YOSHLARNI IJTIMOIY FAOLLIGINI OSHIRISHDA PEDAGOGIK TA'SIR ETISH USULLARIDAN FOYDALANISHNING AFZALLIKLARI

G'.B.Salohiddinova

Alfraganus universiteti Pedagogika va psixologiya kafedrasi katta o'qituvchisi

Annotation: *This article focuses on the methods of pedagogical influence on increasing the social activity of youth. Today, one of the main requirements of education is to raise children as free and independent, fully matured and developed individuals. In this case, it is very important to use methods of pedagogical influence. The main goal of the article is to form moral characteristics in children, expand their horizon and educate them as an active member of society through pedagogical influence in the process of education.*

Key words: *social activity, method of pedagogical influence, quality of education, Amonashvili's technology, mutual cooperation, independent thinking, self-confidence, respect for a child personality.*

As time progresses, so does the need for education and teachers. This, in turn, imposes a great responsibility on us pedagogues and educators. A pedagogue is a person who leads young people on the right path, who gives them knowledge and education. To see the personality in every child, to form the invisible aspects of students, to convince them of their own strength and knowledge, to convince them that they are capable of correctly analyzing and finding solutions to all problems, in the process support is the most important and main task that we teachers have before us. Educating young people to be socially active, i.e., active members of society, is one of the most important requirements in the field of education today.

Sitarov B.A. according to his opinion, social activity is one of the structural factors of the individual, and he describes it as a point of view of appreciation for society and other people. Through social activity, a person's life position, his desire to contribute to the development of society, and his desire to realize himself as a person in his activities are manifested. Social activity does not appear by itself, it depends on the situation, the pedagogical process, which is more focused on personal motivation. This gives pedagogues the task of establishing subject-subject cooperation in the pedagogical process, creating all opportunities for students to think freely and independently, and forming independent decision-making skills.

In order to analyze the interaction of a person with the surrounding social reality, he manifests various forms of activity, researchers consider the generalized system "man-society". It is believed that a person can realize his social activity

only in the process of transformation. . activity that rebuilds social relations by itself, creates an acceptable manifestation of strengths, abilities and talents.

The interaction of a person with society determines a unique evaluation system for analyzing the social activity of a person. This can be considered from the point of view of the direction and goals of the entire social development. By setting these goals and achieving them, a person restores social relations, changes them, thereby acting as a creator of history. The unique "carrier" of social activity is productive, conscious, social, subject-object human activity. It is important that the activity has the nature of amateur performance, that is, the person implements his own initiative, assumes responsibility for society (Sitarov, Romanyuk, Lugovoi, 2007).

One of the main factors of social activity is having an independent opinion. The issue of ensuring the activity of students in the course of the lesson and developing their thinking remains relevant. Education of independent thinking in young people is the result of highly developed self-knowledge. The growing young generation with its own independent opinion can observe itself, analyze its activities, evaluate itself, enrich its worldview and knowledge. , the influence of pedagogues plays an important role in this process.

According to a person's self-knowledge, his place in society is valued. In this place, self-education takes an important place. Such young people have a high level of ideological and political culture. The freedom and independence of the person is evaluated in two ways.One of them is the attitude of a person to existing, i.e. recognized rules and regulations, laws in social life, and the second is the extent to which a person can evaluate and determine his plans, goals, tasks, and duties. Of course, the decision of the second assessment in relation to the first assessment plays a role in this. Because first of all, a person should have his own independent opinion, goals and plans, and freedom. Another important factor in increasing the social activity of young people is the correct implementation of methods of pedagogical influence on students.

In the course of their work, educators should constantly make corrections to the upbringing, behavior, and discipline of students, develop the necessary personal qualities and aspects of their nature, and focus on eliminating existing shortcomings. In organizing such a process, educators can use various methods of pedagogical influence.

Professor O. Musurmanova defines the method of pedagogical influence as follows:

The method of pedagogical influence is a method of organizing specific pedagogical situations, in which, on the basis of certain laws, new thoughts and emotions are awakened, encouraging students to overcome their shortcomings in positive work.

In order to choose the necessary pedagogical influence in the educational

process, the emotional state of the student, the nature and reason of the movement should be determined in advance. This, in turn, requires consideration of the psychological analysis of this movement, its close connection with the student's personality.

The pedagogical situation is created according to the creative thoughts of the educator. First of all, the educator should imaginatively choose suitable conditions for the implementation of the method of influence intended to be used. Secondly, the educator should think about his intended work and behavior in accordance with his attitude towards the student's actions.

