



**SYSTEMATIC ORGANIZATION OF PROCESSES OF DEVELOPMENT OF SPIRITUAL AND SOCIAL ACTIVITY IN STUDENTS AND YOUTH AS AN ACTUAL SOCIAL AND PEDAGOGICAL PROBLEM**

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**Abstract:**

This article covers the theoretical and methodological foundations of the systematic organization and effective management of the processes of formation and development of spiritual and social activity in students. It also analyzes the socio-pedagogical tasks facing the modern education system, the methods used in pedagogical research, the interdisciplinary approach, the importance of constructive and methodological knowledge, and the content of pedagogical laws. The study also shows the role of methodological approaches aimed at the comprehensive development of the student's personality, increasing their social activity, step-by-step educational technologies and experimental research. The article serves to find solutions to urgent problems in education by combining modern pedagogical theory and practice.

**Keywords:** Spiritual and social activity, systematic approach, pedagogical process, modern education, methodological foundations, didactic principles, student personality, constructive methodology, pedagogical research, educational technology.

**TALABA-YOSHLARDA MA'NAVIY-IJTIMOYIY FAOLLIKNI RIVOJLANTIRISH JARAYONLARINI TIZIMLI TASHKIL ETISH DOLZARB IJTIMOYIY-PEDAGOGIK MUAMMO SIFATIDA**

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**Annotatsiya:**

Mazkur maqolada talaba-yoshlarda ma'naviy-ijtimoiy faollikni shakllantirish va rivojlantirish jarayonlarini tizimli tashkil etish va samarali boshqarishning nazariy-metodologik asoslari yoritilgan. Shuningdek, zamonaviy ta'lim tizimi oldida turgan ijtimoiy-pedagogik vazifalar, pedagogik tadqiqotlarda qo'llanilayotgan metodlar, fanlararo yondashuv, konstruktiv-metodik bilimlarning ahamiyati va pedagogik qonuniyatlarning mazmuni tahlil etiladi. Tadqiqotda talaba shaxsini har tomonlama rivojlantirish, ularning ijtimoiy faolligini oshirishga qaratilgan metodik yondashuvlar, bosqichma-bosqich amalga oshiriladigan tarbiyaviy texnologiyalar va eksperimental tadqiqotlarning o'rni ham ko'rsatib o'tilgan. Maqola zamonaviy pedagogik nazariya va amaliyotni uyg'unlashtirish orqali ta'lim-tarbiyadagi dolzarb muammolarga yechim topishga xizmat qiladi.

**Kalit so'zlar:** ma'naviy-ijtimoiy faollik, tizimli yondashuv, pedagogik jarayon, zamonaviy ta'lim, metodologik asoslar, didaktik tamoyillar, talaba shaxsi, konstruktiv metodika, pedagogik tadqiqot, tarbiya texnologiyasi.

**Аннотация:**

В статье рассматриваются теоретические и методологические основы системной организации и эффективного управления процессами формирования и развития духовной и социальной активности учащихся. Анализируются социально-педагогические задачи, стоящие перед современной системой образования, методы, используемые в педагогических исследованиях, междисциплинарный подход, значение конструктивно-методических знаний, содержание педагогических законов. Показана роль методических подходов, направленных на всестороннее развитие личности учащегося, повышение его социальной активности, поэтапных образовательных технологий и экспериментально-исследовательской работы. Статья направлена на поиск решения актуальных проблем в образовании путем объединения современной педагогической теории и практики.

**Ключевые слова:** духовно-социальная активность, системный подход, педагогический процесс, современное образование, методологические



основы, дидактические принципы, личность учащегося, конструктивная методология, педагогические исследования, образовательные технологии.

## **Introduction**

Training highly spiritual, socially active specialists is becoming one of the priority areas of modern education on a global scale. In particular, the experience of implementing creative-modular technologies in the practice of educating students as spiritually and socially active is expanding from year to year. The reforms being carried out in this direction are based, first of all, on the idea of "...creating opportunities for all to receive quality education throughout their lives..." within the framework of the "2030 Vision" adopted by the World Forum on Education.

