

## METHODOLOGICAL BASIS OF SOCIAL PEDAGOGICAL AND SOCIO-PEDAGOGICAL ACTIVITY DEVELOPMENT

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### Abstract

Annotation This article provides an understanding of the criteria, principles, and methods of pedagogy and social pedagogy, in which children are responsible for their behavior as a member of the future society; caring, volunteering work, the ability to find will power in difficult circumstances, overcome difficulties, hardworking, endless love for motherland, humility, gratitude and other qualities are highlighted.

**Keywords:** personality, development, activity, socialization, society, education, upbringing, teaching, pedagogical activity, social pedagogical activity , social education , social education , social care, influencing people , social structures of education , social protection , spiritual support.

### Introduction

Reforms in the economic, political, spiritual and social life of our country are being implemented consistently. The reforms implemented in these areas, which form the basis of the country's development, are mainly aimed at people and their interests. If you ask the president President Sh.M. Mirziyoyev what torments him most, he will say the education and behavior of our younger generation. Today, when we have started building a democratic society based on the rule of law in our country, educating all members of our society, first of all, the young generation, in the social spirit is one of the most urgent issues. After all, every person, as a member of our society, is a creator of reforms and updates in our social life, a subject of society; and secondly, he is a participant in this process. In this respect, a person is an object of society. It is known that the development of society, the development of social and spiritual life consists of complex processes. Of course, such a process has different effects on people. Science is reflected in the system of knowledge, its concepts and criteria. Concepts are one of the forms of reflection in the process of perception of the existing world. In the process of development of any science, concepts are combined, expanded and reproduced in the science criteria. The criteria combine more general, fundamental, so-called "original" concepts. From these concepts, the concepts used in this science are formed. In recent years, the process of differentiation in pedagogy has intensified. Many new scientific fields appeared, including social pedagogy. Each new scientific field of pedagogy has its own characteristics. These features are reflected in his system of criteria and concepts. When considering the criteria of social pedagogy, we first distinguish the criteria

of pedagogy. We will consider what it (pedagogy) has learned from other disciplines, which criteria are its own. In order to find out what he has learned from other subjects and which concepts are his own, we project the criteria of pedagogy into social pedagogy. It is known that pedagogy adopts the concepts of other disciplines and uses them widely, for example, "person", "development", "activity", "socialization", "society". Its main criteria are "education", "upbringing" and "teaching". Currently, the generally accepted criterion of "pedagogical activity" is also included. The original criteria of social pedagogy include "social pedagogical activity", "social education" and "social education".

### **Discussion:**

Pedagogical principles provide a general direction of personal education and serve as a basis for solving specific pedagogical tasks. Harmonization of education with nature is the principle of social pedagogy, according to which the social pedagogue relies on the factors of healthy development of the child in his practical work. The principle of harmonizing education with education was first described by the Czech pedagogue Jan Amos Comenius (1592-1670) in his main work "The Great Didactic" (1632). Comenius is considered to be a part of human nature, and as a part of nature, it is subject to its most basic, general principles. According to Comenius, these laws of nature have their influence in the world of plants and animals, as well as in relation to humans. Comenius relies not only on the methodological laws of nature, but also on the psychology of the child's personality. Based on the description of the age of children, adolescents and young men, he will promote, justify and see his system of education and upbringing of children. Long before Comenius; Abu Ali Ibn Sina (980-1037), a great scholar of the renaissance era, encyclopedist and thinker, spoke about the nature of education as a home. For example, Ibn Sina wrote in his work on "Housekeeping" that man is an intelligent being, therefore he has a special place in nature and develops according to its laws. Ibn Sina writes in his work "Re-educating false feelings" that whoever wants to educate an immoral person, he should study him thoroughly and know the rules of human nature.

A person is born as a biological being, and as a person, they master the social experience of behavior that passes from one generation to the next in the process of personal education and development. Philosophers and pedagogues of the ancient society analyzed the deep connection between personality formation and culture. Farabi, Beruni, Ibn Sina, and Navai, thinkers and encyclopedists of the Renaissance, also relied on this in their works. In this, two important theses were defined: personality is formed through culture, and the main wealth of any culture is man. Philosophers and pedagogues of the past believed that culture is a necessary and most important factor in the formation of a highly moral person. The principle of harmony with culture was put forward in pedagogy by A. Disterweg (11th century). He believed that in education, it is necessary to take into account the place and time, conditions, that are the time and place of a person's birth, in a word, it is necessary to take into account the whole modern culture.