Each method of pedagogical influence has its own characteristics, which arise from the unique unity of two elements: a) the characteristics of the pedagogical situations being created; b) the content of new thoughts, new reasons for education, and the content of feelings that are the basis for overcoming personal shortcomings.

Methods of pedagogical influence can be divided into two groups.

The methods of the first group make changes to the student's morals, upbringing, order based on the positive emotions that inspire the student.

The second is methods that help to get rid of negative qualities such as shyness, impudence, disappointment, resentment, resentment, pity.

In creative activity, not only the good results of the educational work of the students are achieved, but also the personal feelings of the educators are developed. In the process of applying the methods of pedagogical influence, the educator's idealism, humanity, kindness, sensitivity, emotional aspects of nature, such as endurance, self-control, goal-seeking, promptness, initiative, and ingenuity. , intelligence, mental maturity, observational aspects of the will are visible.

Acquiring educational methods and applying them in the work process helps the educator to make the goals of education more targeted and convenient.

In part 2 of Professor O. Musurmanova's "General Pedagogy" textbook, the principles of pedagogical methods are based on the following:
- pedagogical optimism;
- respect for students;
- understanding the student's mental state;
- to reveal the external features and reasons of the student's nature;
- interest in the fate of the student.

Pedagogical optimism.Educators are implementing the new laws of the independent Republic of Uzbekistan with high optimism, i.e. great faith in the future. Pedagogical optimism of educators who believe in the unlimited possibilities of students' personalities is especially evident in the organization of the rules and conditions of their rest and study in relation to students of different ages and mental levels. In the process of education, the pedagogue should work in an upbeat spirit

under any circumstances. The teacher's bad mood should never affect the student, the student should not suffer from this situation.

Respect to students. Respect for a person is the main requirement of interpersonal relations. Respect for students has a special place in the educator's work, it instills in them trust, sincerity, inclination to the advice and suggestions of adults. Rudeness and disrespect for the personality of students cause fear and anxiety in students, and in such cases, the student's self-confidence is completely lost. As a result, his independence and activity are significantly reduced. Or, on the contrary, in response to rude behavior of teachers, it causes resentment, anger, and even a desire to do the opposite by saying some things. At such times, students refuse to even fulfill fair demands. Such an attitude towards the teacher is sometimes transferred to the subject, work, training, even to the educational institution where he is studying, to the classroom. In order to prevent such unpleasant situations, the teacher should have a sincere attitude towards the student, assign him a task from the class public work with confidence and support the student in this process. Only then the student becomes active in the team, tries to show what he is capable of, develops morally, and is sure that he is on the right path.

Understanding the student's mental state. It is not a difficult process to notice the deterioration of students' behavior and negative changes in their education. In order to correctly choose the method of pedagogical influence on the educational process, it is necessary to study the causes of students' disorders, because the external appearance of different psychological states of a person is the same. For example, the main reasons for the decline of the student's activity in the group are his capriciousness, tears, leaving the house and moving away from his parents (some students live in residential areas) or lack of home, compromise between parents. may consist of reasons such as absence.

In order to understand the mental state of the student, educators should know and deeply analyze the qualities and characteristics of the student's personality, their living conditions. The observation and sensitivity of the teacher helps to understand the mental state of the student.

Revealing the causes and external characteristics of the student's actions. Pupils' actions are evaluated as good, noble or bad by the leader, educator, team, and people around them. The relationship (approach) of the teacher to the student depends on the nature of their actions. In order to correctly evaluate the student's actions, it is necessary to reveal the essence of the action, that is, the internal reasons. Often, the internal reasons for student behavior are hidden from the outside, that is, they are not immediately visible from the outside. Sometimes the student himself can help them to understand them, that is, he can openly talk about the incident to his teacher whom he respects. The educator should be able to distinguish the causes of behavior from the external conditions that cause such a

bad situation.

Interest in the fate of the student. During education in educational institutions, interest in the fate of students develops due to love for students and a sense of responsibility for their fate. Educators should be interested in the fate of each student, especially the fate of students who are not satisfied with the life of the group, stay away from their peers and withdraw from group work.However, educators who are seriously concerned about the fate of the student and want to help him, should not be afraid of the initial failure and look for new ways to show kindness, attention and care to the students. Educators' care for students in their daily activities, benevolent relations and the correct choice of methods of pedagogical influence instill in students love, loyalty, and the desire to be happy in their teachers, as well as help to develop new positive qualities. and helps to get rid of negative traits.

Now we will introduce some of the methods of pedagogical influence that educators can use in the process of educating students:

Persuasion is the act of proving and explaining the impossibility, correctness, and necessity of certain behavior or action.

