

**IMPROVING THE SOCIAL ACTIVITY OF STUDENTS ON THE BASIS
OF PEDAGOGICAL NEOLOGY IS A SOCIO-PEDAGOGICAL
NECESSITY**

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ABSTRACT

The article discusses the need for social activity of students on the basis of pedagogical neology. The development of creative social activity among young students is one of the most important tasks of the National Project "Education". The social activity of young people is one of the significant components of the social development of students who are able to fully live in a new democratic society and be the most useful for it. The considered phenomenon of social activity in a detailed form allows specialists to understand and outline the right vectors for creating pedagogical conditions for the development of creative social activity of students.

KEYWORDS: *Students, Social Activity, Value Orientations, Pedagogical Neology, Initiative, Responsibility, Readiness For Action.*

INTRODUCTION

In the conditions of modernization of education, the training of specialists who are able to quickly respond to ongoing changes, build their own educational trajectory and professional activities in accordance with the requirements of modern society, and also overcome life's difficulties by activating internal reserves and personal potential is of particular relevance.

The formation of a socially active personality is, in fact, the response of the education system to the radical changes taking place in the spheres of material and spiritual production, in the labor market, in professional structures, and in the field of social communications. [1]

Active research aimed at constructing a theory of pedagogical neology has been carried out since the 1930s. 20th century I. Schumpeter and G. Menshveli introduced the term "innovation" into scientific circulation, which they considered the embodiment of a scientific discovery in a new technology or product. Since that moment, the concept of "innovation" and the associated terms "innovative process", "innovative potential" and others have acquired the status of general scientific categories of a high level of generalization and have enriched the conceptual systems of many sciences. [2]

The term "pedagogical neology" and the corresponding direction of scientific research appeared in Western Europe and the USA as early as the mid-1960s. In new studies of innovative

processes in education, a number of problems of a theoretical and methodological nature are put forward related to innovations and the creative activity of a teacher (criteria for evaluating the new, traditions and innovations, the specifics of the innovation cycle, the attitude of the teacher to innovations, etc.). The German scientists W. Sombartai and W. Metscherlich, as well as the Austrian economist J. Schumpeter, are considered the founders.

Considering the system of basic concepts of pedagogical innovation, we highlight the block of creating something new in pedagogy. Here we consider such categories as new in pedagogy, classification of pedagogical innovations, conditions for creating a new one, criteria for novelty, a measure of the readiness of a new one for its development and use, traditions and innovation, stages of creating a new one in pedagogy, creators of a new one. In fact, this is the development of a categorical field of the theory of the new in pedagogy; these concepts are studied by pedagogical neology. [3]

Pedagogical neology - the doctrine of perception and evaluation, interpretation of the new in pedagogy (by scientists, practitioners and the general public); the doctrine of the application of pedagogical innovations in the educational process. There are two possible approaches to these issues: normative and "life". The first one means the construction from the analysis of real processes of generation of new schemes, rules, algorithms that indicate the "correct" path for the birth of innovation. Often it is identified with the introduction of scientific ideas into practice, and its logic is presented in the simplest possible way: the birth of a scientific idea, its formalization in a methodological form, direct transfer by the efforts of researchers with the consent of the school into practice.

One of the problems of pedagogical neology is the typology of the new and the innovators. The problem of creating and implementing innovations requires the study of issues that are not studied or studied to a small extent in our pedagogy: the dependence of the spread of innovations on the characteristics of the environment, the patterns of perception of innovations by teachers, the technology of innovative training, the removal of psychological barriers, etc. Another aspect of the problem of innovation is to adapt innovations to new conditions. It is connected with the fact that in the activities of a teacher it is often necessary to transfer technologies, the content of training and education from other industries or those concepts that were developed in the past. Often the teacher carries out a mechanical transfer, which leads to the loss of the meaning of innovation in terms of ignoring the specifics of the education system, its history and traditions. [4]

Innovation is the materialized idea of a possible increase in efficiency. We define it as such a content of possible changes in the pedagogical reality, which leads (when the pedagogical community masters innovations and implements them) to a previously unknown state, not previously encountered in this form in the history of education, a result that develops the theory and practice of training and education. To determine the object and subject of pedagogical neology, it is necessary to determine the specific area of reality, the description and explanation of which this science is engaged in.