Methods are techniques for the practical and theoretical development of existence, based on the essence and laws of the object being studied, and social pedagogy is a branch of pedagogy, and on its methods we rely on traditional methods of education and training used in pedagogy, on the other hand, socio-pedagogical education and social education change along with social pedagogy and social activities. It should also be remembered that the focus is on the child and the social environment around him, and the social educator helps the child solve problems through the process of socialization. Social pedagogy influences the child directly or indirectly - through family, friends, and the children's community.

We take into account that it can perform some short-term tasks or work with the child for a long time. Through social pedagogical methods, it is possible to influence the child's mind, behavior and feelings in accordance with the purpose, as well as to influence the social environment surrounding him.

Methods are techniques of interrelated behavior of the social pedagogue and the child, who cooperate in the socialization and restoration of the child, help in gathering positive social experience. Social pedagogy is one of the newest branches of pedagogy, and it is too early to talk about its system of methods, as social-pedagogical activity is taking shape. Therefore, the social pedagogue widely uses the methods of pedagogy, psychology and social work in his practical work. At the stage of its formation, a social pedagogue must master the techniques found outside of individual methods in order to perform his professional activity. Methods, techniques and tools are related to each other in such a way that methods and techniques can sometimes act as tools. The methods of persuasion and training are widely used in social pedagogical activity. The feature of using this method is that the social pedagogue works with a child whose generally accepted standards of manners and ethics have not been formed or are not formed properly. The norms of life accepted in this society, the emergence of a correct and clear image about them, ultimately, the confidence of a person shapes his place in life, is connected with knowledge and the image about them. The method of persuasion helps to transfer the norms accepted in the society to the motives of the child's behavior and activity, and forms the belief.

A story and a lecture are a monologic form of the method conducted by a social pedagogue. the story is used when working with young children, it does not extend its time, it is based on clear and obvious facts. The lesson is used for older children, it is long and reveals complex moral concepts (humanism, friendship, kindness). A method in the form of conversation and dispute-dialogue, in which the work of children is important. Conversation is a question-and-answer method, the social pedagogue should conduct the conversation in such a way that not only he, but also the children ask questions. For teenagers, they use the dispute method, this method forms their thoughts. Thus, persuasion is the explanation and proof of the correctness and necessity of a certain morality. If persuasion "programs" the child's mind, practice forms knowledge and skills. Practice is ultimately necessary for the formation of morals in children. Moral exercises are the necessary skills and habits of children's activities and actions. It is said to be a movement that is repeated many times until it is strengthened. The formation of skills and habits consists of the following methods:

setting a task, explaining the rules for its implementation and creating a demand, demonstrating it in practice, and externalizing the practical exercise. There is a certain distance between skill and habit. We will form this skill and then we will strengthen it regularly and turn it into a habit. The effectiveness of the training method is increased by externalizing the training of the social pedagogue in the form of a home. Training and persuasion methods are closely related. Among social pedagogical methods, an important group is externalized by correctional methods, which include methods of encouragement and punishment.

### **Result:**

It is necessary to conduct researches on the methodological foundations of social-pedagogical activity development in preschool educational institutions.

- studying scientific literature and training manuals on the subject;
- it is necessary to study and analyze the working documents of preschool educational institutions in the republic;
- organizing interviews with the representatives of the older generation, who have selflessly worked in this field for many years, among the pedagogic staff of pre-school education organizations.
- organization of seminar trainings on the topic of children's socialization with the participation of young personnel of pre-school educational organizations.

Conclusion. In conclusion, we can say that the object of both pedagogy and social pedagogy is the child, but the subjects of study are different. The subject of pedagogy is the laws of raising a child, while the subject of social pedagogy is the laws of child socialization. Therefore, social pedagogy studies society and social relations, and tries to determine how people interact with each other, why they join a group, and other social issues of society. He also studies these problems in accordance with the tasks of social pedagogy. Today, social pedagogy operates as an independent science. Currently, his theoretical and practical activities include education and re-education in schools and extra-curricular institutions, care for residents of orphanages, nursing homes, work with offenders, etc.

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