



ACADEMICIA
An International
Multidisciplinary
Research Journal
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.00851.X

INCREASING THE SOCIAL ACTIVITY OF STUDENT GIRLS IN EDUCATIONAL INSTITUTIONS

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ABSTRACT

This article is devoted to the analysis and pedagogical interpretation of the increase in the social activity of girls ' students in general education institutions in the conditions of modern Uzbekistan. The stages of development and conditions for the development of social activity of female students are shown.

KEYWORDS: *Social Activity, Students, Girls, Society, Continuing Education, School, Usefulness, Adaptation, Developed Personality.*

INTRODUCTION

Modern independent Uzbekistan, having chosen its own path of renewal in the field of education, joined the global concept of sustainable development, confidently striving to create a humane civil society, a democratic rule of law based on a stable socially oriented market economy, integration into the world community and information space.

In the system of lifelong education, on the path of recognizing human priorities, social justice and universal harmony, the revival of spirituality and national identity, the state emphasizes the equality of men and women, realizing the principles of their equal rights and freedoms. Today's world culture and human civilization as a whole, being at the beginning of the 21st century, is going through an era of changes, the next round of its development. Following its own path of renewal and progress, Uzbekistan joined this global concept, defining the socially oriented nature of the legal and social protection of a person, shaping his spiritual and moral formation.

In order to implement these ideas in recent years, various legal institutions have been created in the republic: the Ombudsman Institute, the National Center for Human Rights of the Republic of Uzbekistan, the Institute for Monitoring Current Legislation, the Center for the Promotion of Legal Education, the Center for the Study of Human Rights, the Center for the Study of Public

Opinion, as well as a number of NGOs of the corresponding profile. Currently, there are more than ten women's public organizations in Tashkent and more than 50 nationwide, the women's movement is expanding. Many international legal documents and information on the activities of the international women's movement and non-governmental women's organizations became known to the general public only after the approval of the independence of the Republic of Uzbekistan. The republic was one of the first in Central Asia to join the UN Convention on the Elimination of All Forms of Discrimination against Women, which confirms the rights of women and defines a plan of action by states to protect them. The same task was formulated as one of the main ones at the Fourth World Conference of Women (PRC, Beijing, September 1995), which was held under the motto "Action for Equality, Development, Peace". Of fundamental importance for understanding women's rights is the fact that the generally recognized principles and norms of international law are an integral part of the legal system of our society.

All these facts are clear evidence of the social activity of women, including girls. Today, a new generation of girl students has emerged, a new social institution "social activity" has established itself, historical epoch-making signs have affirmed the female part of the population in its new quality: as the most active and socially mobile part of society.

Education as a process of purposeful personality formation, carried out against a broad social background with the participation of the student himself, requires students to be focused on socially active aspects of life. An appeal to the main trends of renewal, ripening in the depths of the development of society and modern schools, makes it possible to identify an effective toolkit for the development of social activity of schoolchildren based on the socializing function of education.

The sociality of education is an indicator that determines interests, desires, the formulation of tasks, learning goals, the order of representatives of society in the form of social groups, strata, strata. Sociality concretizes the mechanisms of the impact of education on the formation of society. Education is presented as a space that includes students, teachers, parents, representatives of various social spheres, individual individuals, their groups as socio-pedagogical structures in the system of social and cultural life. The sociality of education is considered as the focus of the educational system on the study and development of the peculiarities of the functioning of modern society, on the formation of a socially oriented position of students. Education is a mutually oriented phenomenon of social and personal orientation, reflecting the realities, risks and prospects of education.

The state order for the social education of girl students is enshrined in the "Law on Education" of the Republic of Uzbekistan, which sets out the requirements for a school graduate who shows initiative in social interaction, responsibility, civic and moral orientation. The social function of education is realized in the development of social interaction and the strengthening of society's solidarity according to significant landmarks: the creation of an accessible educational space; providing social orientation in the real and virtual world.

Our study gives grounds to present the importance of social activity as a space for the development of a socially active personality, especially girl students in the relationship between the educational and non-educational aspects, in reliance on the principle of the binarity of the spiritual and material, personal and social in the essential cognition of reality.

The socio-pedagogical meaning of the development of a socially active girl consists in the implementation of the purposeful socializing influence of socially significant affairs on the formation of the student's worldview, his general cultural and civic competencies. The social activity of girls as a personal quality, manifested in an inalienable attitude and the development of the world, is realized in sociability, objectivity, meaningfulness, selectivity in the course of realizing needs, abilities, interests in learning, work, communication, and behavior.

The gender characteristics of schoolchildren should also be taken into account when engaging in socially oriented activities. In the professional baggage of the teacher, this is reflected in taking into account the uneven development of the hemispheres of the brain of girls and boys, identified by scientists [4].

