



The need for an innovative approach to improving perceptual abilities aimed at increasing the social activity of students in future teachers.

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ABSTRACT

This article analyzes the content of the formation of social activity on the basis of the formation of base competencies in students, the ability to overcome conflicts and problems that have arisen as a component of social activity, facilitating students to take a worthy place in the microsociety in the future, important components of social activity that are not always manifested.

Keywords:

Society, activity, education, pupil, social activity, responsibility, competence, social competence, activity, social adaptation

In the developed countries of the world, there is tremendous experience in creating a new pedagogical system of training future teachers and applying it to practice, and at the same time, pedagogical research of the development of perceptual abilities, that is, the ability to penetrate into the inner world of students, psychological observation, the development of the ability of subjects of the educational process. It is an urgent pedagogical issue, especially in students, that it is a vital necessity to discover their social activity by focusing on their inner spiritual side, educating.

Modern and meaningful Organization of the pedagogical process, the volume and procedure for studying the disciplines of pedagogy and psychology require a new approach. In order to ensure that the theoretical knowledge of the teacher and practice are absorbed in the field of research, it is necessary to arm them with modern knowledge and skills.

The formation of an innovative culture of education involves, first of all, a change in the position of the teacher. Today, the teacher is

not only a carrier of his knowledge in the field of science, he works as an assistant in the development of the student. The position of authoritarian management is lost, replaced by Democratic relations, cooperation relations, attention and initiative relations are formed.

In turn M.I. Lukyanova [2] also tried to identify the components of social activity:

- the motivational-value component includes motives of social activity, formed motivation, striving to achieve achievements, mastering the laws of social relations, a positive attitude towards moral values, adherence to collective order;

- the process meaningful component includes knowledge, skills, skills that allow you to be critical of oneself and others' behavior, predict the result of interaction, influence those around you through communication, cover the skills of setting a goal for oneself and striving for its implementation;

- the emotional-volitional component combines such qualities as the choice of solutions, the ability to have self-control and

control, the willingness to take responsibility, self-confidence and perseverance[2;p 126].

The components that we have indicated above serve to express the social competence of the individual as fully as possible. Summarizing them, it is possible to combine them into the following components: motivational, cognitive, active and reflexive.

Reflection expresses a person's self-understanding and assessment of the behavior of others with awareness. A person with social competence, with deep observation, realizes the feelings of others. In the process of communication and social relations, along with other components of social activity, reflection is important so that students can understand and adequately assess themselves and those around them.

It is considered appropriate to present the above-mentioned components of social activity in the educational process to students in the structure of base competencies, enriching them in terms of content.

Social activity, which is formed in students with the help of base competencies, is regularly improved in terms of content. The content of social activity is also improved on the basis of the enrichment of base competencies in terms of content. Scientific, technological, socio-spiritual progress in the life of society is the basis for the enrichment of the main competencies in terms of content. This, in turn, creates the basis for the improvement of social activity, which is formed as a result of the introversion of these competencies in terms of content.

The basis of social activity is competencies belonging to 2 large groups. Competencies belonging to the first group embody the behavior and behavior of the individual. The following elements can be

As a component of social activity, communicative skills appear as a personal capacity, which consists of understanding others and giving them the opportunity to understand it. In order for students to master various methods of communication and apply it in connection with the situation, favorable conditions must be created in the educational process. On this basis, the preparation of

included in this group: communicative skills, the ability to work in a group, the ability to overcome conflicts and problems. The second group includes such as empathy, role flexibility, responsibility.

Communicative skills are the basis of interpersonal relationships. Communication is of particular importance in the life of students and has a number of distinctive features. In the process of communication, both participants will take an active position. As a product of their joint activities, there is a process of mutual exchange of information. Each subject of the communicative process shows activity in relation to his interlocutor. As he provides information to his soulmate, he takes into account his interests, motives, needs.

For each person, information in the communication process is important, in this process the interlocutors reflect within the framework of a common opinion. Against this background, they do not just accept information, but think, reflect on this information. Mutual exchange of information also affects the behavior of communicators.

Within the framework of communicative skills, the skills necessary for the successful relationship of individuals are provided. In this case, the main attention is paid to the fact that in the process of interpersonal relations it is necessary to treat femininity, behave, show respect for the interlocutor. In this process, not only communicative skills, adherence to the rules of behavior, but also cognitive activity are carried out.

In the process of communication, joint activities are introduced within the framework of interpersonal relationships. The rules of communication include Social Ethics in itself, actively competing, following the rules of self-expression.

students for interpersonal relationships is carried out.

The components of social activity aimed at developing the activities of the individual embody the selection of interrelated situations, mastering behavioral manifestations, communicative and integrative skills.

