral norms. In particular, there is a high level of productivity in the improvement of technologies of social adaptation of students to pedagogical higher education institutions, comprehensive trainings, problem-solving tasks of spiritual and educational content, as well as block-module technologies. By their very nature, they are developmental, adaptive, and improve personal and professional qualities.

4. Strategy of correct choice of the proposed social behavioral strategies of improvement of technology of social adaptation of students of pedagogical higher education institution, acquisition of skills of subjective self-assessment in connection with social adaptation and ability to organize the activity independently. development, allowed to identify the leading didactic conditions for the formation of a culture of optimal communication between students and faculty.

5. In order to further improve the technology of social adaptation of students of pedagogical higher education institutions in the future to solve this problem innovative models of education, diagnostic, consulting and correctional work, comparative and pedagogical study of the importance of teaching and pedagogical practice, coordination and popularization of cooperation research in areas such as the definition of measures.

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