Since in boys, the right hemisphere matures faster, which is responsible for involuntary intuitive reactions, irrational mental activity, the development of figurative memory, negative emotions, which manifests itself in the underdevelopment of the sphere of positive emotions (due to the slow development of the left hemisphere), in negative emotions, aggressive behavior (prevails excitability, irritability, anxiety, intolerance, self-doubt); the emotionally positive assessment of the activity is significant and "what" is assessed in the activity; low empathy in understanding another person through intellectual similarity; underestimation of another; high mobility, which causes injuries and delinquency in boys 2 times more often than in girls; the importance of achieving each specific result and acquired skill, which has a positive effect on personal growth, allows you to be proud of yourself and strive for new achievements; preference for noisy outdoor games, friendly fights, which creates a positive emotional background in boys; boys' games are subject; in the boys' play, the foundations of the social activity of the individual are laid, the scale of future charity.

It is important to take into account that girls develop more quickly the functions of the left hemisphere, which is responsible for conscious voluntary acts, the verbal-logical form of memory, rational thinking, and positive emotions. Therefore, girls demonstrate a high reading speed and fluency of speech, the development of fine motor skills of the hands, ensuring accurate writing, and work associated with fine motor skills; sensitivity to noise, harsh sounds; intonations, the form of assessing her publicity (praise in the presence of others); awareness in the management of behavior and the adequacy of self-esteem; for a girl, a negative assessment of the activity is more significant and "by whom" the assessment is made; high empathy, interest in the inner world of people, the ability to see their positive and negative sides, understanding through emotional sympathy and openness in the manifestations of feelings; preference for verbal and quiet games, showing the high ability of girls to unite in play activities.

From the standpoint of social development, the development of the social activity of girl students is based on a person's ability to continuously change, grow, self-disclose, self-realization and self-improvement. From a pedagogical point of view, the development of the social activity of girl students will consist not so much in the transfer of information and the formation of knowledge, but in the disclosure of individual abilities, the enrichment of personal experience of socially useful activities, the acquisition of values and meanings in the context of culture.

- ✓ An individual, including girls, can be socially active in all spheres of society. Consequently, the social activity of a person can be divided into several types:

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- ✓ labor; shows the degree of involvement of a person in social production and the constant growth of feasible labor, the degree of realization by a person of his own physical and mental capabilities, knowledge, skills, abilities in performing specific types of work.
 - ✓ socio-political; participation in the work of public councils, organizations, meetings, the implementation of public tasks and assignments.
 - ✓ cognitive and creative; participation in the work of public councils, organizations, meetings, the implementation of public tasks and assignments.
 - ✓ physical activity; implies mobility in the process of knowing reality.
 - ✓ mental activity; optimality of assimilation of social, emotional, logical, moral, labor, artistic experience available to schoolchildren.
 - ✓ aesthetic activity; characterizes independence and creativity in the process of creating expressive images by students in play, artistic speech, visual activity
 - ✓ ethical activity, expressed in the manifestation of a respectful attitude towards everything that has been done by nature and man, benevolence in communication with children and adults, expressed in sympathy, empathy, compassion, help.
 - ✓ From the point of view of the nature of the manifestation of social activity, there are:
 - ✓ internal activity, that is, the need for self-development, the desire to go beyond one's limits, motivation to meet personal and socially significant needs;
 - ✓ external activity, due to internal, that is, conscious, independent activity, which manifests itself in interaction with society, creative transformation of oneself and the surrounding reality, and, as a result, comprehensive self-development of the individual
 - ✓ The manifestation of social activity of girl students is caused by a system of the following motives:
 - ✓ motives of self-determination and self-affirmation in various social communities (school, classroom, courtyard, street, etc.);
 - ✓ social motives, consisting in the desire to gain knowledge in order to be useful to the Motherland, society, the desire to fulfill their duty, in the understanding of the need to learn and in a sense of responsibility; social motives provide a solid foundation of collectivism, responsibility for a common cause, citizenship, independence; expressed through the need for communication and interaction;
 - ✓ motives of personal prestige aimed at striving to occupy a certain position in society; the motive for self-improvement based on this desire;
 - ✓ motives of personal achievements aimed at realizing the needs for self-expression;
 - ✓ cognitive motives aimed at satisfying cognitive needs;
 - ✓ individual motives aimed at resolving contradictions between individual experience, internal motives and external socio-pedagogical norms and rules;
 - ✓ moral motives (motive of duty, moral motives)
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The motives for the manifestation of social activity are due to the desire of a person to satisfy his needs and interests in interaction with society. Unlike motives, incentives act as external stimuli to activity. In relation to social activity, stimuli can be numerous factors of an economic, political and other nature, acting in the structure of the personality's environment.

The motivational mechanism of social activity includes the interaction of needs, value orientations and interests, the end result of which is their transformation into the goal of the individual's activity, into the goal of self-manifestation. This is determined by the fact that the realization of certain needs, attitudes, interests of the individual is possible through the manifestation of activity, since if there are no needs, then there is no need for the manifestation of activity. Also, the implementation of social activity allows through the mechanism of meeting the needs of the same order to stimulate the needs of a higher level. In this case, the inner need for purposeful participation in social life can be considered the driving force of a higher order, the incentive reason for the social activity of the individual.

