



## The Theoretical And Pedagogical Foundations Of Socialization In Personal Development

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### ABSTRACT

This article analyzes the theoretical and pedagogical foundations of socialization in the process of personal development. It examines the meaning and historical formation of the concept of "socialization" through sociological, psychological, and pedagogical interpretations. The article explores the roles of family, school, and society in the socialization process, as well as mechanisms for fostering civic consciousness through education and upbringing. International experiences (Finland, Japan, USA) and current reforms in Uzbekistan are discussed. The effectiveness of activity-based learning, cooperative methods, and learner-centered approaches in developing personal social activity is substantiated.

### Keywords:

socialization, personality development, pedagogical approach, education, upbringing, civic consciousness, democratic values, international experience, activity-based learning.

### Introduction.

In the 21st century, the development of human capital and the formation of individuals who are socially, morally, and intellectually mature is being promoted as one of the key global objectives. Today, it is not only important to master science and technology, but also to demonstrate qualities such as effective communication within society, awareness of one's rights and responsibilities, social activity, tolerance, and social responsibility. This, undoubtedly, highlights the critical importance of the socialization process in personal development and the need to organize it on a profound pedagogical basis. Socialization is the process by which an individual develops in accordance with the values, social norms, cultural traditions, and moral requirements of the society in which they live, acquiring social roles and finding their own life path. This process is not only

natural, but also a complex system that must be managed from a socio-pedagogical perspective. In particular, the application of learner-centered approaches, competency-based education models, continuity of upbringing, and principles of integration in modern education are elevating socialization to a new level.

One of the primary tasks of the education system is to nurture socially active, morally mature, independently thinking, patriotic, and initiative individuals. To achieve this, it is essential to organize the process of socialization on a scientifically grounded pedagogical basis, using appropriate methods and tools. Today's younger generation often faces difficulties in choosing an independent life path due to the influence of mass culture, social media, and inconsistent flows of information. From this perspective, a guided, systematic, and pedagogically supervised form

of socialization is interpreted as a means of leading individuals toward healthy and constructive integration into society. At present, the educational reforms being implemented by the Republic of Uzbekistan are based on the principle of “New Uzbekistan – an Enlightened Society,” aimed at ensuring the healthy socialization of youth, strengthening their civic position, and nurturing individuals who think on the basis of democratic values. Legal frameworks such as the Law on Education, the Program of Measures to Improve the Effectiveness of Spiritual and Educational Work, and the Law on Youth Policy, among other normative documents, serve as a foundation for organizing socialization from a pedagogical standpoint. In addition, international educational standards and the recommendations of organizations such as UNESCO, OECD, UNICEF, and the European Commission emphasize the importance of educating individuals who are socially competent, adapted to an inclusive society, aware of their civic responsibilities, and prepared to contribute to the development of society. These approaches are also being actively implemented within Uzbekistan’s education system.

Today, when discussing personal development, the focus is not solely on a person's academic knowledge, but also on their social-psychological maturity, moral integrity, communication skills, cultural awareness, participation in social activities, leadership potential, and readiness to work in teams. These have become the primary indicators of holistic development. Consequently, socialization must be viewed not merely as part of upbringing, but as something that is deeply integrated with the content, methodology, technology, and assessment criteria of education.

For this reason, the topic “The Theoretical and Pedagogical Foundations of Socialization in Personal Development” is highly relevant not only from a theoretical standpoint but also from a practical perspective. It enables a deep analysis of modern pedagogical approaches, identification of the environments and factors influencing

social formation, and development of strategies to enhance the educational process as a means of socialization. This plays a vital role in achieving the strategic objectives of the education and upbringing system.

The main goal of this scientific article is to analyze the concept and essence of socialization in the process of personal development from a pedagogical perspective, to identify the stages and components of socialization, and to justify effective pedagogical approaches that support the formation of socially mature individuals in the modern education system.

