



Journal Website:
<https://theusajournals.com/index.php/ajsshr>

Copyright: Original
content from this work
may be used under the
terms of the creative
commons attributes
4.0 licence.

PEDAGOGICAL CONDITIONS OF DEVELOPING A SENSE OF SOCIAL- PROFESSIONAL RESPONSIBILITY IN STUDENTS

Submission Date: April 20, 2024, Accepted Date: April 25, 2024,

Published Date: April 30, 2024

Crossref doi: <https://doi.org/10.37547/ajsshr/Volume04Issue04-23>

Rahbarov Ulugbek Rahbarovich

Ph.D. Deputy Professor, Tashkent State Pedagogical University, Faculty of History, Department of "Education of Spirituality and Law", Uzbekistan

ABSTRACT

In this article, through the pedagogical conditions for the development of a sense of social and professional responsibility in students, during the period of social development reforms, the issues of increasing the professional responsibility and skills of students and young people, revealing their potential, educating them as competent personnel, moral education of students and young people, science, Discipline, spiritual maturity, enlightened through the means of pedagogical influence.

KEYWORDS

Perfection, spirituality, talent, knowledge, skills, initiative, creativity, education, training, enlightenment, professional responsibility.

INTRODUCTION

On the basis of the reforms implemented in the education system in the Republic of Uzbekistan, the future of our country - the development of social and professional responsibility of young people - is being promoted as an urgent issue. Activities in the field of

education are of great importance in achieving the ultimate goal of comprehensive reforms implemented in our country. Including, in Article 7 of the Law "On Education" adopted in the new version, the efficiency of the system of personnel retraining and

improvement of qualifications sets the task of increasing the efficiency of higher education institutions based on modern requirements. It is determined that each of the students of higher education must have high professional potential and human qualities in the implementation of this task, and the issue of educating the future students of our country as mature personnel with professional potential and competence development by using information technology.

In particular, E. Erikson, one of the most famous foreign scientists with the theory of self-psycho-social development in the development of a sense of social and professional responsibility in students. The student's age-related comments are the most important step for our research. E. Erikson's internal conflicts, in other words, can be defined as a problem of self-awareness (identification) of an individual. This challenge represents a balancing act between creating a unique individual identity that is still in the process of being adopted and being adapted. According to E. Erikson, people who receive appropriate encouragement and support through personal research at this stage emerge from this stage with a strong sense of identity and a sense of independence and self-control.

E. Erikson's ideas can be useful in studying the aspects that lead to tangible changes in the educational orientations of the participants. The process of

determining the human personality is a natural process, therefore, different schemes of activities outside the auditorium allow students to try and experiment with different analogies and achieve more successful results than when they are achieved in classroom activities.

Scientist G. Claxton applied experiential ideas to develop the learning process and developed the theory of Building Learning Power, which aims to empower young people to learn better and prepare themselves for "a lifetime of learning". This means creating a culture that systematically instills habits and attitudes in the student body, allowing students to act decisively and confidently in the face of difficulties and uncertain situations.

Research scholar Giddens explores the importance of self-identity in the formation of students' social and professional responsibility. He said, actually of identification - social himself understanding and the self understanding like there are two types. The first of individuals to be the same as others ways if it shows, the second one individuals another from people separate standing aspects determines Independent thinking and creative thinking is a process of self-development of a person, through which we form a unique meaning (content) about ourselves and our relationship with the world around us. It is a person's constant contact with the outside world, which helps to create and shape his or her sense of self-esteem. If

the cultural and social environment is considered a factor in the formation of self-concept, individual control and choice are also of particular importance. This is the most important factor in the development of professional and creative opportunities of students in extracurricular activities in higher educational institutions.

So, socialization is another important factor in the formation of a person's self (identity). Socialization affects family values and norms and is reflected in students' independent thinking about how they should behave in a group or in future work activities.

Taking into account the characteristics of teachers and students on the basis of mutual relations, the leading factor of organizing activities outside the audience is manifested in entering into social relations. Because people are generally capable of social behavior, they constantly shape reality through the decisions they make and the tasks they perform. In other words, reality is "not fixed or static - it is created through human interaction."

Therefore, students need to be prepared for new experiences and events that affect their actions by showing that there are other alternative ways in different district situations, besides the ways they are used to, and through such experiences they can learn about themselves, the people around them and they can change the way they perceive the environment.

We believe that students should work in small groups of four to seven people when conducting activities outside the auditorium. Therefore, limiting the number of group members may support this motivational theory in some way. In other words, if we consider the optimal drage for the participants to work effectively with each other, they will all be doing the same thing to complete the task. However, if more people join the group, these efforts will decrease, and as a result, the degree to which each person will create their own cultural niches will also decrease. Furthermore, participants interact with each other in these small groups without negatively affecting their personal motivation levels, meaning that success occurs where success is observed, and success transfers from one situation to another—in our case, from a practice to a learning environment. During the implementation of work outside the auditorium, many opportunities are created for students to achieve success.

