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## PEDAGOGICAL MECHANISMS OF INCREASING STUDENT SOCIAL ACTIVITY

**Abstract:** An analysis of research on social activism around the world today shows that in a democratic society, students' social activism does not arise spontaneously, but is formed as a result of regularly targeted pedagogical activities. The balance between the modern requirements for the social activity of young people and their knowledge, skills and abilities, the existing competencies of social activity does not meet the needs of the development of society. In this article, I will discuss the pedagogical mechanisms of increasing student social activity.

**Key words:** social activism, pedagogical mechanisms, young people, civil society.

**Language:** English

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### Introduction

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At present, as a result of consistent reforms in our country, along with the education of enterprising, courageous young people who are able to take responsibility for the future of the country, they are able to direct the initiatives of students in general secondary schools. There is a need to expand the process of increasing social activity. The strategy of further development of the Republic of Uzbekistan states that “physically healthy, mentally and intellectually developed, independent-minded, strong-minded, patriotic youth, democratic areas such as deepening reforms and increasing their social activity in the development of civil society, which in turn explains the need to consider this process as a pedagogical system with a research and analytical orientation.

Ensuring the sustainability of reforms in Uzbekistan and the formation of a democratic civil society depends on the social activism of young people, in particular.

In his speech at the 72nd session of the UN General Assembly on September 19, 2017, the President of the Republic of Uzbekistan Sh.M. Mirziyoyev said: “... Our main task is to create the

necessary conditions for young people to show their potential and to prevent violence. The idea is to prevent the spread of the "virus". We believe that this requires the development of multilateral cooperation in the field of social support of the younger generation, protection of their rights and interests. [1]

One of the most important tasks in the science of education today is to bring up a fully developed, socially active person. It is necessary to restructure the system of effective implementation of this task, to bring up a socially active person. It is necessary to restructure the system of effective implementation of this task, to find the means, forms, methods of composing the characteristics and qualities of a socially active person. In-depth understanding is a very important issue, both theoretically and practically social activism”. [2]

### Materials and Methods

Social activism is a normal and strong activity. Yusuf Khos Hajib, a classic representative of our ancient Turkic pedagogy, wrote in his book "Kutadgu Bilig" about the involvement of children in social education and activism from an early age: Uquclidrokli bo'lsa qay odam,

Kishi deb atagin, maqtagin har dam.

Yovuzni ezgu tut, kichikni ulug',

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Uquv-idrok, bilim bo'lsa unda jam.

*Meaning:*

What kind of person is intelligent?

Call him a man, praise him all the time.

Honor the wicked, honor the little one,

If there is knowledge, then there is knowledge.

He adheres to the adage, "The mind is not in the age, but in the beginning," and if it has knowledge, it is advisable to honor the little one and raise him to the top. The educated, knowledgeable, who are the golden fund of any society. He calls people to appreciate and to educate and develop from an early age. [3]

The medieval encyclopedic scholar Abu Ali ibn Sina also emphasizes this issue in his works, stating that the thinker is in favor of teaching children not individually, but collectively. In educating students in the spirit of social activism, the choice of a teacher speaks of the importance of. [4]

The process of self-government also plays an important role in the system of social activity in students. They also gradually develop the skills of self-control and self-analysis, to set their behavior independently and to evaluate it critically. They learn to compare their behavior with others, more actively seek to build on their positive qualities. The higher the level of spiritual and moral maturity of the students, the more they will be able to control themselves, prevent negative shortcomings and manage themselves independently. According to N. Safoev, a person is a subject of his life and is able to control his activity. Through his activity, a person achieves such conditions that the quality and level of its implementation can meet his aspirations, desires and requirements. [5] This means that educational work is more effective when it focuses on students' desires, interests, self-education, and behavioral deficiencies, and students become more active. Students usually strive to be active, to use their strengths and abilities to the fullest in a variety of occupations and work processes. Therefore, the involvement of students in a variety of activities and, above all, to ensure their participation in socially useful work to the best of their ability, should be at the heart of the process of fostering social activism in them. If student activity is not focused on learning, socially useful work, sports, arts, and technology, that activity can turn into royalty and playfulness.

Approaches to fostering social activism in students and developing the professional thinking of their future teachers are not only a key factor in the development of a society, but also play a leading role in its social activism as an individual. The social activity of the student is important in two respects: first, it creates the basis for the individual to find his place in society, and second, his knowledge, strength, ability and ability to work for the development of society. The education of social activity in students has great potential for work on the content of the pedagogical process organized in general secondary

education and the expression of the identity of the subjects of the educational process. Therefore, it is important to study and identify the specifics of this process. Research in this area requires a study of the history, development trends and a comprehensive analysis of these issues.

