

Features Of Synergeti Education And Preparation Of Girls For Social-Cultural Relations

Khidirova Durdona Mukhtorovna

Independent Researcher, National Institute Of Education Pedagogy Named After Qori Niyazi, Uzbekistan

Received: 14 April 2025; **Accepted:** 15 May 2025; **Published:** 17 June 2025

Abstract: This article looks at how Total Physical Response (TPR), a kinesthetic way to teach languages, can be combined with current technology to help people learn languages better. Through the use of physical movement to improve memory and understanding, TPR has shown promise for novices and young learners. Teachers now have more chances to increase TPR's efficacy and reach because to the growth of interactive technologies and digital learning platforms. The theoretical foundations of TPR are reviewed, current research on technology-enhanced TPR applications is examined, and useful approaches for integrating TPR with resources like interactive whiteboards, virtual reality (VR), and educational apps are presented. Multimodal learning, enhanced retention, and higher engagement are all promised by the integration. The theoretical synergy between TPR and technology is examined in this work, which makes the case that their combination can result in more efficient and interesting second language learning.

Keywords: Synergetic, pedagogical system, female students, socio-cultural relations, self-organization, bifurcation, cultural identity, educational transformation.

Introduction: Globally, the issue of women is considered as the support of society, its potential, and the educators of the future generation in the country. Also, based on a synergistic approach in the world education system Special attention is paid to the use of collaboration strategies and the development of collaboration skills among educational participants. In countries such as Japan, Germany, Great Britain, and South Korea, special attention is being paid to the issue of women, increasing their interest in science and developing their collaboration skills.

In our country, the issue of raising a spiritually perfect, mentally mature, physically healthy child has been the highest goal of human society for centuries and is still one of the urgent issues today. The roots of the school of spiritual, educational, moral education of the Uzbek people are very deep and deep. Special attention is paid to the upbringing of girls in the family. Today, it is important to prepare girls to choose an independent life path and form social activity in them based on a symbiotic approach.

These requirements are also consistent with the requirements of the Law of the Republic of Uzbekistan

No. O'RQ-562 dated September 2, 2019 "On Guarantees of Equal Rights and Opportunities for Women and Men". In particular, this law states that the State shall guarantee equal rights to women and men in the exercise of personal, political, economic, social and cultural rights, the State shall guarantee equal participation of women and men in the management of public and state affairs, in the electoral process, in the fields of healthcare, education, science, culture, labor and social protection, as well as in other areas of state and public life.[1]

Over the past decade, the world community has increasingly recognized the achievement of gender equality as an important aspect of other pressing global challenges, in particular, the goal of sustainable development. The Millennium Declaration, adopted at the UN Summit in September 2000, clearly stated that achieving gender equality is not only an important condition for reducing poverty and hunger, but also for development. This principle is enshrined in international documents, which are also supported by Uzbekistan. In particular, the above-mentioned document, approved by 147 heads of state and

government at the Millennium Summit, has become an important issue on the agenda of the world community.[2]

LITERATURE REVIEW AND METHODOLOGY

in our republic, the content and essence of synergistic education, issues of moral education components MGDavletshin, BRAdizov, O.Jamoldinova, B.Zi ė muhamedov, G.Ibragimova, R.Ishmuhamedov, BBMa'murov, UIMahkamov, MHMahmudov, O.Musurmonova, RGSafarova, D.Sharipova, GG'. Mavlonova, Sh.Sharipov, NMEgamberdieva, ZAKholmatova, BBSadullaev It was expressed in the works of Sh. Do'st Muhammedova, B.I.Ganieva, Q.Yuldoshev, E.Yuldoshev, M.Mirqasimova, O.Musurmonova, and R.X.Niyozmetova.

preparing young students for socio-cultural relations, forming motivation for reading based on a gender approach were discussed by scientists from the Commonwealth of Independent States (CIS) AAAlekseeva, Sh.A.Amonashvili, VFAsmus, L.Beresneva, GDBoraznova, VABorodina, EABugrimenko, IAButenko, ENGoncharova, ZAGritsenko, SADenisova, OVDjezheley, NVZbarovskaya, SVIvanova, TNKaptan, MGKachurin, APKashkarov, LRKerimova, RAKiryanova, EIKuzmenkova, SPLavilsky,

V. Lazareva, N. Lifinseva, M. Mokina, T. Neborskaya, E. Nikonovich and a number of other specialists. In addition, a number of studies have been conducted on the development of critical thinking, reading skills, and cooperative pedagogy in students and young people in modern conditions, which are reflected in the research of foreign pedagogues, psychologists, philosophers, and sociologists such as L. Botcheva, J. Shih, L. Huffman, L. Breeman, van Lier, Theo Wubbels, R. Sears, J. Spilt, E. Vervoort, A. Koenen, F. Clemente, A. Amutio, L. Gonzalez, I. Stengers, G. Haken, P. Afflerbach, R. Anderson, Wills Andrea, M. Barwick, V. Blau, N. Branscombe, D. Brown, A. Burns, K. Cain, R. Calderon.