As an important component of the implementation of this conceptual task, the formation of spiritually and socially active students, the creation of an integrated system focused on interpersonal and collective values, and the integration of modern innovative technologies and pedagogical approaches in the educational process are considered to be one of the urgent tasks. Therefore, improving the content of spiritual and social education, developing educational models and technologies that serve to actively prepare students for social life, taking into account their individual characteristics, is becoming a central issue of scientific research.

Today, various methodological approaches are used in educational and research institutions around the world to form a spiritually and socially active person. In particular, consistent scientific research is being conducted on the formation of spiritual qualities (responsibility, patriotism, kindness, tolerance, etc.) in students based on a complex of autopsychological trainings, self-assessment tools, as well as local-modular technologies.

At the same time, it is important to train future teachers to educate students as spiritually and socially active, develop their professional competencies, and organize pedagogical processes on a strategic basis. This creates the need to improve pedagogical conditions and introduce modern educational technologies based on creative approaches.

In the context of the reforms being carried out in the Republic of Uzbekistan, the implementation of innovative technologies in the educational process and the improvement of management mechanisms are being identified as urgent issues in



order to increase the spiritual and social activity of young people, raise their level of economic culture, and form a conscious attitude to entrepreneurship and professional activities. The priority areas in this regard are reflected in the state policy as follows: “Educating young people in the spirit of respect for national and universal values, understanding their national identity, and establishing and developing spiritual and social active upbringing in them”.

The formation of spiritual and social activity in students is recognized as an important factor ensuring not only the development of high human qualities, but also the development of society. The effectiveness of pedagogical activity in this regard is directly related to modern technologies, creative approaches, interdisciplinary integration and innovative methodologies.

The modern education system should serve to find solutions to the urgent problems of social development through a scientifically based, comprehensive approach. This system envisages educating the younger generation as a well-rounded individual who has the skills to understand the essence of constantly changing social relations and to solve them rationally. Such an approach ensures that the educational process is not limited only to traditional, conservative didactics, but also acquires a vital meaning. It is worth noting that in the scientific and philosophical views of Eastern thinkers on education, along with didactic approaches, special attention is paid to the moral and advisory method. In their opinion, the process of imparting knowledge should serve not only intellectual and spiritual development, but also create the basis for the moral purification and raising of the social consciousness of the younger generation. This creates the need to reassess the importance of ancient heritage in the modern educational process and combine it with innovative pedagogical approaches.

One of the main tasks facing the system of continuing education today is to develop a systematic approach that will serve to form the spiritual and social activity of students and youth. This situation poses new challenges for pedagogical research and requires their solution on a scientific basis. In particular, the need to identify the content, forms and laws of the pedagogical process, to conduct a deep analysis of existing pedagogical conflicts, as well as to develop effective approaches to these problems is becoming urgent. In this regard, it is important to substantiate the theory of pedagogical systems, determine the place of experimental methods and



their application in practical research, as well as to identify highly effective methods based on experience and testing and implement them in practice.

Scientific research conducted on the basis of a systematic approach involves identifying the sources of pedagogical problems and developing their theoretical and practical solutions. The development of spiritual and social activity in students and youth is inextricably linked with all types of social activity, and this is reflected in the content, methods and organizational forms of the pedagogical process. The sources of this problem can be classified in the following main areas: the historical experience of the education system, social orders formed in accordance with the needs of society, the identification of theoretical and methodological foundations, taking into account interdisciplinary integration and the impact of socio-philosophical processes on pedagogy. It should be noted that innovations in the methodology of scientific knowledge naturally require the improvement of the methodology of pedagogical research. This means that modern pedagogical knowledge is divided into two main groups: first, theoretical knowledge formed on the basis of previously conducted research; second, constructive-methodological knowledge on how to organize the educational process based on social needs. These approaches serve to achieve effective results based on innovative, systematic and scientific approaches in the formation of spiritual and social activity of students and youth.