In particular, in the study of different interpretations of the relationship between the social dimension of the individual, Jaan Valsiner in his research, he paid special attention to the psychological qualities of the individual. Modeling of these psychological individual qualities is important in order to determine the relationships that are of interest to us from the point of view of forming a sense of social and professional responsibility in the activities of higher education institutions outside the classroom.

First, during extracurricular activities in educational activities, it allows to strengthen the field of activity that the student should learn through the mechanisms of knowledge development. Individual psychological development processes are based on becoming a subject and an active member of society. The student is included in the process of socialization as a student of certain forms of action and knowledge, which should give him access to some parts of the social world. Therefore, individual mechanisms of activity outside the audience establish a certain harmony between the person and the environment.

The second interpretation complements the previous one and is based on the idea of teaching through integration. The proposed metaphor emphasizes the need to combine individual and social aspects of activities outside the audience. External and internal realities (realities) of activity outside the audience do not separately seek the principle of harmony, but in the process of searching for this harmony, both realities give some of their features to create a new joint reality that effectively contributes to the development of students' sense of social and professional responsibility.

L. S. Vygotsky in his research emphasizes the importance of relationships with all other subjects from the point of view of the formation of the individual subject. The author focuses on these relations and points out that in all of them it is

impossible to determine the external and internal realities of the subject separately. According to L. S. Vygotsky, essentially social experience is the result of social life and activity that occurs while culture is being studied by us. In order to understand the gradual development of students' individual development processes, he expressed that expression in the situations of social interaction and direct communication between two or more subjects is important [93].

Therefore, the leading aspect and feature in the formation of the sense of social and professional responsibility are the forms of participation of students in various contexts (forms, conditions) of practical activities. Below, we will discuss the ways to involve students in social life, which were taken separately in the process of involving/involving students in the extracurricular activities of higher education institutions. The attitude of students to social practice, the context of belonging to other practices and exclusion from them, models their behavioral characteristics and inevitably raises them to professional self-awareness, a person who is a set of social experiences of society. These summaries show the main aspects of student life, such as its general situation, sources of interest and rejection, aspects of reality itself that it wants to recognize, such as in the context of social stratification, and that it wants to ignore.

REFERENCES

1. Law "On Education". September 23, 2020 / <https://lex.uz/docs/5013007>
2. Erickson, E.G. Young Luther. Psychoanalytical historical investigation / Eric G. Erickson; per. English Karimskogo A. M. Moscow Philosophical Foundation "Medium", 1996. — 443 p.
3. Sorokowska , A., Sorokowski , P., Hilpert, P., Cantarero, K., Frackowiak, T., Ahmadi, K., Giddens, Pierce, JD (2017). Preferred interpersonal distances: a global comparison. Journal of cross-cultural psychology, 48(4), 577–592 .
4. Balewski B., Janowski A. , Bocker. Corporates ocial responsibility and human performance // ScienceRise . – 2015. - No. 3 (8). - Pp. 7-11.
5. Vygotsky, L.S. Pedagogical psychology [Text] / / L.S. Vygotsky. - M.: Izd-vo AST: Astrel, 2008. - 426, 428, 672 p.
6. Vygotsky, L.S. Pedagogical psychology [Text] / / L.S. Vygotsky. - M.: Izd-vo AST: Astrel, 2008. - 426, 428, 672 p.
7. Tursunboyevich AO Development of socially active citizenship competence in students and youth in continuous education. - 2022.
8. Tursunboyevich OA Pedagogical and psychological opportunities for the development of socially active civic competences in students //ACADEMICIA: An International Multidisciplinary Research Journal. – 2021. – T. 11. – No. 3. - S. 1888-1897.
9. Abduganiyev O. Formation of legal training aimed at competitiveness in pupils of secondary schools //European Journal of Research and Reflection in Educational Sciences. – 2019. – T. 9. – No. 7.
10. Abdug' Aniyev O. DEVELOPMENT OF COMPETENCE OF GENERAL HUMAN VALUES IN STUDENTS ON THE BASIS OF A CULTURAL STUDY APPROACH //Science and innovation. - 2023. - T. 2. – no. Special Issue 9. – S. 316-319.
11. Abdug'aniev, Azod. "DEVELOPMENT OF SOCIALLY ACTIVE CITIZEN COMPETENCE IN STUDENTS THROUGH MODELING IN THE EDUCATIONAL PROCESS." Innovations in Technology and Science Education 1.5 (2022): 161-168.