

EDUCATIONAL SIGNIFICANCE OF THE FORMATION OF SOCIAL ACTIVITY OF STUDENTS

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Annotation. The article emphasizes the need for growing students' social engagement as part of their education and socialization. It emphasizes the responsibility of schools and instructors in educating students for active involvement in society by teaching moral principles, fostering independence, and involving them in both academic and extracurricular activities. Important abilities include respect for work, a sense of responsibility, self-control, and effective communication skills. The aim is to increase ethically grounded, active, and socially aware people.

The growing informatization of social life and the complexity of the material of social interactions call for the younger generation's preparation for social life, the raising of social activity. Socialization is providing a personal contribution to guarantee their moderate path, willingness to actively participate in this process, and adapting to a broad spectrum of social contacts. Educational processes guarantee the acquisition of socially self-awareness in the social activity of the individual, the capacity to act in accordance with the spiritual and moral standards acknowledged by society, the active participation in social relations, and the appropriate response to different social influences. During socialization, the person is guaranteed to learn the fundamentals of culture produced by the nation to which he belongs and by the universal, acquire knowledge about scientific knowledge, and concentrate on the development of excellent human traits in himself. Any teacher guarantees the development of young people in a healthy, all-encompassing way, inspires in him a desire for study, and gets him ready for conventional education. Students' age period is shaped by considering the characteristics of their psychological, physiological, mental, and physical development. This technique then enables students to progressively adjust to social relationships. Teaching pupils through an introduction to social life in educational processes helps enhance the conditions needed for socialization. School education is based on the expression of consciousness and action skills in pupils as active participants in the process of social relations and independent and free-thinking topics. It is clear how the educational system integrates with the kinds of activities and ways of knowing that define the phases of contemporary growth, how it aims to enhance the educational roles of the school, the family, and the social environment, and so on. Studies have revealed that the kinetics of the processes of student development at different ages currently vary. Preparing kids for social life—to communicate to their minds the emotional manner of mastering behavioral events and actions—is a vital responsibility. Classroom and extracurricular activities in schools affect and strengthen students' emotions. The outcomes of the research done by scientists from our country and overseas

helped identify the main pedagogical tool for controlling the growth of unique traits and socially important qualities in small-age students. The development of social activity among students has tremendous educational importance. This dynamic teaching approach shapes students' knowledge in the spirit of social participation. That is, the upbringing of social activity is mostly done in the course of education and development, in the course of labor activity, social environment, neighborhood, public impact, and social assignments. When the organization of a free-thinking, spiritually healthy lifestyle is changed in a national and independent manner, the social activity of students from the first year in educational institutions is formed today. At first, the process of educational work is quite complicated, such as shaping their creative attitude to socially beneficial work, teaching to control their behavior and activities, and motivating. Social engagement primarily influences an individual's growth. First, using an educational instrument, knowledge and information are gained; things the environment cannot affect are examined; and skills and credentials linked to labor and technical activities are developed. It becomes more obvious when a student of personality starts to actively shape his personality, wasting unique, special strengths and abilities to carry out this program, and seriously considers his self-discipline at the most level. The social environment and education, only when the individual himself is actively involved, wake his natural capacity and are able to grow talent and abilities. A person's talent in their current occupation starts to materialize faster and stronger when they love it. Children in education cannot be active unless their independence is guaranteed. That is, the student's activity results from his autonomy. Independence makes the student an active participant in education. While activism in turn offers the foundation for developing independence in students, independence in the educational process acts as a prerequisite for activism. Therefore, the idea of activity is employed to indicate the deliberate, mental activity of a person, whether it be about education or social and spiritual life. It is required to tell pupils before they start any activity its goal—the need for life, marriage, and living. The aim is a pre-realized outcome that directs all the child's behavior and desires into the one path. The right knowledge of the objective guarantees the foresight and efficacy of activities. Under present circumstances, special focus is given to the question of Yoshar's initiative, independence, and innovative approach to labor and social activism. Every conceivable manner should be used to foster and develop student initiative and independence while also stressing the need to mend their relationship with them and meet their increasing demands in this respect. Simultaneously, one should not overstate their power and capacity. With AKC, faults like self-sufficiency may also follow. The right kind of teaching leadership greatly helps students learn how to evaluate their own activities, make independent decisions, and form their own opinions. This slowly helps to create such traits as the preparedness of a new subjective element for self-education and re-education. Studying the educator's activities, his conduct will help one to evaluate how well the raising process works. Direct activity, or his actions, allows one to evaluate a person. The degree of student involvement in all the key actions relating to the solution shapes their development

indicators. Results of student engagement in the game, educational, labor, social, and other domains are foreseen in this spot. It also reveals the degree of social upbringing of each person, his moral, political, spiritual, and other domain education, and the degree of knowledge. Great attention should be paid to skills such as communicating with family members, parents, peers, and those around us; maintaining self-control in public places; having a conscious attitude toward labor; respecting the material benefits created by people and using them for preservation, saving, and caring about their value; self-service; personal health; caring for loved ones; appreciating the work of parents and adults; and preparing students for social relations. One of the key needs is to properly and maturely educate pupils on the basis of the "National Program of Personnel Training" so that social activity in them is stimulated while moral, behavioral, and spiritual components that all fields of social life need are being formed. We aim to accomplish the following objectives by raising students in the spirit of social activity. We aim to consistently instruct kids on moral standards in our society. To create good moral memories in them. The goal is to guide the thoughts, emotions, and actions of students towards the absorption of the standards of universal and national decency. The development of moral traits is natural to a member of society and a person. Moral qualities shape how students view society and influence their social activities, patriotism, friendships, and sense of duty and responsibility. They also promote ideas like humanism and affect how students approach work, including the importance of hard work, teamwork, and respect. To develop skills like honesty, humility, and sincerity, it's important to use different teaching methods wisely, such as conversations, lectures, stories, and discussions.

Conclusion

The discussion highlights the following points. The organization of extracurricular and foreign language-learning activities is based on the educational tasks and practical general education that go into teaching this topic. One unique aspect of extracurricular activities is the development of practical language abilities and qualifications based on language content that students primarily study during classroom instruction. Additionally, extracurricular activities ought to support the development of students who have a unique propensity for learning foreign languages.

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