In modern pedagogical science, the requirements for organizing the educational process on a scientific basis, its systematic and effective management are increasingly increasing. In this regard, the concept of pedagogical construction is being formed as one of the central scientific categories. The construction process is primarily associated with a deep understanding of the essence of pedagogical activity, identifying its laws and developing an effective strategy of activity on this basis. This process includes complex, step-by-step scientific and practical activities aimed at creating the internal structure of the pedagogical system and its development.

The theory of pedagogical construction requires a deep analysis of the educational process not only organizationally, but also conceptually. In this case, pedagogical laws determine what needs to be done, and pedagogical principles determine how to do it. It is on the basis of this approach that the content, form and methods of



pedagogical activity are determined and the effectiveness of the educational process is ensured.

Methodological research conducted within the framework of the pedagogical construction process is divided into the following main areas:

1. Fundamental research is a deep scientific research aimed at forming the theoretical foundations of pedagogical science. They are mainly carried out in the fields of educational theory, general pedagogy, didactics and pedagogical methodology. Through these studies, the essence, purpose, content, principles and laws of pedagogical activity are determined, and the social, cultural and psychological foundations of the educational process are also studied.

Fundamental research not only develops existing theories, but also creates the basis for the renewal of pedagogical thought and improvement of methodological foundations based on modern social requirements, technological progress and the changing needs of the younger generation. In particular, the role of fundamental research in revising the content of education, clearly defining goals and objectives, and developing principles aimed at developing students' creative, critical, and reflective thinking is invaluable.

As a result of this type of research, scientifically based strategic approaches, pedagogical categories, concepts, and notions are developed in the education system. Therefore, fundamental research forms the theoretical basis of the pedagogical construction process and serves as the basis for applied research and methodological experiments.

2. Applied research - this type of research is mainly aimed at developing and improving specific pedagogical methodologies, which are carried out taking into account the subjects, age groups, as well as specific socio-cultural conditions. The main goal of applied research is to identify the most optimal ways to effectively organize the pedagogical process in the immediate educational environment, to improve the quality and efficiency of education.

Within the framework of these studies, teaching methods, methods of selecting and using educational materials, strategies for using educational technologies, and the didactic foundations of textbooks and manuals are studied. Applied research is also enriched with methodologies that serve to develop the teacher's professional competencies, take into account the individual characteristics of students, develop their interest in knowledge, and develop independent thinking skills.



Applied research is directly applied to the real process of education, that is, it provides specific forms and means of testing theoretical ideas and applying them in practice. As a result, through this type of research, urgent problems arising in the educational process are solved, new methodological approaches are formed, and their practical effectiveness is substantiated.

3. Experimental and design developments - this type of research is an important stage in the implementation of pedagogical innovations in practice. They are carried out by creating new curricula, textbooks, educational and methodological complexes, as well as innovative technologies that meet the requirements of the modern educational process and testing them in practice. The main goal of such developments is to increase the effectiveness of the educational process, develop independent thinking, problem-solving skills in students, and form an approach to personal activity.

Within the framework of experimental and design work, experimental activities are carried out in close cooperation with educational institutions. This allows testing the created methodological and technological innovations in a real educational environment, determining their effectiveness and improving them based on the results. Experiments are usually evaluated through diagnostic analysis, monitoring, pedagogical observation, interviews and tests. According to the results, the developed design developments are recommended or redeveloped.

These processes serve as an important tool for improving the quality of education, as a result of the combination of science and practice, that is, the connection of theoretical approaches with real practical activities. Experimental and design developments make a significant contribution not only to the updating of educational materials, but also to improving the professional skills of teachers, enriching the methodological foundations of the education system, and finally, to educating individuals with high creative and socially active personalities.