In the process of persuasion, students develop moral views that correspond to the criteria for evaluating the actions of the people around them and their own behavior.

It is possible to convince the student with actions and words. In the process of persuading the student by using it, the educator creates the situation, situations and problems that are proven, based on the conditions of life experience. The persuasive effect method can serve as a method of correcting the student's behavior. In the process of verbal persuasion, the nature of mistakes made to students is explained from the point of view of moral standards. The method of persuasion requires sincerity and enthusiasm. In this process, the experiences of educators are transferred to students. The methods of persuasion are very similar. The similarity of these methods lies in the fact that both persuasion and devotion are carried out through conversation, but educators do not prove the rightness or wrongness of the student's actions. In this process, they tell the student their thoughts slowly and gently. While listening to the teacher's words, the student begins to critically evaluate his behavior and tries to correct his behavior.At this point, we recall the method used by a mathematics teacher based on the humanitarian principle that happened in the American state of Minnesota as a lesson for all pedagogues.

A math teacher in Minnesota asked students to make a class list, think about what you liked about each child's behavior, and write that quality next to it. At the end of the lesson, he collected the completed tasks from the students. That day was Friday. On the day off, the teacher analyzed all the results, and on Monday, he wrote and distributed the positive opinions of his classmates to each student.

Students began to read them, whispering voices were heard from here and there: "Isn't this all about me? I didn't know they loved me like that." They did not discuss the results in class, but it was clear that the teacher had achieved his goal and the students' self-confidence had increased.

Years later, one of the students - Mark Ekland died in Vietnam. He was buried in his native Minnesota. His friends, classmates and teachers came to say goodbye to Mark. At the funeral, his father approached the math teacher: "I want to give you something," he took out four folded papers from his pocket. Apparently, it had been opened and read many times. - They found it in Mark's clothes, he couldn't part with this paper. - Do you know him? It was a piece of paper with Mark's positive qualities written on it. "Thank you very much," said Mark's mother, our son appreciated this letter very much.

At that moment, an unexpected event happened: Mark's classmates began to receive papers with positive qualities written on them in a row... The conclusion of the article is that a paper with only one positive quality made all the students feel empowered and confident, was the reason for each student to find his place in the society and to achieve great achievements. This article will be published in the magazine "Riders Digest" under the title "A task that will remain forever in the memory of readers". If the purpose of using this article as an example affects some teachers (in an authoritarian system), it is not surprising that the attitude towards children changes a little in a positive direction. Therefore, this method of mathematics teacher giving confidence to children is the most reliable means of pedagogical influence on students.

Sitarov emphasizes the importance of creating problematic situations in increasing the social activity of students.It is important for students to understand the need of their activities for the future, to feel their responsibility towards adults and especially their peers. Therefore, when creating problematic situations, the teacher should provide the necessary conditions for collective and group solving of the assigned tasks. Especially, the importance of the relationship between the teacher and the students deserves attention. Educational activity and communication conducted within it should be based on humanitarian principles (Sitarov, Romanyuk, Onishchenko, 2004).

What are the methods of creating problem situations that allow to stimulate personal initiatives in educational activities (Sitarov, 2014). Having a general idea about the types of initiatives that should be initiated in students and making a decision on the selection and filling of the social content of the material, it is possible to distinguish a number of ways of creating problematic situations. Given that the method is a dynamic category and acts as a form of content movement determined by target settings, we can talk about some methods and methods that form groups that differ in terms of target settings. This allows you to highlight methods and define them based on goals. Based on the above considerations, we

distinguish the following groups of methods and methods of creating problem situations as a special class of educational situations in which various initiatives of students are implemented.

Methods that stimulate cognitive questions of students of small class. For example, the method of unexpected solutions. The teacher offers a new non-stereotyped solution to a specific problem that contradicts the dominant ideas of schoolchildren. The latter, falling into an intellectually and emotionally important situation, "why", "how" solved this task? Another variation of this group of methods is the presentation of open-ended tasks that force students to ask questions aimed at obtaining additional information.Methods of encouraging the manifestation of the initiative's independence. This includes independent construction of similar tasks on modified content, as well as methods of searching for analogues in everyday life.

Sitarov's methods of encouraging initiatives during the implementation of activities: This includes the acceptance of deliberate mistakes, in which children should identify the mistakes made by the teacher during the activities and correct them; the method of joint search for a solution, when the teacher deliberately chooses the wrong way to achieve the goal, the children discover this and begin to propose their own ways and means of solving the problem, reconstruction of the performed activity; the "labyrinth" method, when students are offered five to six ready-made solutions and they must take the initiative to find the optimal solution; When the teacher creates a situation of social importance (for example, a trip), practical problems should be solved and students should show purposeful initiatives. believes that

In order to increase the social activity of students, the following coaching technology was developed, it is appropriate to use it in the pedagogical process. In this technology, the teacher should create all the conditions for students to express their opinions freely and independently, to feel themselves as important persons.