When forming social activity in students, it is necessary to refer to three situations that

are mutually logically related: those that are considered desirable, possible and necessarily fulfilled.

The first case expresses a person's desire to perform certain actions in the process of joint activity. And the second case is manifested in assessing the current situation and personal capabilities, analyzing the permissible circumstances of behavior and predicting its consequences.

And the third case is expressed by knowledge of joint actions, knowledge of its Meurs, rules and methods of law. Students also acquire the ability to exert personal and social influence on joint actions in this process. Of particular importance in students is the consideration of these situations in the formation of social competence using base competencies.

One of the most important components of social activity is the ability to eliminate conflicts. It requires the individual to have the skills to overcome conflicts and contradictions that arise in different situations:

- know and be able to explain the truth;
- to be able to assess the behavior of oneself and groupmates with the help of the Meurs adopted in the process of interpersonal relationships;
- choosing a profession taking into account market relations;
- determination of one's position on the basis of life requirements and determination of lifestyle etc.

At this point, it is advisable to master the methods of assessing situations, to think about the design of actions, to expand the scale of attitudes, to make various decisions.

Having the skills to overcome conflicts and problems that have arisen as a component of social activity will help students to take a worthy place in the microsocium in the future. Important components of social activity, which are not always manifested in the activities of students, but are perceived through their behavior, are empathy, flexibility to perform various roles, responsibility also plays an important role in human life as components of social activity.

Behavioral criteria, as well as indicators of social activity, which are a component of social activity, which are formed in students, make it possible to enter into an attitude taking into account the specifics of each individual. This will help train students to move in New conditions, change methods of movement, follow behavioral Meurs and master new types of activity.

The acquisition of specific methods of establishing knowledge, working and personal attitudes as a component of the cognitive component is also of particular importance in the formation of social activity in students. In the process of entering into interpersonal relationships, the specificity of specific aspects of behavior, joint actions, the development of group activity, roles, points of view also plays an important role.

One of the important components of social activity is responsibility. Responsibility is formed in direct connection with the emotional, moral and worldview qualities of the student.

The part of social activity related to motivation includes interpersonal relationships, communication, a positive approach to reality, social cooperation, attention to events related to behavior patterns, human behavior and activity, motives of social activity, the formation of motivation[5, 6].

As components of the motivational component, one can understand one's own needs, desires, interests and attitude towards others as a higher value, include compassion, attentiveness, care, mutual assistance and compassion.

As a result of the research carried out, it is necessary to effectively use diagnostic methodologies to determine the dynamics of the development of social activity in students, which is formed using base competencies. Alternatively, we tried to use certain didactic tools, methods and techniques that serve to socialize students in the process of forming base competencies on the basis of an integrative approach. Our research has shown that the research of pedagogical features and conditions for the formation of social activity in

students is one of the problems that awaits its solution. Determining the pedagogical conditions, mechanisms, means of content social activity on the basis of the formation of base competencies in students serves to ensure the effectiveness of the pedagogical process aimed at this goal.

Social activity, which is formed in students with the help of base competencies, is regularly improved in terms of content. The content of social activity is also improved on the basis of the enrichment of base competencies in terms of content.

Our research has shown that the research of pedagogical features and conditions for the formation of social activity in students is one of the problems that awaits its solution.

In the effectiveness of pedagogical activity, the totality of the motives of educational activity is manifested in a specific way. But what should be the ratio between these forces and the educational material so that the educational process contributes to the internal development of the student?

As you know, educational material, on the one hand, to the actual level of development to be compatible, on the other hand, it must be far from that level, that is, more than that in terms of complexity. Otherwise, the development will be deprived of ground. If the educational and cognitive tasks recommended to the student are equal to his strength, then these forces of the student will not receive an impetus (impulse) to continue to develop.

But how can a student absorb more learning material than his own strength? His will is not enough to mobilize his strength and direct himself to the assimilation of educational material, he does not know how to do it. This is how the intermediary role of the educator between the student and the educational material becomes understandable. It is the teacher who depends on the student's understanding, understanding of the material being studied, on the work helps to learn the methods.

In conclusion, based on the methodological development of the educational material that students need to master, the teacher determines the system for managing

the educational activities of students. In this case, if the internal forces of the student are not taken into account development trends, he is given material with an increased complexity, then this creates a negative attitude towards knowledge and the teacher.

Such a situation can occur even if the explanation (methodology of work) does not correspond to the educational material and the forces of the student. Thus, despite the abundance of definitions given to motivation and motivation by scientists, we are more in favor of understanding motivation as a force that motivates behavior.

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