In this scientific article, the following key tasks are carried out:

1. To analyze the interpretations of the concept of “socialization” in pedagogical, psychological, and sociological sources and to identify its scientific foundations;
2. To study the role of the social environment, especially the education and upbringing system, in the process of personal socialization;
3. To examine the interaction among educational institutions, family, peer groups, and mass media in shaping the individual’s social development;
4. To evaluate the effectiveness of modern pedagogical approaches and methods used in the process of socialization;
5. To analyze the pedagogical conditions conducive to developing social activity, civic consciousness, and social responsibility in learners;
6. To develop practical recommendations for ensuring effective socialization based on scientific literature, national experience, and international practices.

During the writing of this scientific article, the following methodological approaches and research methods were utilized:

*Theoretical analysis* – studying and comparing local and international sources on socialization to clarify the conceptual framework;

*Systematic approach* – viewing the process of socialization as a complex socio-

pedagogical system and identifying its structural components and interrelations;

*Historical approach* – analyzing the development stages of socialization theories;

*Comparative method* – comparing approaches to socialization in national and foreign education systems;

*Empirical approaches* – collecting data through practical experiences, surveys, observations, and interviews;

*Pedagogical generalization* – synthesizing existing practices and formulating methodological recommendations.

### **Materials and methods.**

The concept of “socialization” lies at the intersection of pedagogy, psychology, and sociology. In its essence, it refers to the process of adapting an individual to society, nurturing them through the internalization of social roles, values, norms, and cultural models. This concept is understood as the path through which a person forms as a member of society, acquires social experience, and prepares for active participation in social life.

From a historical perspective, the concept of socialization first entered academic discourse in the late 19th century within the framework of sociological thought. French sociologist Emile Durkheim, in his study of the influence of social institutions on the individual, explained the transmission of social values and moral norms between generations as a system of social control. According to Durkheim, society adapts the individual to itself through its “collective moral consciousness.”

In the 20th century, the concept of socialization was further developed and analyzed on a theoretical basis by various schools: psychological (e.g., Sigmund Freud, Jean Piaget, Erik Erikson), pedagogical (e.g., John Dewey, Lev Vygotsky, A.V. Petrovskiy), and sociological (e.g., George H. Mead, Talcott Parsons, Peter Berger). These theories scientifically illuminated such processes as the individual's integration into society, self-awareness, behavior in accordance with social norms, and identity formation.

### **Research methods.**

In modern pedagogy, socialization is viewed not only as the adaptation of an individual to society, but also as a process of transforming the person into an independent, critical thinker, a socially active, and culturally conscious member of society.

In psychological approaches, socialization is closely examined through the lens of an individual's mental state, emotional-volitional development, identification, and self-perception. Freud interpreted socialization as a process of balancing the id, ego, and superego systems, where the individual becomes a social being by aligning personal desires with societal norms. Erikson viewed socialization as a life-long process in which identity crises are resolved at different stages of development. Piaget analyzed social development through cognitive processes, asserting that a child forms social thinking, empathy, social sensitivity, and moral reasoning through interactions with the surrounding environment.

From a pedagogical perspective, socialization is the process of forming moral, legal, and cultural values accepted by society in the individual through education and upbringing. For educators, socialization means preparing the learner to understand their capabilities, to perform social roles, and to acquire the culture of living in a community. In L.S. Vygotsky's cultural-historical theory, socialization is seen as a process that emerges through interaction between teacher and learner and takes place within the “zone of proximal development.”

The pedagogical approach understands socialization not merely as the transmission of norms, but as the formation of the inner world of the individual, enabling them to think independently, make decisions, and engage in meaningful communication.

From a sociological perspective, socialization is the system of social norms and values transmitted from society to the individual. Talcott Parsons connects this process with the social system and structure of society. According to him, the individual adopts specific roles through social institutions, thereby achieving integration with society.

George H. Mead, on the other hand, links socialization with the development of the self and introduces the concepts of “I” and “Me.” In this process, the individual becomes aware of themselves through others’ reactions, which shapes their social behavior.

Main Components of Socialization:

1. *Cognitive Component* – The individual acquires information and knowledge about society, social roles, legal and moral norms, as well as historical and cultural values.

2. *Emotional-Moral Component* – The individual develops feelings of responsibility for their actions, as well as empathy, patience, accountability, and conscience.

3. *Practical-Activity Component* – The individual applies their knowledge and skills in real social contexts such as teamwork, project-based activities, and civic initiatives.

