

Pedagogical neology model for improving social activity

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Abstract: The article talks about pedagogical neology and related models, one of the main indicators of student social activity. This article covers in detail the issues of improving the social activity of students on the basis of pedagogical neology in the system of higher education.

Key words: Students, higher education, pedagogical, system, neology, social, activity, improvement, strengthening, education, model of neology.

On the basis of pedagogical neology, forecasting, planning and modeling work necessary for the development of social activity of students is continuous, consistent, continuous, clearly systematic, and chaos, interruptions and dissatisfaction cannot be allowed in it. Based on the conclusions of pedagogical research, we can say that increasing the social activity of students depends on the organization of active participation of students in social and educational activities and all processes of education. No matter how many changes occur in the social environment, in the educational process, the elements that preserve themselves and participate in all changes are called constant components. Among such components is the didactic structure of the activity of the pedagogue and tutor, which plays an important role in improving the social activity of students. In the context of this structure lies the interaction between the pedagogue and the tutor, the teacher and the student. We know that man-made civilization, reforms in the field of education, changes in the spiritual and educational sphere, as well as educational material, type of lesson, exhibition-tools, educational tasks, educational process changes according to the goals of activity. According to didactic goals, "changes" that are renewed and varied, the goal is always characterized by its awareness and dependence on the real capabilities of the individual.

In Maksudov's internet article, "...Uzbekistan's experience shows that, first of all, the social activity of a person is formed, first of all, in the community, in certain types of activities. Secondly, since the student period is a period of social activity and broad opportunities for the manifestation of various moral norms, the educational process, which is considered a priority activity among young people, is an important factor. Thirdly, social imagination acts as a bridge connecting the content of social existence with individual existence. Based on the above considerations, it can be said that on the basis of improving the social activity of students on the basis of pedagogical neology, it is assumed that they will develop a high moral tolerance and a general cultural worldview. For this:

- to start the process of improving the social activity of students by studying the heritage of our ancestors as the basis and cornerstones; (For this purpose, to achieve the integration of international education systems by organizing trips (pilgrimage) to historical monuments...)

- to acquaint students with the history, culture and environment of our country, improve their knowledge and achieve their free mobilization in terms of education;

- teaching to preserve the cultural heritage collected by our ancestors;

- to expand the content of "educational" activities in accordance with international standards;

- ensuring the integration of science, education and production;

- extensive use of modern, innovative educational methods instead of traditional educational methods;

- to educate the young generation to be spiritually mature, to ensure meaningful spending of their free time, thereby increasing their interest in art, sports, information technologies, and reading books;

- Implementation of projects aimed at the development of "educational activity in higher educational institutions".

The analysis of the results of the work carried out in these directions shows that the development of the following structural components of improving the social activity of students on the basis of pedagogical neology is important:

development of scientifically based indicators that serve to improve students' social activity based on pedagogical neology;

development and implementation of a method of rational use of the heritage of our ancestors based on the principles of gradualism and continuity;

effective use of advanced achievements of national and modern pedagogy in the continuous education system;

improvement of teaching methods, step-by-step implementation of the principles of individualization in the educational process:

formation of healthy, strong and effective motivation to study in young students;

improvement of methodological support of pedagogues;

introducing modern mechanisms of education into the educational system by developing educational materials and pedagogical assessment [6]

As a solution to the above-mentioned problems of developing students' social activity, it is becoming a demand of the time to identify new methods and tools of educational, spiritual and educational activity, as well as teaching, pedagogical and psychological possibilities with the help of "Pedagogical neology".

In fact, today, the main goal of improving the social activity of students on the basis of pedagogical neology is to make patriotic young people who are polite, have moral qualities, have high spirituality, and at the same time are knowledgeable, intelligent, mentally and physically healthy, have a broad outlook and thinking, and become the leaders of the national and modern pedagogy. With the help of their achievements, it is to strengthen their knowledge, qualifications and skills, to raise socially active specialists who are devoted to their profession.

Often the teacher carries out a mechanical transfer, which leads to the loss of the meaning of innovation in terms of ignoring the specifics of the education system, its history and traditions. Innovation is the materialized idea of a possible increase in efficiency. We define it as such a content of possible changes in the pedagogical reality, which leads (when the pedagogical community masters innovations and implements them) to a previously unknown state, not previously encountered in this form in the history of education, a result that develops the theory and practice of training and education. To determine the object and subject of pedagogical neology, it is necessary to determine the specific area of reality, the description and explanation of which this science is engaged in.

V.S. Lazarev proposes to consider the innovative process, conditions, methods and results of its implementation as an object of pedagogical neology; the subject of pedagogical neology is the relationship between the effectiveness of innovation processes and the factors that determine it, as well as ways to influence these factors in order to increase the effectiveness of changes. To determine the object and subject of pedagogical neology, in this case, an innovative process is chosen, which is based on innovative activity. The innovation process is understood as "the process of development of education through the creation, dissemination and development of innovations", and innovation activity is defined as "a purposeful transformation of the practice of educational activity through the creation, dissemination and development of new educational systems or some of their components".

A.V. Khutorskoy believes that "the object of pedagogical neology cannot be limited only to the innovation process, since it includes other processes and phenomena characteristic of innovation. For example, from the point of view of synergetics, the processes of emergence and development of the new arise in the course of their external introduction, not only in the form of innovations, but also as a product of the transition of the system from one position to another in a nonequilibrium state. Such factors, when considered in detail, oblige us to make adjustments to

the formulations of the concepts of the object and subject of pedagogical innovation proposed above.

Zagvyazinsky believes that pedagogical innovation is a system or element of the pedagogical system that allows you to effectively solve the tasks set (and sometimes set the tasks themselves more accurately) that meet the progressive trends in the development of society. The author defines innovative processes in education as "the processes of emergence, development, penetration into the wide practice of pedagogical innovations. The subject, the bearer of this process is, first of all, the teacher-innovator.

In this sense, socialization takes place in the environment of mutual active communication with the external environment, in the process of education and self-education, when a person can independently determine his goals and determine the ways to achieve them, when he realizes his worth, when he properly evaluates his place in society and develops optimally. . For this, we need to pay special attention to the issue of raising a sense of responsibility in our students.

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