The social activity of a person, especially a teenage girl, implies such personal qualities as:

- life position or citizenship, which manifests itself in a personal attitude towards everything that happens in society, country and world;
- independence;
- morality;
- sociability. Their combination characterizes a person as a socially active person.

Values act as motivational mechanisms that set the style of human behavior, and are the embodiment of freedom and the ability to be creative, and, consequently, to be active, which can be considered as a significant confirmation of the existence of the value foundations of social activity.

The following stages of the formation of social activity of girl students are distinguished:

- 1) The formation and development of social needs in the social environment of life;
- 2) Awareness of the personal meanings of specific types of social activity;
- 3) Setting personally significant goals in the chosen social activity;
- 4) The choice of personally and socially acceptable forms and methods of the chosen social activity;
- 5) Personal inclusion in the chosen social activity and the transformation of social reality;
- 6) Analysis, personal reflection and self-assessment of the process and the result of one's own social activity.

Successful passage through the stages of the formation of a teenager's social activity depends on the influence of various factors on the personality. It should be noted that the factors influencing the formation and manifestation of a teenager's social activity are significant and most often objective circumstances, therefore their change is laborious and long-term.

All factors of social activity of a teenager can be divided into external and internal. The external factors for the successful formation of social activity include natural, environmental, biological,

and social factors. External factors can both stimulate the process of the formation of social activity, for example, in favorable conditions, it will proceed much more efficiently, and inhibit this process. Internal factors include the worldview, the system of values and self-consciousness of a person, which form his inner world, through which there is an awareness of the external world and a person's understanding of his place in it, the meaning of his existence. The most important external factors in the formation of the social activity of girl students include: the presence of a developing socio-cultural space, in which a person's abilities and potencies can be manifested; social needs (in the form of society's requirements for an individual), a positive attitude from others, trust; freedom in choosing directions for manifestation of social activity; success and achievement of personality in various activities.

The formation of social activity is characterized in two aspects - internal (the position of the individual, the active nature of the relationship of the individual with the environment, the orientation of motivation to meet the needs in socially significant activities and socially valuable communication) and external (active participation and initiation of social projects, participation in social contests, active participation in socially significant activities, etc.)

We attribute the following to the qualitative and quantitative indicators of the social activity of adolescents: 1) The degree of freedom of the activity carried out. Freedom acts as the ability to change objective conditions, as social activity, manifested in social practice and aimed at overcoming the contradictions between the needs and interests of the individual, on the one hand, and external circumstances and society, on the other.

2) The degree of consciousness in the search for a space for applying one's forces and the degree of imposing social responsibility on oneself in the process of activity. The personality as a subject of social activity makes a conscious effort to search for a space for the application of their forces, to become aware of landmarks and their own activities in a changing world. The degree of social activity of girl students will depend on the degree to which social responsibility is imposed on themselves, on the degree to which a person is included in solving social problems.

3) The degree of involvement in social creativity. The presence of the creative nature of social activity, which is considered in the system "man-society-culture", allows us to conclude that the higher the level of organization of a person as a person, the more his activity acquires a transforming, creative, culture-creating character. In this case, the creative nature of the activity can be recognized as an essential feature of social activity that distinguishes it from inactive activity.

4) The degree of expediency of the type of activity being carried out. A necessary factor for the manifestation of social activity is the choice of purpose, mode of behavior and action.

5) The degree of social significance and social usefulness of the activity. The manifestation of social activity is closely related to the collective interaction of people and the social assessment that is given in this regard to human activity. This assessment can stimulate or reduce the measure of personality activity.

6) Degree of manifestation of initiative. Without the manifestation of initiative, the disclosure of the potential abilities of the individual, activity cannot become as active as possible, get the most

adequate and desired result. At the same time, the social initiative of a person can be assessed according to various qualitative and quantitative indicators.

7) The degree of manifestation of orientation towards positive values in motivating activities. The leading motivational force in the implementation of social acts becomes a positive system of values, which the individual initially assimilates (through the mechanism of accepting a moral ideal), and then translates the formed morally positive spiritual potential.

At each age stage, activity tends to increase in accordance with the volume of social responsibilities and experience. As students develop, their activity as a natural ability is transformed into a social system of interests and needs. This process includes students' awareness of social phenomena that make up the objective side of relations; the development of social needs with a civic orientation, primarily the need for collective interaction and the corresponding motives that encourage cooperation; participation in practical activities with a socially valuable focus.

The goal of the social activity of girl students acts as an ideal final result and can be defined as a manifestation in the activity of self-determination, consistent with the requirements and needs of society, aimed at changing the social reality in which the life of a teenager takes place.

The main goal of the development of social activity of students is associated with the formation of a citizen, a personality capable of fully living in a new democratic society and being as useful to this society as possible.

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