V.S. Lazarev proposes to consider the innovative process, conditions, methods and results of its implementation as an object of pedagogical neology; the subject of pedagogical neology is the relationship between the effectiveness of innovation processes and the factors that determine it, as well as ways to influence these factors in order to increase the effectiveness of changes. To

determine the object and subject of pedagogical neology, in this case, an innovative process is chosen, which is based on innovative activity. The innovation process is understood as “the process of development of education through the creation, dissemination and development of innovations”, and innovation activity is defined as “a purposeful transformation of the practice of educational activity through the creation, dissemination and development of new educational systems or some of their components”. [5]

A.V. Khutorskoy believes that “the object of pedagogical neology cannot be limited only to the innovation process, since it includes other processes and phenomena characteristic of innovation. For example, from the point of view of synergetics, the processes of emergence and development of the new arise in the course of their external introduction, not only in the form of innovations, but also as a product of the transition of the system from one position to another in a non-equilibrium state. Such factors, when considered in detail, oblige us to make adjustments to the formulations of the concepts of the object and subject of pedagogical innovation proposed above.

IN AND. Zagvyazinsky believes that pedagogical innovation is a system or element of the pedagogical system that allows you to effectively solve the tasks set (and sometimes set the tasks themselves more accurately) that meet the progressive trends in the development of society. The author defines innovative processes in education as “the processes of emergence, development, penetration into the wide practice of pedagogical innovations. The subject, the bearer of this process is, first of all, the teacher-innovator.

Researchers V.S. Lazarev, B.P. Martirosyan believe that in their meaning innovation and innovation are identical concepts. They can be defined, and this is the case in many cases, as the process of introducing innovation into the educational system. But then there will be difficulties in breeding the concepts of "innovation" and "innovation process", "innovation" and "innovation process". Therefore, it is necessary to separate the understanding of the process and its result. The authors consider innovation (innovation) as an introduced (mastered) innovation. If an innovation is a potentially possible change, then an innovation (innovation) is a realized change that has become real from a possible one. With this understanding, innovation is innovation, but only possible. At the same time, an innovation is an innovation, but included in the corresponding educational system. They exist in different spaces. Innovation is at the same time on the outer border of many educational systems, it seems to offer itself to them. Innovation exists within specific educational systems that have mastered the innovation. They understand the process of transition from innovation to innovation as a process of implementation, as an innovation process, but not all, but only part of it. In order for an innovation to be included in the mass practice of education, it must be disseminated. Distribution (diffusion) of innovations is the third component of the innovation process. [6]

Innovative activity at the height of its constructive possibilities is called upon to be carried out in the dynamics of the collision and mutual enrichment of various "open" positions, capable of self-criticism and at the same time at the risk of taking on free responsibility. Dialogism, polyphony act as the structure-forming beginnings of the teacher's innovative activity. Readiness for constructive communication, an unbiased attitude to counter-argumentation, an attitude towards recognizing a rational moment in a different position, and so on. act, therefore, not only as ethical principles, but also as necessary conditions for the implementation of activities. The intensification of innovative processes in pedagogy is associated both with the social order and

the means available in theoretical research and innovative experience that can ensure its implementation, and with significant changes in the sphere of consciousness of the pedagogical community as a whole. [7]

Pedagogical neology is a classification of pedagogical innovations according to the degree of their novelty. Novelty is the main result of the creative process and painstaking work and the main criterion for evaluating pedagogical research. Neology solves the following tasks:

1. Reveals the essence, specifics and sources of the emergence of the new in pedagogy.
2. Develops typologies of the new in pedagogy.
3. Determines the criteria and degree of novelty.
4. Identifies favorable conditions for the formation, development and approval of the new in pedagogy, both domestic and foreign.
5. Reveals the connections of neology with other sciences and areas.
6. Determines the role of pedagogical neology among other pedagogical studies.

One of the most common and important pedagogical conditions for the formation of social activity of a modern specialist is the socio-pedagogical competence of teachers of an educational institution, which is a component of his professional competence. Socio-pedagogical competence, as a complex integrative education, includes a set of systematized knowledge, skills, personal qualities, attitudes and beliefs that allow a specialist to freely navigate in a dynamically changing society, in the environment of his professional activity, making the most of his capabilities, adapting to the demands of society .

The next pedagogical condition is the use by teachers of an educational institution in their practical activities of the potential of the social environment as an additional pedagogical means of forming the social activity of students.

This condition includes both the socio-pedagogical competence of teachers and the representation of a high level of social activity in the structure of the personality of employees of an educational institution.

Teachers in the process of forming the social activity of students act as special agents of socialization, since I aim to neutralize the negative factors of socialization, while solving the problems of social education. The teacher must assess the social activity of a particular student through the prism of the structure of his social experience, and social experience through the potential for its development by the individual.

The teacher, acting as the subject of the process of forming the social activity of students, therefore, must have knowledge of diagnosing and activating the resources available to students for the implementation of educational and extracurricular activities, as well as knowledge of their own capabilities and the ability to transform personal resources into effective support programs.