### Results and Discussion

Jalaliddin Davoni, who supported the ideas of his ancestors, interpreted man as a social being in his works. It promotes the idea that man is only active in society, in the process of relationships established between people and them. Davoni's writings show that a child acquires good qualities as a result of education. While emphasizing that a child is very impressionable and imitative, the scientist emphasizes that he can quickly accept both good and bad qualities. [6] Davoni states a child's heart to a patterned board that can be easily drawn. According to Davoni, a child's morality as a result of education determines his future development. As the people and objects that a child sees and communicates with every day affect on his behavior. He stressed that parents are equally responsible for the upbringing of their children. "Apart from the parents, the teacher is responsible for the child's upbringing after school," he said. To do this, the teacher must be well educated.

Davoni enlightenment attaches great importance to the role of scientists in governing the state, in his opinion, a real scientist should be actively involved in the affairs of state, in solving problems that benefit society. He sees people who benefit the state and society as courageous activists. According to him, any need, any activity is not courage, it is only human activity, which is subordinated to the interests of the state and serves the human society. Based on the above considerations, it should be noted that Davoni attached great importance to the role of social activism in the acquisition of human qualities.

The analysis of the sources shows that in a democratic society, the social activity of students does not arise spontaneously, but is formed as a result of regularly and purposefully carried out pedagogical activity. The provision of theoretical and practical knowledge to students, the formation of social activism skills and competencies in them is relevant for the theory and practice of pedagogy. Fostering social activism in students has a great opportunity to work on the content of the pedagogical process organized in general secondary education and to express the identity of the subjects of the educational process.

In the current conditions of rapid development of science, technology and engineering of the republic, the formation of a creative, socially active, spiritually mature person and highly qualified competitive for the development of the national economy, the production of quality products, creative thinking, socially active, constantly seeking new solutions creates the necessary

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conditions for the rapid training of personnel. In this regard, lifelong learning is a leading link that has the potential to shape students' social activism and teach them self-management.

As the head of state noted, "... the achievement of our goals, the construction of a new democratic society, the fate of reforms depends on what intellectual strength we have, what cultural and professional level our youth has reached, what ideals to believe in, how spiritually rich." [1]

Social activism is an important personal quality and a legitimate expression of ideological, political, professional, cultural and civic responsibility for the development of society. One of the important qualities of a socially mature person is his activity. Activity expresses a person's social behavior as a trait. Therefore, in order to form social activity in students, first of all, they need to properly organize their lives and activities, to create an environment that takes into account the educational tasks, "independence, willpower, observation and to develop mental courage, these qualities must be nurtured by various means.

To develop and coordinate the professional competencies of the teacher, as well as to establish positive relationships in the student body in the workplace, to organize students' own work and socially useful work, to accustom them to adhere to the agenda, must ensure the effective use of their free time outside. It is obvious that one of the main requirements for the class teacher in the process of cultivating social activity is organizational skills and abilities, that is, the ability to accurately assess the capabilities and strengths of students, the tasks to be performed. The ability to give instructions and monitor the outcome is the presence of the ability to organize students not only during the lesson but also outside of class time. The perfection depends in many respects on the active participation of the teacher in pedagogical activity. The activity of the teacher, the presence of mechanisms for the development and

coordination of organizational professional competencies, facilitates the organization of the process of social activation of students, the integration of the student body.

It is known that especially primary school students are interested in many things; they are always asked questions about new books, movies and series. They are interested in social changes, news, events in our country; compare their opinions with those of their teachers. If students do not get convincing answers from the teacher to the questions they are interested in, they lose trust and respect for the teacher, resulting in a decrease in the effectiveness of the educational impact.

The role of the media in public life is growing day by day. All students receive a variety of information from the media, such as television, radio, the Internet, the daily press, and the theater. They have questions about what they have learned, and they often ask these questions to class teachers. Therefore, the teacher should always be aware of social events, love literature, art, keep abreast of the latest achievements in education, new research. Only then can he be a positive role model for his students and meet their growing needs.

The analysis revealed that the problem of becoming a participant in social relations on the basis of increasing the activity of the individual in the development of human society has long attracted the attention of our ancestors.

### Conclusion

To conclude briefly, inaction can be costly not only to the individual, but also to society, both economically and spiritually. Many people who are able to create spiritual and material wealth are not able to fully use all their efforts and opportunities due to insufficient formation of activity. The formation of social activity is one of the most comprehensive and urgent tasks, and it is a process carried out on the basis of various educational tools.

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