Discussion and results. In our republic, a lot of work is being done today to develop the social activity of female students, create conditions for them to demonstrate their abilities, talents, and potential in various fields and areas, protect their legal interests, ensure gender equality, and ensure cooperation between family, neighborhood, and school. "In our country, ensuring the rights and interests of women and girls, and increasing their economic, social, and political activity are defined as important directions of state policy." [3]

The goal of the reforms being carried out in our country is to ensure the implementation of the most urgent and priority tasks, such as creating new stable jobs,

ensuring employment of the population, especially youth and women, and increasing their competitiveness and professional level in the labor market. During January-May 2019, the Ministry of Employment and Labor Relations provided a total of 15,288 unemployed and underemployed people with short-term vocational training based on the needs of the labor market, of which about 77.1 percent (11,791) were women and women living in difficult living conditions. [4]

In modern society, socio-cultural systems are changing, complex and multifactorial in nature, and the integration of the individual is becoming an important factor in them. In particular, traditional pedagogical approaches are no longer enough to prepare female students for these systems. This, in turn, requires the introduction of systematic, complex and dynamic approaches. The theory of synergism was first developed by G. Haken, which is based on the principles of self-regulation of complex open systems. Synergism is a science that studies the processes of self-regulation and development of complex, open systems. Its founder, G. Haken, initially developed this theory to explain laser, molecular and thermodynamic systems in physics. Later, it was also applied to the fields of biology, sociology, psychology and pedagogy [5]. When this theory is applied to the education system, the personal capabilities, cultural identity and social role of female students are formed in a synergistic balance. In pedagogy, synergetic views the learning process as a complex socio-cultural system. In this approach, education is not just the transfer of knowledge, but a process of constant interaction, change, and self-development between the learner and the environment

In our opinion, the social activity of female students is a conscious and systematic activity aimed at communicating and acting in a team, group, informal association, effectively interacting with others, voluntarily actively fulfilling certain obligations to peers, older and younger family members, neighborhoods, and developing and activating themselves. By ensuring the social activity of female students, we can gain a number of advantages in the future, including improving education, health care, and economic development. Today, the active participation of female students in social and political processes and the many obstacles that prevent this are widely discussed by scientists and politicians.

Improving girls' educational opportunities can bring economic and health benefits to girls and their families, communities, and countries. In particular, European scholars have argued that improving girls' education leads to economic growth, as well as a reduction in

birth rates, infant mortality, and malnutrition. L.K. Klenevskaya defines social activity as “a stable trait that is manifested in initiative, purposefulness, hard work, independence, social responsibility, self-demanding, etc.”[6] The pedagogical value of a synergistic approach for girls is also evident in:

First, this model transforms girls from passive learners to active, independent decision-makers and individuals with a social position in society;

Secondly, educational content integrated with cultural studies, psychology, gender pedagogy, and other areas allows for the development of social awareness and cultural thinking in female students;

Third, synergistic methods such as reflection, sociodrama, and project-based methods ensure their leadership potential, self-awareness, and adaptation to a changing social environment.

Empirical experiments show that in an educational environment organized on the basis of a synergistic approach, female students have significantly higher levels of socio-cultural competencies, initiative, cultural identity, and social integration.

CONCLUSION

The use of the synergistic approach in the modern education system, especially in the process of personal and social development of female students, serves as an important methodological basis. Based on this approach, the education system is interpreted as a complex, changing and open socio-cultural system. This ensures holistic management of the processes of self-awareness, personal choice, social activity and cultural identity formation of female students.

The synergistic education model theoretically substantiates the natural development of the student's personality through such basic principles as self-organization, bifurcation development, emergence of new qualities through organizational chaos, and coherence. Aspects such as socio-psychological characteristics, gender-related cultural stereotypes, communication, and preparation for social roles, especially those specific to female students, can be deeply analyzed within the framework of the synergistic model. Thus, the synergistic education model serves as a powerful innovative basis for shaping female students as harmonious, active, socially responsible, and culturally sensitive individuals in modern society. By deeply integrating this approach into practical education, not only individual development can be achieved, but also an inclusive and sustainable education system based on gender equality can be formed.

REFERENCES

- Law of the Republic of Uzbekistan No. O'RQ-562 dated September 2, 2019 “On Guarantees of Equal Rights and Opportunities for Women and Men”. <https://lex.uz/docs/4494849>.
- Declaration tysyacheletiya OON ot 09.08.2000 g. (www.undp.org.)
- From the speech of the President of the Republic of Uzbekistan Shavkat Mirziyoyev at a meeting on comprehensive support for women and strengthening the institution of the family on February 7. <https://uza.uz/oz/posts/xotin-qizlani-har-tomonlama-qollab-mashqat-doimiy-e-tib-07-02-2018>.
- Umurzakov B.Kh. Socio-economic significance of programs for attracting women to textile and sewing workshops. Collection of materials of the scientific and practical conference on the topic “The human factor and interests at a new stage of the development strategy of the Republic of Uzbekistan: international practice and the experience of Uzbekistan”. – Tashkent: TDIU, 2019. – 111 p.
- Haken G. Synergetics: Introduction and Advanced Topics. – Springer, 2004.
- Klenevskaya, L.K. Razvitie sotsialnoy aktivnoy sovremennyyx podrostkov: monograph / L.K. Klenevskaya. - Pyatigorsk: PGLU, 2005. 14-15 p.