



## SOCIAL ACTIVITY OF STUDENTS ON THE BASIS OF PEDAGOGICAL NEOLOGY

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### ABSTRACT

This article covers in detail the issues of improving the social activity of students on the basis of pedagogical neology in the system of higher education.

**Keywords:** Students, higher education, pedagogical, system, neology, social, activity, improvement, strengthening, education.

We found it necessary to acknowledge that improving the social activity of students on the basis of pedagogical neology in the higher education system is an urgent pedagogical problem. Improving students' social activity based on pedagogical neology, on the one hand, serves to increase students' activity, the most important and general characteristic of a person, which maintains constant relations with society, self-awareness and coordinates every movement, and on the other hand, it helps students to form a civic position, ideological in addition to strengthening immunity, forming social consciousness, having an independent personal opinion, it has an important social importance in the development of enlightenment and the rise of society. In our opinion, one of the important components of improving social activity among young students is the education of their social consciousness. We know that social consciousness is the process of socialization of a person for the development of society (socio-political, economic, cultural-educational, ideological-ideological development of society) to conscious activity, the image of real life accepted by the student, including the level of the child's correct perception of the external environment, is the process of preparing the child to contribute to the development of society. So, along with social changes, social consciousness is changing and developing. Based on this, on the basis of pedagogic neology, the social activity of students is improved on the basis of their conscious discipline, thinking and outlook, national and universal culture. The second important component is the development of effective, creative and innovative methods of formation of national and universal culture among students. In the rapidly changing world, the creation of national and universal culture in preparing students for a successful social life, forming in them such qualities as responsibility, commitment, legal awareness and legal culture, deep worldview, healthy faith, enlightenment, religious and national tolerance, spiritual, civil, intercultural, social flexibility. is important. The reason is that a socially active student, in addition to having a conscious discipline, thinking and worldview, has his own opinion.

- Able to correctly assess the complex geopolitical and ideological processes taking place in the world;
- Able to make the right decision in solving social problems;



- Being able to set specific goals related to finding one's place in professional activity and life;
- Indifference, violation of law, intolerant attitude towards various manifestations of "popular culture";
- Along with independent and free thinking, a creative approach to the development of scientific and creative abilities;
- The formation of a scientific worldview and the competence of global thinking;
- He should actively participate in all the parameters indicated in the concept of development of the higher education system.

From this point of view, the organization of issues of ensuring the quality of education in the higher education system on the basis of international standards and requirements is the focus of the head of our state, and there are 4 priority tasks in the field: they emphasized the need to create an environment for working on it. Therefore, the strategic directions of the organization of the continuous education system based on "digital technologies", the development of effective, creative and innovative methods, promotion work on the wide involvement of foreign citizens to study in our country, including PR-projects (organization of days of higher education institutions of Uzbekistan, presentations transfer, etc.) to create an interactive virtual platform requires students to adapt to the process of active socialization. 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. 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”. 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 nonequilibrium 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.

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.

In this sense, socialization takes place in the environment of mutual active communication with the external environment, in the process of education and self-education, when a person can independently determine his goals and determine the ways to achieve them, when he realizes his worth, when he properly evaluates his place in society and develops optimally. . For this, we need to pay special attention to the issue of raising a sense of responsibility in our students.

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