A necessary pedagogical condition for the formation of social activity is the involvement of students in multifunctional socially-oriented extracurricular activities.

An important feature of extracurricular activities is its clearly defined educational and socio-pedagogical orientation, i.e. reliance on the social environment in achieving pedagogical goals. Extracurricular activities

is aimed at the purposeful use of the possibilities of the social environment as an additional pedagogical means of influencing the student's personality, providing conditions for effective social education, creative self-realization, the formation of activity and successful social development of the individual. [8]

The organization of extracurricular activities should be carried out in three interrelated processes: organization of social experience associated with the formation of the social and educational space of an educational institution and aimed at the active development of its students; education of students, the social and educational aspect of which is systematic social education, social and pedagogical education, stimulation of self-education; individual assistance aimed at developing the ability to make effective decisions that are adequate to specific personal-environmental situations.

The process of forming a socially active personality of a student involves determining and taking into account the potential of extracurricular activities of an educational institution. This activity is implemented in the following areas: disclosure, development and use of the social abilities of students and teachers; formation of individual practical knowledge, abilities, skills necessary to perform a specific professional work activity; active consumption of social experience, culture. It provides more intensive socialization of students, proximity to the professional environment, social relations, leading to the deep development of professional and personal qualities of the future specialist.

One of the pedagogical conditions can also be the provision of a phased formation of students' social activity in extracurricular activities. Gradual inclusion of students in extracurricular activities is carried out on the basis of taking into account the goals of vocational education, upbringing and personality formation of a future specialist, citizen, free personality, and implies a focus on the formation of structural signs of social activity: cognitive, evaluative-emotional, worldview, behavioral.

At the cognitive stage, the process of forming students' knowledge about social reality is carried out, giving information about the features of social communication, ways of interacting with the social environment, and forms of manifestation of activity. At this stage, it is necessary to organize the process of forming students' independence and stability of judgments about social norms that regulate people's relationships, the formation of skills to give a meaningful description of social, moral values and analyze how they can manifest themselves in behavior. Social, moral knowledge becomes for the individual the basis for solving educational, professional and, most importantly, life tasks.

The evaluative-emotional stage consists in the formation of a personal attitude to the manifestation of social activity. At this stage, the formation of value judgments and emotional attitudes of students to the phenomena of social reality, individual actions and deeds is organized, the essence of a subjective attitude to activity is observed.

The perception and internalization of social norms, values, as well as the development of one's own relations, values are impossible only on the cognitive

level and suggest the active role of emotions in this process. Personal emotions reflect the surrounding world in the form of a direct biased experience of the life meaning of phenomena and situations, the significance of one's behavior in a particular social activity. They are inextricably linked with the most important qualities of the personality, its moral content, the nature of the motivational sphere, aesthetic and moral value orientations.

The ideological stage involves the formation of a holistic view of social activity among students as a necessary quality of a person, due to the emergence of an internal readiness to be guided by the given principles and norms of behavior.

The worldview of a socially active person reveals her life position, program of behavior and actions, which is a necessary condition for determining the level of social activity. This stage should be characterized by the presence of such signs as: systemic beliefs of the individual, in which the functions of the emotional and rational components are observed; a wide range of students' beliefs, when a whole system of beliefs arises related to their future position as members of society, which for the most part is due to the profession they receive; manifestation of beliefs in the personal characteristics of students (responsibility, respect for another person, tolerance, etc.).

The behavioral stage is aimed at the formation of sustainable socially active behavior that manifests itself in any situation and is based on the emerging conscious skills and habits. An indicator of social activity at this stage is the orientation of the student's actions towards socially approved norms, values, judgments, beliefs, as well as the stability and independence of lines of behavior, the presence of a social position of the individual.

Taking certain actions, performing certain operations, the student shows his attitude to socially significant activities, other people and social groups, to himself, taking certain social positions. Indicators of the social activity of the individual at this stage can also be an active life and civic position; choice of moral patterns of behavior; active participation in the public affairs of an educational institution, a team; participation in student self-government; organizational and communication skills.

This pedagogical condition - ensuring the gradual formation of students' social activity - is focused on the selection of effective forms and methods of working with a person, depending on the level of formation of this quality in her.

The implementation of the presented conditions requires an increased level of social activity of the teaching staff of an educational institution, general cultural and special training of teachers. The end result of the organized activity for the formation of students' social activity is personal education, which includes a set of structural features (cognitive, emotional-value, worldview and behavioral), the qualities of a future specialist (humanistic, business and civil) and the social experience of the individual.

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