Coaching technology

Uslubning maqsadi:	shaxsni, uning personal va kasbiy faoliyatida natijaviyligini maksimal ko'tarishdan iborat
Uslubning mohiyati:	salohiyatni ochishga mo'ljallangan quroldir.
Harakatlar rejasi:	muloqot, samarali savollar berish va diqqat bilan javoblarni eshitish
Kouching bosqichlari:	1. Kouching maqsadini aniqlash. 2. Joriy vaziyatni tahlil qilish. 3. Maqsadga erishish yo'llarini aniqlash. 4. Harakalar rejasini tuzish. 5. Rejani joriy etish jarayonida nazorat va qo'llab-quvvatlash.

Kutiladigan natija:	shaxs faoliyati samaradorligini jiddiy oshirish.
Kouching tamoyillari:	O'z-o'zini takomillashtirish; Anglanilmagan ehtiyojlar; O'zgarishlar; Yo'nalish va ruhlanish; Yengish; Muammolarni yechish; Tajriba.
Kouching ko'rinishlari:	- Hunarli kouching; - Biznes-kouching Shaxsiy samarali kouching **(shaxs faoliyatini shakllantirishga qaratiladi)** tanlab olindi. - Layf-kouching.

We have selected and applied personal effective coaching based on the content and purpose of the article.

The task of effective personal coaching is to inspire the participant, fill him with energy, convince him that he will develop himself and achieve all his goals. (through pedagogical influence)

Stages of personal effective coaching:

At the 1st stage, students clearly set their goals. With the goal of personal success defined, we move to the first stage called "Personal Development Plan". In accordance with the goal, it is necessary to write one hundred steps to achieve it. The goal can be set for one year, two years, three years, five years. The border doesn't matter here. (at this stage, the goal and plan of each student is monitored by the teacher, analyzed at the end of the year; only then will growth occur in students)

In the 2nd stage, students share their opinions about the problems that are an obstacle to their personal development. In this process, all participants are asked to express their opinions openly, there is no room for laughter or criticism.The teacher asks the following questions:

- What kind of help do you need?
- What obstacles can be in your way?
- When do you want to do it?
- If there was another person in your place, what advice would you give him?

In the 3rd stage, each participant asks the other participants to write down

their opinion about their best qualities, and the answers are summarized to create a wonderful description of each student. This, in turn, creates a sense of self-confidence in students.

At the 4th stage, the teacher gives recommendations about the tasks to be done in self-development, for example: reading books (about our great scholars and their achievements or the works of Dale Kornegie)

In the 5th stage, problematic questions are asked by the teacher, and all students freely express their independent opinions on the given questions. Critical thinking occurs in this process. (all students must follow the rules of critical thinking)

In the 6th stage, the final of the Personal Effective Systemic Coaching goes five to seven years ahead and works with the programming and reprogramming of life cycles.

Results:

The above-mentioned coaching technology was used among the 3rd-year students of the "Educational Technology" subject, and a high result was achieved. Student activity was fully ensured. Therefore, the above-mentioned coaching technology can be used in all disciplines. This technology is definitely effective.In the pedagogical process, the following recommendations were developed for the pedagogical process and the activities of pedagogues in order for students to think freely and independently, make independent decisions, and contribute to the development of the country by being active members of society:

- development of new methods and technologies of pedagogical influence that help to increase the social activity of students;

- popularizing the working methods of experienced teachers in schools, organizing more seminar trainings;

- exchange of experience with the methods of class leaders related to the technologies of educational influence;

- it is very necessary to establish mutual cooperation between parents and teachers (by imparting pedagogical knowledge), to influence the child's upbringing through words, not only during the meal process, but also in the family environment;

- to respect the personality of the student and to express confidence in him, to encourage him in a timely manner, even if it is by verbally influencing the work he has done;

- to teach students not to be afraid of making mistakes, to take risks, to prepare them for the process of critical thinking;

- the existence of a friendly relationship between the teacher and the student;

- study and practice the world-famous pedagogues (activities of Maria Montessori schools, Amonashvili... technologies) in teaching students to think

actively, freely and independently.In conclusion, it should be noted that the most favorable age for the formation of a person's social activity is primary school age, because favorable conditions are created here for the rapid development of initiative and diligence, social impulsivity and social activity. Passivity is eliminated. Of course, these processes are carried out under the influence of pedagogues.

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