

Main Components of The Development of Social Activity in The Education of Girls in The Pedagogical Process

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Abstract

This article shows the komponents of the development of social activity among female students, the importance of educating spiritually mature, independently thinking, strong-willed youth in the development of a democratic society.

Keywords: female students, komponents, position, spiritual maturity, social activity.

Introduction

Improved software-methodological support for organization of educational processes was created in higher education institutions. As a result, effective organizational-pedagogical mechanisms based on the connection of cultural values with professional-pedagogical values, interaction of cultural-creative activity with creativity and reflection in pedagogical activity, professional, cultural and communicative activity were developed and the priority of humanization of education was ensured.

In the process of deepening democratic reforms and developing civil society, it is of urgent importance to improve the mechanisms for the development of social activity among students on the basis of the formation of spiritual culture.

In the higher education system, the technology of developing the social activity of female students on the basis of cultural values has been improved:

- creation of tools aimed at supporting the social activity and initiative of female students;
- improvement of the system of development of social activity among students;
- improvement of technologies of development of social activity in female students;
- the improvement of effective pedagogical mechanisms based on professional, cultural and communicative activities among female students is gaining urgent importance.

The researches of French scientist Gabriel Tarde, American Uri Bronfenbrenner, Russian scientists V.S. Mukhina and A.V. Petrovsky led to different approaches to socialization mechanisms.

Max Weber, who introduced the concept of socialization to science, defined it as an action aimed at solving problems, subjective understanding of the approximate options of human behavior, Z.Freud, in the development of the child, social, in particular, the relationship between parents and the child, their mutual emotional unity. Importantly, J. Piaget's personality is governed by specific schemas and cognitive structures; therefore, his adaptation to this scheme and cognitive structures means the essence of socialization, according to T. Persons, R. Beyla, a person acquires scientific knowledge and components of personal culture with the



help of social influences, and on the basis of them, he matures mentally and acquires moral qualities - this is a person which is considered the priority aspect of socialization, R. Benedict, M. Mead, the socialization of a person does not happen in the same way in different social structures and certain periods of society's development; they mentioned that every period of the individual is manifested in its own way in the process of socialization.

In psychology, activity is viewed as a kind of hierarchical structure consisting of several levels: psychophysiological functions, activity, movement from special types of operations. Special types of activities usually include play, study and work activities. These types of activity are forms of manifestation of human activity. [1; 28-30]. In addition to the above, B.G. Ananyev includes sports and combat activities, managing people, knowledge (understanding), communication and independent activities in the forms of the active attitude of a person to the world.

According to K.A. Abulkhanova Slavskaya, activity is a kind of integrating (unification) basis, with the help of which the individual coordinates and compares objective and subjective factors of activity, organizes his (personal) activity in the necessary form, not just any, at the right time, not any, mobilization does, acts according to his discretion and uses his abilities to achieve the set goals. At the same time, on the basis of the gender approach, the activity of female students can be evaluated as a dynamic organizing situation that is established in time during social activities.

A. V. Petrovsky considers activity as a self-creating (renewable) ability of a living being to act. According to the researcher, an active individual is the source of action, and does not simply exist in it. With this quality in mind, Petrovsky introduces the following concept: the subject of activity. To be a subject, according to Petrovsky, means to create and re-present oneself; means to be the cause of one's existence in the world [2; 98-102].

While researching the forms of the subject's activity, Petrovsky focused on three successive stages of the emergence of activity. At the first stage, sparks of activity mean the movement (work) of a person or life activity as the first manifestation of life. At the second stage, activity is considered as a condition for the existence of the subject. The third stage envisages the presence of activity as the highest form of activity manifestation.

The current science of pedagogy considers activity as a system-organizing factor that underpins the development characteristics of a person. Activity is carried out in qualities such as readiness for changes, adaptability, striving for independent action, in which social experience acquires the knowledge accumulated by humanity and methods of activity with the help of choosing more convenient ways to achieve the goal. [3; 38-39]. Therefore, methods and methodical research are being developed to further increase the activity of female students in the higher education system.

Researchers understand the activity of a person as a special (separate) activity that combines and strengthens characteristics such as motivation, goal orientation, understanding, emotionality, acquiring methods and ways of action, and emphasize the need for such characteristics as situationality. [4; 40.26].

Goal orientation means that any activity is carried out for something, that is, it is embodied in the achievement of certain goals, which is understood as a conscious image (image) of a person and is determined by the motivation of the subject of activity. A person appears under the



influence of external and internal motives, chooses the most important of them while mastering the social environment and turns it into the goal of activity. So the goal is a conscious motive. Therefore, the activity will be productive if it has a conscious and based character. The concept of activity as a form of activity allows us to talk about the fact that, in addition to the main characteristics of activity, awareness and emotionality arising from events, results of actions and related to motives should be characteristic of activity. The study of issues of formation of social activity of a person began in the long past. Its sources can be found in the philosophical views of the ancient Eastern thinkers, in the concepts of ancient virtues, in the works of medieval scientists, as well as in the works of scientists of the new era, representatives of current philosophical currents.

By foreign scientists (U.Bronfenbrenner, I.Goffman, E.Durkheim, D.M.Singer, C.H.Cooley, D.J.G.Mead, T.Persons, I.Tallman, R.Turner, U.M.Wentward) social activity of the individual considered as a component of the decision-making process, during which its main (qualities) are formed. These qualities are manifested in socio-cultural activities determined by the target structure of society. In the works of philosophers (S.S. Batenin, P.P. Buyeva, J.I.H. Mitrokhin, A.G. Khripkova, etc.), social activity is embodied as a special form of interaction of the subject with the environment, as a specific (characteristic) state of any activity explained by its positive side. The analysis of special literature shows that: social activity is a concept, it is embodied in specific forms of activity, production, socio-political, creative and b) as a relatively whole; All forms of social activity are characterized by common features, as well as differences [5;241]. The educational process in higher education is aimed at training a highly qualified, comprehensively developed, competitive socially active specialist. The important main components of the development of social activity in the education of female students in the entire pedagogical process of the higher educational institution are as follows:

1. Education of a free person: high level of self-awareness; citizenship, self-worth, self-respect, self-discipline, correctness; the goal of spiritual values of life; independence and responsibility in making decisions; freedom to choose the content of life activities.
2. Humane personality education: kindness, goodness; ability to pity, altruism; patience, endurance, goodness, humility; striving for peace, good neighborliness, and understanding of human capacities.
3. Spirituality and personality education: the need for knowledge and self-awareness, beauty, reflection, communication, and finding the meaning of life; autonomy of the inner world, integrity.
4. Creative personality education: developed skills; need for activity-changing scientific knowledge, qualifications, skills, intellect, institution, creative life.
5. Practitioner personality education: Knowledge of the basics of economics; diligence, thrift; knowledge of foreign languages; knowledge of folk and religious traditions; healthy lifestyle; physical fitness; aesthetic taste, good deeds; strive to improve the house, ensure the well-being of the family.
6. Educating a highly professional person: erudition, competence; entrepreneurship, competitiveness, management skills; accessibility; ability of creative professional thinking, knowledge of history, culture of peoples, social activity, etc.



Researchers note that activeness depends on a person's social position, his interests, value, creativity, and inventiveness. Social activity is again directly related to the collective interaction of people, that is, the recognition of a person's social evaluation and sought-after activity to a certain extent stimulates the growth of his activity. These principles are important in targeting the activities of female students in the higher education system. The relationship between the social assessment of a person and his social activity is the subject of a number of pedagogical studies. The development of social activity of students in the higher education system serves the well-being of society.

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