4. Developing proposals based on inventiveness and advanced pedagogical experience - this direction is aimed at in-depth analysis, generalization and promotion of advanced experiences that have been tested in practical pedagogical activity and have proven themselves as well-founded pedagogical solutions. On their basis, pedagogical innovations, new methodological approaches, proposals and recommendations for the effective organization of the educational process are



developed. This process serves to find solutions to existing problems in pedagogical activity based on an unconventional and creative approach.

Inventive activity allows teachers to increase their professional competence and demonstrate their creative potential. In this sense, the richness of content, practical significance, novelty and repeatability of advanced experience are considered the main criteria. Approaches such as didactic innovations, integrated methodologies, problem-based learning, and person-centered education are improved precisely on the basis of advanced experience.

In addition, the development of proposals based on best practices allows for the formation of flexible, creative and reflexive pedagogical thinking, moving away from standard approaches in pedagogical activity. This, in turn, enhances the individual orientation of the educational process and serves as an important factor in improving the quality of education.

Methodological schools, practical manuals and innovative modules are developed through the systematic study and analysis of advanced pedagogical experiences. Also, this direction strengthens scientific and methodological cooperation between teachers and researchers in the educational process.

5. Production activities - this stage includes practical activities carried out directly in the pedagogical environment with the participation of teachers, methodologists, psychologists and other specialists in the field. In the process of this activity, the effectiveness of a previously scientifically and theoretically based idea, approach or technology in a real educational environment is analyzed, evaluated and improved.

Production activities ensure the harmony of theoretical knowledge with practical skills in the pedagogical system. It is at this stage that methodological developments, curricula and educational technologies are tested on the basis of experimental experience, and their educational, educational and developmental potential is determined. As a result of this process, certain advanced forms and methods are formed that serve to increase the effectiveness of pedagogical activity. Also, at the stage of production activities, the combination of scientific research and educational and practical activities is ensured. This serves not only to improve the qualifications of teachers and specialists, but also to deepen the professional training of students and young specialists. Production activities, as an integral part



of the pedagogical process, help to strengthen the integration of science, education and production.

The work carried out in this direction is inextricably linked with modern educational strategies such as the competency approach, result-oriented education, and person-oriented methodology, through which the quality indicators of the pedagogical process are assessed based on specific criteria.

The above areas of pedagogical construction are inextricably linked to each other, and only when implemented in mutual integration can high-quality results be achieved. Also, in this process, the combination of scientific and theoretical knowledge, practical experience, social needs and modern technologies is considered the main factor in the effective organization of pedagogical activity.

Pedagogical construction is not only an update of the content of education, but also a fundamental revision and improvement of the entire pedagogical process based on the requirements of the time. Therefore, a deep study of the theoretical foundations of this process, the consistent application of methodological approaches and the drawing of scientific conclusions based on experience are one of the relevant areas of today's pedagogical research.

Also, experimental research has shown that the introduction of didactic ideas into educational practice is carried out in three stages:

1. Initial stage - the formation of general-didactic and methodological foundations;
2. Main stage - the development of regulatory documents and methodological recommendations;
3. The final stage is the creation of new materials, generalization based on experience.

Each of these stages is carried out taking into account the individual characteristics of students and interdisciplinary integration in the process of developing spiritual and social activity. In this process, the training of creative thinking personnel, the combination of scientific research and practice, and the orientation of students to a conscious perception of pedagogical achievements are important.

The technological algorithm proposed by Professor A. Nurmanov - motivation - knowledge - reflection - skills - practicum - experience - self-assessment - self-improvement - serves as an important methodological tool in the formation of effective communication skills in students.



As a result, the educational process can be approached from the following perspectives:

- education - as a process of imparting knowledge;
- upbringing - as a personal development;
- society - as a component of social life.

Psychological studies show that a student's readiness includes the following components:

- active and positive attitude;
- unity of knowledge and literacy;
- professional competence.

In conclusion, it can be said that the formation of spiritual and social activity in young students is one of the most important strategic directions of today's education, which requires the integration of pedagogical theory and practice into a single system.

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