4. *Personal-Reflective Component* – The individual cultivates the ability to analyze and evaluate themselves, understand their identity, and navigate in a changing social environment.

Main Functions of Socialization:

*Adaptation Function* – The individual adapts to a specific social environment and acquires appropriate behavioral norms.

*Identification Function* – The individual perceives themselves as part of a particular society, ethnic group, gender, or religious community, and understands their sense of self (“I”).

*Integration Function* – The individual becomes harmoniously integrated into society, participates in social relationships, and forms into a loyal and responsible citizen.

*Reproductive Function* – Social values, norms, and traditions are transmitted from one generation to the next.

*Developmental Function* – The individual’s intellectual, moral, and aesthetic potential expands, and their capacity for independent decision-making grows.

The harmonious development of the individual and their full participation in social life largely depend on the social environment in which they live and are raised. The social environment represents a socio-pedagogical space that emerges through people, social groups, institutions, and the system of

relationships surrounding the individual. This environment plays a critical role in shaping a person morally, legally, culturally, politically, and civically. Socialization—defined as the individual’s integration into society—takes place specifically within this social context.

The social environment consists of several key components, each influencing the individual in different ways. Among these, the family, school, and society are regarded as the most significant social institutions in a person’s development and socialization. Only when these institutions function in harmony can they effectively contribute to the formation of a well-rounded personality.

### Results.

The family is considered the primary environment of socialization, where the individual first acquires social norms, values, language, communication skills, cultural practices, and moral concepts. Through interaction with parents and close relatives, the child develops self-perception and forms trust or mistrust toward others. The emotional climate within the family, the style of upbringing, and the culture of communication all play a decisive role in determining the child’s future social development trajectory.

The school, as the second stage of socialization, plays a pivotal role in shaping the individual’s social roles, civic consciousness, adaptation to social norms, and ability to live and work in a community. It acts as a gateway to social life, fostering a sense of responsibility, duty, cultural communication with peers, and social activity among students. The teacher in this context is not only a provider of knowledge but also a social role model.

Society represents a broader social environment in which the individual assimilates various roles associated with social status, gender, ethnicity, belief systems, and professional identity. As individuals engage more actively in social life, they develop a deeper awareness of social responsibility and a stronger sense of belonging to certain communities. Values such as justice, freedom, rule of law, and equality present in society exert a direct influence on the individual’s mindset.

These three key factors — family, school, and society — when operating in harmony, form a healthy social environment, which in turn nurtures a self-aware, socially competent, and responsible individual capable of effectively performing various social roles.

Social institutions are stable social structures with normative systems that ensure the sustainable functioning of society. Among them, family, education, religion, government, economic, and cultural institutions hold significant importance.

The family institution accepts the individual as a social being and instills cultural traditions, customs, and moral values.

The educational institution not only imparts knowledge and skills but also fosters social activity, critical thinking, and civic responsibility.

The religious institution contributes to the moral development of the individual by promoting ethical norms, spiritual upbringing, and a meaningful life philosophy.

State and legal institutions develop respect for laws, legal consciousness, a sense of civic duty, and accountability.

Economic institutions promote work ethic, career motivation, and economic awareness.

Cultural institutions (libraries, museums, theaters, sports clubs) cultivate aesthetic appreciation, respect for cultural heritage, and a positive attitude toward community life.

If social institutions do not function in harmony and with a common purpose, individuals may develop internal conflicts, a sense of alienation, and social passivity. Therefore, effective cooperation among social institutions is a key factor in personal development.

Mass media — including television, radio, the internet, social networks, and print publications — exert a significant influence on the worldview, value system, moral perspectives, and social orientation of the modern individual. These tools have become rapid, powerful, and modern means of socialization.

*Positive Aspects:*

Mass media introduces individuals to global events, scientific and technological achievements, and modern ways of thinking.

It helps cultivate a civic position on important social issues.

Provides platforms for self-expression, social voice, and public engagement.

*Negative Aspects:*

Information attacks, promotion of distorted values (e.g., violence, consumerism, indifference) can contaminate young minds.

