

Social-Pedagogical Aspects of Forming Personal Qualities

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Abstract: *This article describes the role and importance of social pedagogy in the formation of socially active personality qualities in primary school students. Also, the issue of improving and developing the qualities of socially active personality of primary school students was discussed separately. Today, it is an urgent problem that educators, based on their pedagogical skills, should increase the social activity of students using various new methods in the formation of socially active personality qualities.*

Keywords: *education, upbringing, pedagogy, social, active personality, skills, knowledge, individual, psychology.*

Introduction

We all have As is known, our country further progressive of Uzbekistan World In the community high places in possession social active of individuals formed, growing progress extremely big importance has. This including our state leader Sh. M. Mirziyoyev Uzbekistan development the most important priority tasks about stops they are our country development and our people well-being first in line social in the field reforms effect with closely related that insist those who have passed. From now on seeing As it stands, the current on the day Educators in front of standing current from the duties one this his/her students in society own instead of has active person as from forming consists of.

Our President Sh. M. Mirziyoyev As noted, "Our youth with more talking to them to the heart ear to hurt, to hurt to know, problems solution for practical help we give "We need to pay special attention to working with unorganized youth in this regard. "

It is known that from the moment students first cross the threshold of school, the first step in the formation of socially active personality qualities in them begins. The extent to which primary school students can integrate into a team, form themselves as active individuals with their own place, freely express their opinions and think creatively in a team depends on the scientific potential and skills of teachers. The recognition of students as socially active individuals in society does not occur by itself, but is gradually formed on the basis of regular, purposeful pedagogical activities and skills. Providing students with theoretical and practical knowledge, forming in them the skills and qualifications of socially active individuals, is of particular importance for the theory and practice of pedagogy.

Literature review

Looking at the work of our Eastern scholars, we often witness the harmony of education and upbringing. Our scholars have expressed many scientific ideas in their works about the formation of the qualities of a socially active person. Abu Ali Ibn Sina, in his "Treatise on Ethics", talks about a socially active person

and emphasizes that all good and bad behavior in a person arises as a result of social conditions, upbringing and justice. He says that a person with good morals embodies the best qualities of a person. He lists such qualities as humanity, true friendship, loyalty, a confident look at the future, hard work, entrepreneurship and the like, and calls on people to become possessors of such virtues.

In the textbook “Theory and History of Pedagogy” by Farokhat Mirzayeva, social pedagogy is defined as follows: social pedagogy studies the issues of individual socialization, pedagogical diagnostics, correction and rehabilitation of deviations from social norms, and the organization of socio-pedagogical activities. In any social society, the upbringing of the younger generation is organized on the basis of a specific goal. The goal of upbringing is determined based on the development of social society, its direction of development, and the content of social relations. The main goal of upbringing organized in the Republic of Uzbekistan today is to educate and bring up a complete person.

Research Methodology.

At the same time, we would not be wrong to say that the scientific research of contemporary scientists who conducted scientific research in various areas and topics within the framework of this problem from pedagogical, psychological and various points of view also contributed to the emergence of this study. In the scientific research of scientists such as Darhaqiqat, T. Egamberdiyeva, Q. Q. Qurbanboev, M. Makhmudova, the problems of social activity and personal activation are revealed from a pedagogical and psychological perspective. For example, in the scientific research of M. Makhmudova, the issues of educating social activity in primary school students are substantiated.

The researcher concluded that the following conditions can serve as a sufficient basis for ensuring the effectiveness of the process of forming social activity in younger school-age students:

- research as a crucial, final stage of the educational process in improving the social activity of young students;
- Determine the content, forms and methods of forming social activity in students in grades 1-4;
- to study ways to form social activity in young schoolchildren and the effectiveness of the developed system and to justify it with convincing evidence;
- Develop a methodological guide for teachers in educating primary school students in the spirit of social activism;

The tasks of socio-pedagogy are related to solving specific problems of social life.

Here are some more of the tasks of the professional activity of a social pedagogue:

Creating conditions for maintaining and strengthening the physical, mental, moral, and social health of students;

To form and develop moral qualities, socially significant areas, and relationships in the lives of students;

Creating favorable conditions for the development of abilities and realization of potential in micro-communities;

Implementation of a system of preventive and rehabilitation measures aimed at optimizing the process of social adaptation.

Analysis and results

The results of studying the theoretical sources on the problem and its practical situation indicate the existence of a number of contradictions in this area.

- The fact that social activity in primary school students does not arise spontaneously, but is formed as a result of continuous pedagogical activity, and this process is not considered as a pedagogical system with a critical and analytical orientation;
- There are a number of specific features and factors of social activation of students based on their psychological characteristics, which have not been sufficiently studied.

In order to effectively implement this task, it is very important to find forms, methods, and techniques that embody the characteristics and conditions of an active person, and in turn, to understand the essence of the concepts of social activity, both theoretically and practically. Before that, we need to learn about the fundamental essence and purpose of the concept of social pedagogy.

Social pedagogy is a pedagogical approach that helps children and young people to develop socially and successfully function in society. It is aimed at increasing the social activity of the individual, developing social skills, and helping them adapt to society. The main goal of social pedagogy is to educate students as socially responsible and ethical individuals.

I hope that using the following methods, focusing on specific aspects of students' social engagement, will be much more effective for them.

Social teaching method: Educating students in the national spirit, providing an understanding of our social values, our nationality, teaching moral norms, and teaching mutual respect and equality.

Personal and social development method: To form young people as individuals, to teach them to freely express their opinions in a team, to form and develop the skills of working in a group and a sense of responsibility.

Communication and cooperation: Teaching children to communicate properly, work in a team, and help each other.

Social assistance and counseling: Helping children facing social problems, providing them with psychological and pedagogical support.

Social pedagogy also helps to develop the connection between school and society, which helps students understand social responsibility, find their place in society. This field is carried out by teachers, social workers and other pedagogical specialists.

The importance of socio-pedagogy in increasing the social activity of primary school students is very great. Socio-pedagogy serves the personal, social and spiritual development of students. Through approaches aimed at developing mutual respect, assistance, equality and solidarity among them, a sense of social responsibility can be strengthened in children.

There are several key aspects to this:

Formation of social values: Through socio-pedagogy, students can be taught to behave appropriately, help each other, and cooperate in a social environment.

Teamwork and cooperation: Using socio-pedagogical methods, elementary school students learn to work in a team, which increases their social engagement and teaches them to help each other.

Personal development: Pedagogical approaches help children express themselves, express their opinions, and understand their feelings and needs, which increases their social engagement.

Developing social skills: Activities that encourage students to be socially active in the primary classroom, such as organizing group work, provide opportunities for regular and effective communication.

Also, the socio-pedagogical approach aims to educate children as conscious citizens, arouses in them an interest in understanding social problems and prepares them to become active members of society. This process, in turn, has a significant impact on the social, spiritual and cultural layers of society.

Conclusion and recommendations.

In conclusion, we would not be wrong to say that the demands placed on teachers in shaping primary school students as socially active individuals with their own place in the future are quite significant. In this regard, it would be appropriate for teachers not to limit themselves to teaching their students only, but also to increase their educational and social activity based on their professional knowledge and skills.

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