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THE DEVELOPMENT OF THE SOCIO-PEDAGOGICAL FUNCTION OF SECONDARY SCHOOLS (ON THE EXAMPLE OF THE REPUBLIC OF KARAKALPAKSTAN)

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ABSTRACT

Astract. Today the issue of school education is gaining worldwide importance at the same time , it is necessary to further improve the work , reforms and actions carried out in the Republic of Uzbekistan , in particular in the Republic of Karakalpakstan. There are a number of shortcomings that are not linked to the human factor in order for public education schools to fully realize the socio-pedagogical functions of their own in accordance with the requirements of modern development. Therefore, in this article, the issue of the evolution of socio-pedagogical tasks of Higher Secondary Education Schools is considered on the example of the Republic of Karakalpakstan.

KEYWORDS

Education, Secondary Education schools, the law on training in the new edition of the Republic of Uzbekistan, the Republic of Karakalpakstan, socio-pedagogical function, reform, knowledge, tanning, isolation, socialization, worldview.

INTRODUCTION

The issue of education has been improving, maturing and developing along with the development of human society. During the period of historical development, the forms of school teaching and teaching varied. The problem of expanding secondary education in

particular remains a pressing issue in many areas of the world today. In modern times, a modern school should not only be limited to knowledge and education, but also to convey the moral demands of the younger generation and lead an educational process watered

down by humanitarian ideas, as well as socialize students in a meaningful life, closely promoting their place in a deeply self-aware society. The modern school is a state-approved educational facility for the implementation of curricular programs during the eleven-year education cycle from 6-7 to 17-18 years of age. In this , as a leading mechanism, systematic training is used. Didactic studies that suggest changes that increase the content of teaching identify the following as its main signs:

- bringing a certain level of knowledge , skills and adaptations to the individual;
- targeted interaction of teachers and teachers - the unity of learning and teaching processes;
- ability to address issues of education;
- interrelated (organized) cognitive process of self-management;

It is necessary to actively educate and organize the pedagogical process , which is aimed at improving the scientific knowledge and experience of learners , developing performance skills , worldviews, moral and aesthetic views .

The educational process of the school is full of contradictions, since it is carried out primarily by transmitting the isolation of the older generation to younger students. In recent decades, the acceleration of social life, objective changes in the world, an increase in the flow of information, has led to the need for a direct renewal of knowledge, habits, directions and characteristics. Under these conditions, the social experience of an adult may not be a decisive factor in socializing a person.

In the Republic of Uzbekistan , a number of legislative acts have been adopted to reform, renew, improve the medium of education, and systematic analyses are being carried out to ensure their timely implementation-the law of the Republic of Uzbekistan "on education" in the new edition was adopted on September 23, 2020, it consists of 11 chapter, 75 articles. Article 7 of this regulation shows the types of effects that are carried out in the Republic of Uzbekistan, which include:

- preschool education and education;
- common medium and medium specific influence;
- professional education;
- high education
- post - supreme influence;
- retraining personnel and enhancing their experience;
- after-school education [1].

In President of the Republic of Uzbekistan Sh.M.Mirziyoev's book "Strategy of New Uzbekistan", special attention is paid to the issue of education and upbringing. "In order to invest in the full cycle of education in developed countries, great attention is paid to investing in the upbringing of a child from 3 to 22 years old. This is because these investments bring 15-17 times the benefits to society. We have no such indicator . Thus, we will strengthen the focus on human capital and do everything possible in this regard." [2].

Today, special attention is paid to the reform and development of the secondary education system in the Republic of Uzbekistan , in particular , in Karakalpakstan , as established in the decision of the

president of the Republic of Uzbekistan dated November 11, 2020 PQ-4889 "On measures for the comprehensive socio-economic development of the Republic of Karakalpakstan in 2020-2023", measures are implemented to reform the secondary education system in the Republic of Karakalpakstan, improve the material and technical.

The socio-pedagogical function of schools of higher education occupies an important place in the development of any state this function is associated with the formation and development of social traditions, values and experiences necessary for the proper integration of students into society and their active participation in its development.

The following socio-pedagogical tasks are carried out at the Higher Secondary School:

1. Socialization: addresses the socialization of school children, their adaptation to social norms, values and views. Here they learn to keep in touch little by little, work together, respect each other and accept cultural differences.
2. Improving civic identity: helps schoolchildren to realize their belonging to a particular state, in which they develop feelings of patriotism, civic responsibility. It is of great importance in improving active citizens who can contribute to the civilization of the state.
3. Development of cultural and spiritual potential: the school promotes the development of the cultural and spiritual heritage of the state, educates students with a sense of respect for the history, traditions, language and culture of their homeland. This will be an incentive to preserve and promote national identity.

4. Preparation for work: develops students' experience, knowledge and skills necessary to achieve work. This helps to identify their interests and abilities, develops creativity and gives them the opportunity to navigate the profession.

5. Personal development: the school promotes the development of students as individuals, forms their value orientations, moral criteria and principles. This will help them develop their self-esteem, freedom, tolerance and intelligence. All these functions of the school are aimed at the formation of children who can actively participate in the marriage of society, make independent decisions, have the ability to solve issues and self-control. Thus, the socio-pedagogical function of Secondary Education schools occupies an important place in the development of the state.