Excessive immersion in the virtual world can weaken real-life social relationships.

The absence of content regulation increases the risk of spreading harmful ideologies among youth.

For this reason, educators, parents, and community members must ensure that mass media is used consciously, purposefully, and with an educational orientation. In particular, it is crucial to develop moral immunity in youth when using social networks and promote a culture of selective and critical information consumption.

An individual's ability to function fully in society, adopt social norms, develop a civic stance, and act based on national and universal values is intrinsically connected to the processes of education and upbringing. Socialization – i.e., the individual's integration into society—is one of the strategic goals of the educational system. This process is not limited to knowledge acquisition; it also serves as a means to develop social competencies, transforming the individual into a conscious social subject.

Modern education is no longer just about transferring knowledge; it is the key mechanism for preparing individuals for social life, instilling civic, moral, labor, and cultural values. Through education, individuals internalize various social roles, such as:

The student role – developing a sense of duty, discipline, responsibility, and understanding of social norms in action.

The peer/friend role – fostering cooperation, communication, empathy, and shared values.

The future professional role – acquiring labor culture and professional ethics.

The civic role – embracing patriotism, respect for laws, and a sense of social responsibility.

Educational institutions also convey core social values such as justice, respect, responsibility, diligence, humanism, and national pride. Curricula are increasingly being enriched with modules on moral and political education, intercultural communication, gender equality, and environmental responsibility.

Thus, education becomes a powerful tool of socialization. In particular, interdisciplinary integration, the use of real-life scenarios, and project-based approaches enable learners to model social relationships and develop practical experience in participating in them.

Upbringing is the process of shaping an individual morally and ethically on the basis of social values. It is considered the heart of socialization, its fundamental principle, through which a person acquires the values that make them truly human. Education alone is not enough; it is upbringing that instills the cultural and ethical foundation necessary for social integration.

Key socializing functions of upbringing:

*Value Transmission* – Familiarizing the individual with national, cultural, and universal human values, and guiding them to apply these values in daily life.

*Formation of Normative Behavior* – Encouraging habitual adherence to socially accepted behavioral norms and standards.

*Culture of Communication and Social Relations* – Teaching interpersonal communication, coexistence in a group, social responsibility, tolerance, and empathy.

*Self-awareness and Identity Formation* – Helping the individual understand their social status, ethnic, cultural, and civic identity.

During the process of upbringing, a person begins to feel responsible for their actions, becomes aware of their duties toward society, and starts preparing for real life participation. Therefore, upbringing can be seen as the core element of the socialization process.

Schools and higher education institutions are not only providers of academic knowledge but also serve as key social institutions responsible for forming the individual socially. In these systems, socialization occurs through targeted pedagogical mechanisms, which include:

At the School Level:

Character-building classes and extracurricular activities: Participation in festivals, events, sports competitions, and excursions teaches students how to perform social roles in practice.

Class collectives and leadership systems: Structures like class leaders encourage students to find their role within a group and build social responsibility.

Educational projects and training sessions: These aim to develop leadership, communication, and conflict-resolution skills.

Interdisciplinary integration of social themes: Subjects like history, literature, civics, and geography are used to cultivate social consciousness and critical thinking.

These mechanisms provide students with experiential learning opportunities, preparing them for real-life social participation and ensuring that upbringing and education work hand in hand to shape a complete, socially responsible personality.

Mechanisms in Higher Education:

Module-based independent learning – fosters personal responsibility and initiative.

Credit-modular system – encourages freedom of social choice and responsible decision-making.

Participation in scientific and social projects – shapes students into active participants who are not indifferent to societal problems.

Student clubs and associations – develop cooperation, initiative, compromise, and leadership competencies.

In addition, national initiatives introduced during the "New Uzbekistan" era, such as the "School of Spirituality", "Family and School Partnership", and "Youth Leadership", also serve to form comprehensive pedagogical mechanisms for socialization in both schools and higher education institutions.

One of the key goals of today's education is not merely to train knowledgeable individuals, but to nurture socially active, initiative-taking, independently thinking individuals who can collaborate effectively in a team. The development of personal social activity is considered a crucial pedagogical component of the modern socialization process.

