

Pedagogical Basis of Socio-Cultural Activity

Sayidov Ozod G'aybullayevich

Officer of the national Institute of art and design named after Kamoliddin Bekhzod, Inspector of educational quality control department

Gmail: Sayidov798@mail.ru

Abstract: *This article provides an in-depth analysis and study of the factors that contribute to the proper functioning of socio-cultural processes in society. There are also a number of critical and analytical comments on the development of the industry.*

Keywords: cultural life, reforms, right action, internal factor, development

INTRODUCTION

Education develops with the formation of a human society. From the moment of birth, a person learns about the environment through the care of his parents. As he grows up, he acquires the experience and skills of finding language with people, in the process of which he develops mental and physical maturity, culture, moral and aesthetic views. When we think that the formation of a person in society is a social phenomenon, our understanding that education is a purposeful event is one of the factors influencing human development. Therefore, every responsible person involved in socio-cultural activities must first be able to clearly imagine their activities and the purpose for which they are intended, to understand the social significance of this goal.

It is well-known that in society, as a result of upbringing, it is necessary to anticipate the questions of "how I was before and how I am now". This goal must be consistent with the goal of society as the upbringing of the perfect man. The tasks of education are wide and multifaceted. The main task of education is to equip participants with knowledge, skills and abilities by teachers, and education educates the younger generation to the beliefs, moral skills and abilities, needs and aspirations that correspond to the rules of morality accepted in our society. content.

The great educator Abdullah Avloni, in his book "Turkish Gulistan or Morality", emphasized the role of education in human development. "The true God created human beings in the original state of talent and ability, to distinguish between good and evil, good and harm, white and black." But it is also a means to an end. If a child grows up well-adjusted to socially accepted behaviors, he or she will be a happy person.

Therefore, upbringing can be interpreted as a process of passing on to others the lessons learned in the course of each person's life and the positive skills of intellectual activity. The great educator Abdullah Avloni, in his book "Turkish Gulistan or Morality", emphasized the role of education in human development. "The true God created human beings in the original state of talent and ability, to distinguish between good and evil, good and harm, white and black." If a child grows up well-adjusted to socially accepted behaviors, he or she will be a happy person. Therefore, upbringing can be interpreted as a process of passing on to others the lessons learned in the course of each person's life and the positive skills of intellectual activity. The great educator Abdullah Avloni, in his book "Turkish Gulistan or Morality", emphasized the role of education in human development. "The true God created human beings in the original state of talent and ability, to distinguish between good and evil, good and harm, white and black." If a child grows up well-adjusted to socially accepted behaviors, he or she will be a happy person.

METHODS

Therefore, upbringing can be interpreted as a process of passing on to others the lessons learned in the course of each person's life and the positive skills of intellectual activity. The effectiveness of parenting depends in many ways on the parenting environment. The pedagogical effect of how education is organized is obvious. A. Makarenko, a great ideologue of communist ideology and one of the founders of Soviet pedagogy, also paid close attention to the issue of the educational process and how it was organized. In his opinion, the educational process should be systematized in such a way that the person who is the subject of education, without a deep understanding of the nature of the external influences on him, unconditionally fulfills the requirements of the Soviet system. A.S. Makarenko considers educational activity as a key stage in the transformation of an individual into a quantitative member of the collective or a simple screw, and considers this process as an effective social mechanism for the inability of a person to express himself as a whole in society. A.S. Makarenko calls for a way of ideological change that is not accepted around the world, that is, experimentation on people.

He writes: "... I demand that children's lives be organized as an experience that nurtures a certain set of habits." (Makarenko AS "Moipedagogicheskiyevozzreniya" M Izd.APN.1958 T.5, 284-p.) emphasis was placed on the formation of ideological qualities such as intolerance of another opinion. As a result, the educational process was completely subordinated to the task of forming social qualities aimed at totalitarian ideology. The person was left with no choice, and those who wished to choose were excluded from the collective. People who were expelled from the community were physically destroyed and repressed.

Educator M. Kuronov in his book "If you want my child to be happy" is completely opposed to such an approach. He is an active and creative member of the community, a person who fully understands himself in society among the people, justifies the need to bring him up as a happy person in all respects. Reflecting on the needs of the child, M. Kuronov emphasizes the existence of both internal and external evolution of the term, and draws attention to the importance of understanding the needs of each subject in education. After all, the transformation of any interest into a perceived need, and therefore its purpose, the meaning of life, the logic and consistency of its actions, is the main task of today's pedagogy.

RESULTS

In his book "If you want my child to be happy," M. Kuronov emphasizes that first of all a person should be given a choice, and only those who have a choice can count themselves happy. In fact, everyone values what they choose, not what others say is "good." This means that in education, the emphasis should be on the various ways in which a person can choose, the best options, and the methods of explanation and recommendation on the basis of alternatives, rather than on the basis of advice. In the book, the need to accurately describe the examples of people who have found the prestige and happiness in life, who have been able to choose the right things recommended by parents and teachers, is also justified by the bright life and art scenes. .

Muhammadjon Kuronov was a wise teacher and a generous creator who benefited people through education. He will accompany you through all the difficult life situations that your child may face, and will instill in your ears, heart, and mind the wise counsel, "Do not do this, do that." It burns with you, it rejoices. If you want your child to be happy, if you want to raise a child who can come out of any problems intelligently or not get into awkward situations at all, and live his life in peace, find this book and make it your friend. At the same time, upbringing is a creative process in which a person is told to pass on his / her qualities to others during a certain activity. As a person grows and experiences, he realizes that science and education are the most necessary conditions and means for him to live.