One of the main theories in the development of socio-pedagogical functions of Secondary Education Schools is socio-pedagogy. Social pedagogy studies socio-pedagogical processes and phenomena aimed at solving social problems and supporting personal development. It helps to socialize and socially educate students, to shape them the knowledge, experience and skills necessary for their consequential adaptability to society.

Another significant theoretical framework is the development of the concept of inclusive education. It recognizes the right of each child to receive a quality education without regard to his abilities, specific characteristics and needs. Inclusive education involves the creation of sharoyit for the consequential reading and social adaptation of all students, including children with special educational needs. Also, one of the important factors in the development of socio-pedagogical functionality of Secondary Education

Schools is the science of psychology. Psychological research and theories help to understand the development and behavior of students, determining the causes and factors that affect their social activity. This gives the school the opportunity to develop an individual approach to each student and create a comfortable educational environment.

The duration of Secondary Education in our country is 11 years and is a mandatory independent type of non-interrupted education system. Secondary education is carried out in the form of full-time education in educational institutions. Secondary education and secondary special education are aimed at mastering curricula, necessary knowledge, abilities and qualifications.

The stages of secondary education (grades I - XI) include:

- primary education (grades I-IV);
- further secondary education (grades V-IX);
- secondary education (grades X - XI).

Children are admitted to the first grade of secondary school in the year when they turn seven years old.

Primary education is mainly aimed at developing students' literacy, knowledge, skills and abilities necessary for continuing secondary education.

1-table.

The number of Secondary Education schools in the Republic of Karakalpakstan in 2018-2021 (per school year).

No	Information about schools	2018-y.	2019-y.	2020-y.	2021-y.
1	Total number of schools	708	729	733	734

2-table.

The number of students in secondary education schools in the Republic of Karakalpakstan (in 2016-2022).

No	Academic year	2016-2017 yy.	2017-2018 yy.	2018-2019 yy.	2019-2020 yy.	2020-2021 yy.	2021-2022 yy.
1	Total number of students	270,9	294,7	326,5	345,2	354,0	353,0

Basic secondary education in accordance with the curriculum gives students the necessary part of knowledge, skills and abilities, develops their ability to express and analyze their opinions.

In order to form knowledge and skills in professions in the framework of Basic Secondary Education (after the VII grade), measures are carried out to professionally diagnose them and direct them to the profession.

Secondary education ensures that students acquire the necessary knowledge, skills and abilities in accordance with the curriculum, as well as the choice of the following type of education and occupation in professions that do not require much experience [1].

Today in our country there are the following types of education: primary school, secondary school, specialized school in certain subjects, specialized boarding school in certain subjects, public school, Presidential school, public boarding school for Olympic and national sports, specialized boarding school for children with disabilities in physical development, psychological (intellectual) specialized boarding schools, boarding schools for children with developmental disabilities, specialized boarding schools of sanatorium type, republican specialized educational institutions.

The comprehensive maturity of students in secondary schools depends on the created conditions and the quality of education. After entering school, the child acquires initial ideas about civic life, learns to obey the formal requirements of discipline and order, learns to talk with peers, teachers with high status. In the modern world, a school is an institution that has a great influence on the process of socialization of a child. At school, a child enriches his imagination, increases his life experience and learns to relate intelligently to the world. If in the family the child is explained the basic rules of what to do, how to behave, then at school he becomes a participant in a complex system of social ties.

In the formation of a child's personality at school, more responsibility among the school community will be assigned mainly to teachers and psychologists. In addition, children's behavior is shaped in different

ways: some strive to be leaders from the very beginning, while others may consider themselves leaders. Children can argue with each other, but the teacher, by his actions, should direct these disputes to relationships, exchange of experience and knowledge in the direction of friendship.

School is a social platform for children to communicate, which provides opportunities for interaction, realization and activation of relationships, as well as for other areas of life. The extent to which these opportunities are realized in many cases depends on how intensively and with whom the student interacts. Research shows that some students do not want companionship at school, while others are not satisfied with it for various reasons. Some, on the contrary, want to communicate, try to prove themselves outside of any class and school, even if they cannot realize everything at once.

In the process of planning the act of learning, the student learns to work clearly and harmoniously in a team, learns to follow the set rules of learning, learns to experiment with information. Much attention should be paid to the types of work in teams known to us, the use of elements of self-control in their lessons, so that students themselves conduct classes, perform the social role of a teacher, and evaluate classmates. It is important to remember that the socialization of pupils is one of the most important tasks of the school at every stage of a child's life.

CONCLUSION

Children can evaluate themselves, be sensitive to various phenomena, and express their attitude to the situation in the state. The school humanizes its students. They form a working position, a new attitude

towards themselves and others. Due to the understanding of their place in the system of public relations, the child has social problems.

In conclusion, personality development does not happen by itself, for this purpose it is necessary to purposefully influence it, creating psychological and pedagogical conditions. And in influencing, first of all, the role of teachers is great. "A teacher," writes Jean Amos Komensky, "is conscientious, patient, loving his work, patience is an example of those qualities that he should instill in students, be widely educated and able-bodied. He must love the subject he teaches, treat students the same way their fathers treat them, and arouse in the heart of every student a passion for knowledge." [3]

In the process of education and upbringing in secondary schools, things are assimilated, phenomena that the environment could not give. In the learning process, not only knowledge, skills and experience appear, but also a scientific worldview is formed, the process of socialization of the child begins to intensify.

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