A socially active individual is someone who consciously participates in public life, is not indifferent to social issues, takes initiative, expresses their civic position, and actively cooperates with social institutions. The formation of such activity is achieved through targeted pedagogical conditions within the learning process.

Activity-based teaching is a pedagogical approach that goes beyond mere knowledge acquisition, aiming to engage students in practical tasks and solving real-life problems. In this approach, the student is not a passive receiver of information but an active participant who develops personal experience.

Key advantages of this approach:

Involvement in solving real problems enhances the student's sense of social responsibility;

During activity, social roles, norms, and forms of communication are naturally internalized;

The learner develops skills in problem analysis, independent decision-making, and achieving results.

Examples include:

The "Green School" project, where students study and address environmental issues through practical activities;

The "Society and Me" modules, which simulate social issues and strengthen personal social engagement.

The process of socialization is closely linked to a person's ability to build relationships with others and their experience in working within a group. Therefore, communicative (interaction-based) and cooperative (collaboration-based) teaching methods play a crucial role in fostering personal social activity.

*Communicative Methods:*

Role-playing games – enable students to acquire social roles and behaviors through simulated social situations;

Debates and discussions – develop the culture of expressing personal opinions, providing arguments, and listening to others respectfully;

Open dialogue and idea exchange – contribute to the formation of social awareness and tolerance.

*Cooperative Methods:*

Pair or small group work – fosters personal responsibility, collaboration, leadership, and collective decision-making skills;

"Aquarium", "Brainstorming", and "Mini-project" techniques – teach students to consider different perspectives when solving social problems;

"Peer teaching" method – helps build a culture of mutual respect and social equality.

Through these methods, learners engage in interaction, feel their participation in the group, and develop social competencies through constructive discussions.

*Learner-Centered Approach:*

The learner-centered approach is an educational strategy that is organized based on students' needs, individual capabilities, personal interests, and independent decision-making skills. In this approach, the teacher acts as a guide and facilitator, while the student becomes an active subject in their own development.

Socializing aspects of this approach include:

The learner gains the opportunity to express and defend personal opinions and develop socially acceptable viewpoints;

Personal responsibility and activity grow through individual choices and decision-making;

The student learns to be tolerant of diverse perspectives within society;

They develop the ability to empathize and relate subjectively to social events.

One of the most essential pedagogical mechanisms of the learner-centered approach is recognizing the learner's subjectivity, valuing

their social experience, and actively integrating them into society.

#### Modern Socialization Model:

The modern model of socialization is no longer limited to internalizing classical social norms. Instead, it aims to prepare individuals for a global world, shaping them into socially responsible citizens who are capable of making independent decisions in an information and communication environment, and who are committed to democratic values.

In this regard, both international experiences and ongoing national educational reforms serve to form new approaches to the socialization process. Democratic education systems promote an approach to socialization that is based on principles of individual freedom, the right to choose, collaboration, open dialogue, and inclusiveness. In such systems, education is not limited to the transmission of knowledge; rather, it serves as a means of developing individuals as citizens who can express their opinions freely, demonstrate tolerance toward different views, and strive for social justice and equality. Democratic models of education help students develop competencies such as social responsibility, initiative, teamwork, critical thinking, and the ability to participate in social decision-making processes. The key feature of democratic education systems is that the process of socialization is not enforced through coercion, but is realized through conscious choice and social interaction. This requires a pedagogical environment built on mutual respect and trust toward the individual.

#### International Experiences:

The Finnish education system is distinguished by its commitment to equality, stress-free learning, and a socially and psychologically stable environment. Social-emotional development, cooperation, free expression of opinions, and collaborative problem-solving are given priority. Assessment is gradual and process-oriented, emphasizing cooperation over competition. Education and upbringing are integrated, with strong cooperation among the family, community, and school.

In Japan, socialization emphasizes values such as discipline, work ethics, collectivism, and respect for hierarchy. Students do not merely study academic subjects but also engage in cleaning classrooms, preparing meals, and participating in community services, thereby learning social responsibility through practice. Japanese education fosters collective thinking, prioritizing the common good over individual benefit, and encourages solidarity and cooperation through structured relationships.