The educational process, according to the Avesto, is based on three sacred units. YA, this sacred trinity is manifested in the form of good - thoughts, good words and good deeds, good deeds. The educational process refers to the adaptation of a person to society. Therefore, education is a creative process, which can be described as a completely new, previously unmoved state of the object, a form of active interaction of man with the environment, creating new things, events, processes.

CONCLUSION

Man's creative activity is manifested in the colorful, sometimes unexpected, at first glance, enigmatic areas of his life. When it comes to creativity, it is appropriate to interpret everyday life at the level of ordinary consciousness as an activity in the home, in the garden. The creative process in production is manifested in the form of labor activity to create a new innovative effect on the subject of their labor. There is no place for creativity in a place where human activity is stereotyped and one-sided.

Where a person devotes his whole heart, talent, and ability to his work and seeks to bring it to as many places as possible, we find a creative, informal, and inspiring approach. A creative person with enthusiasm sometimes forgets to rest and sleep, not about himself, his own benefit and interests, others, to whom he dedicates his talent and creativity, those people thinks and creates.

In the process of knowing human nature, the creative abilities of people become especially vivid when the knowing subject is left alone with the attractive, mysterious, enigmatic, and sometimes even the forces of nature. In the process of cognition, all the spiritual forces of man, consciousness, intellect, imagination, fantasies, memory, intuition, common sense and life experience are directly involved. Describes the manifestations of creation in the process of knowing the skill, ingenuity, mastery and resourcefulness of man in his quest to know the face of being.

People acquire new knowledge about certain aspects and features of the object, enjoy the process of learning and its results, they have a desire to move forward by creatively analyzing, understanding and actively using the results of the process of learning. gets

The creative potential of the subject's cognitive abilities is limitless, and the creative cognitive process itself is very interesting for many people, especially creative, active young people. In the process of cognition, people's abilities, talents and even genius are vividly expressed. The process of acquiring new knowledge itself, as well as observing the results of cognitive activity, is a creative process of deep and clear understanding. If we move from the creative activity of the subject to the system of learning, assimilation, development, use for human needs, we will rise to a new level in terms of creativity - it is not science, but scientific knowledge. . Science is a social institution that continuously, actively and creatively generates new knowledge, and scientists, researchers, and highly educated professionals are people who engage in scientific knowledge. Constant creative research, the pursuit of knowledge, honesty and integrity in their research activities are the necessary qualities of a true scientist. A true scientist, in creative science, serves a single purpose: to solve objective truth, clear, accurate, perfect and deep knowledge.

Through a variety of art forms and genres, participants develop their knowledge of color drawing, pencil drawing, drawing skills, and creative abilities. Painting classes introduce the works of fine and applied architecture, Uzbek and foreign artists. Develops students' drawing skills and creative skills.

Creating creative discussions in the educational process is a great way to use song and music. Music and singing enhance the aesthetic abilities, musical memory and taste of the participants. Participants of music clubs are given theoretical knowledge of music, they get acquainted with the genres of music, instruments of different eras, instruments of musicologists, styles, learn to sing and dance together.

In this way, the first creative skills are formed in the process of upbringing. The use of literature in the educational process has great potential.

Fiction teaches participants a deeper understanding of life.

In the process of education, the cultural worker uses literature as an example to inculcate the qualities of positive heroes of poets and writers in poems, stories, folklore, proverbs and sayings, epics and fairy tales and novels to different segments of the population. Getting acquainted with the life, creative activity, works of poets and writers, analysis, expands the knowledge of visitors to cultural institutions, improves their feelings and language skills. In education, literature also provides the brightness and depth of aesthetic perception and aesthetic experience.

The participants of the literary circles in the houses of culture memorize various prose works, excerpts from poems, develop their artistic speech and creative skills, and form an artistic culture.

In conclusion, the development of creative skills through education means that the process of education includes life events in the content of episodes in works of art, and the use of art in the process of education is more effective.

The pedagogical relationship, which is considered in terms of forms of implementation in cultural institutions, is a system of interaction, forms and methods of interaction between the leader of the circle and the participants of the circle. The essence of the relationship is, first of all, the exchange of information, the establishment of approaches of mutual understanding and mutual understanding with the participant by the leader of the circle through various means of communication. In cultural institutions, it is not possible to achieve sufficient effectiveness without setting the didactic and especially educational tasks of the club leader in the process of productive communication between the leader and participants of the amateur team.

The pedagogical approach is a system, methods and skills of interaction between the leader of the circle and the team of participants, consisting of the exchange of information on the content, the educational impact and the organization of interaction. The leader of the circle acts as the initiator of this process, organizes and leads it. Thus, the pedagogical attitude is, on the one hand, an emotional state of the educational process in the circles, and, on the other hand, manifests itself as a direct semantic definition. If the leader of the circle acts as a specific communication and creates a creative product with the members of the circle, for example, creates a melody, song or painting, his communicative activity is not limited to this, but through the created object. It transmits its characteristics, its individuality to other people, it continues in other people.

The created thing (melody, song, poem, planted tree, performed dance, etc.) is, on the one hand, the subject of activity and, on the other hand, manifests itself as a means by which a person -determines itself in a cultural environment. Well-known educator V. Sukhomlinsky wrote: Man leaves himself first. That is our longevity. This is the essence and essence of living the highest happiness. As we continue our generation, we leave to it our beauty, our ideals, our devotion to greatness and nobility. The deeper you can express yourself in a person, the richer you will be and the happier your personal life will be. " (Sukhomlinskiy V.A. "Miprodojlyemsebya v detyax" M.: Pedagogika 1981, 3 tom, 517-518 betlar). So, when we say the pedagogical basis of socio-cultural activity, we need to understand the interpersonal relationships and educational outcomes in the creative process.

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