In the U.S., socialization is centered around individual freedom, personalized learning, civic responsibility, and social activism. Educational practices such as social projects, community service, student councils, and debates aim to develop active citizens. From an early age, students are taught their social rights and responsibilities. Emphasis is placed on social equality, inclusivity, and tolerance toward racial and cultural diversity. In a democratic school environment, every child is empowered to defend their viewpoints.

#### Uzbekistan's Experience:

In recent years, Uzbekistan has undertaken major reforms to restructure the socialization process in education. Under the "New Uzbekistan" Development Strategy, the education system is being reoriented to contribute to the formation of civil society by nurturing socially aware and morally mature individuals. This transformation aims to align education with the goals of civic consciousness, patriotism, and national identity, while also adopting progressive global educational practices.

#### Key Reforms:

"School of Spirituality" System – Aimed at fostering national pride, moral immunity, social consciousness, and responsibility among youth.

"Family – School – Community" Cooperation – Strengthens institutional integration in education and socialization and enhances the socio-pedagogical environment.

Credit-Module System – Designed to cultivate independent thinkers, individuals capable of making free choices and bearing social responsibility within higher education.

"Youth Register" and "Iron Register" Mechanisms – Support social activity by increasing state attention to youth-related social issues.

*Promising Directions:*

Developing civic education through interdisciplinary integration;

Promoting a culture of social equality by advancing gender equality and inclusivity in education;

Forming moral immunity and information culture through digital pedagogy and responsible use of social networks;

Introducing project-based learning in general and higher education systems to enhance practical social engagement.

**Conclusion.** In the 21st century, educating a well-rounded individual, preparing them for social life, and shaping their civic position has become one of the most important objectives of the education system. This article has thoroughly analyzed the theoretical foundations, pedagogical conditions, international experiences, and ongoing reforms in Uzbekistan concerning the process of socialization in personal development. The following scientific conclusions have been drawn:

Socialization is the process by which an individual consciously internalizes and applies the values, norms, roles, and cultural standards existing in society. It is a continuous and stage-based process.

Socialization is directly connected to psychological, pedagogical, and sociological factors in personal development, and it is implemented through the family, school, mass media, and social institutions.

Education and upbringing are the main tools of socialization, through which individuals develop civic consciousness, social responsibility, and adherence to moral and cultural norms as part of their social competencies.

In shaping personal social activity, activity-based teaching, communicative and cooperative methods, and learner-centered approaches are of great pedagogical significance.

International experience (e.g., Finland, Japan, the USA) demonstrates that socialization is effectively implemented not only through upbringing but also through teaching that models social activity.

The ongoing educational reforms in Uzbekistan – such as moral-educational initiatives, civic education, and school-family-community partnerships – integrate national and modern approaches to support the socialization of individuals.

Socialization plays a crucial psychological and pedagogical role in personal development. Through this process, individuals understand their place in society, feel a sense of social responsibility for their actions, consciously fulfill social roles, are not indifferent to social issues, express their opinions freely, and engage in respectful communication with others.

The strategic significance of socialization in modern education is manifested in:

Enriching the content of education and upbringing with civic and social competencies;

Cultivating citizens who actively participate in democratic society;

Instilling values such as intercultural dialogue, tolerance, and inclusivity in the younger generation.

Recommendations and Prospective Proposals:

Educational programs should be revised based on social values and widely implement modules and projects aimed at developing social competencies.

Create opportunities for learners to consciously internalize social roles through social activity-based tasks, role-playing, debates, and project-based learning in the educational process.

Develop a culture of working with mass media, protect youth from informational threats, and enhance their competencies in critical information consumption.

Strengthen the school-family-community collaboration to improve the social environment and ensure a comprehensive approach to engaging youth in socialization.

In higher education, implement service-learning models and develop mechanisms to support students' social initiatives.

Analyze international best practices and adapt them to the national system to develop and implement new pedagogical models of socialization.

Based on the above, it can be concluded that socialization is an integral and strategically important aspect of personal development. Deep integration of socialization into the education and upbringing systems, and reorganizing the pedagogical process accordingly, is the foundation for nurturing a socially active, conscious, and responsible future generation.

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