

DEVELOPMENT OF SOCIAL MATURITY OF STUDENTS IN THE PROCESS OF SOCIALLY USEFUL ACTIVITIES.

Kadirov Hasanboy Oribjonovich

Associate Professor of the Department of Information and Educational Technologies, Fergana branch of the Tashkent University of Information Technologies named after Muhammad al-Khwarizmi, Faculty of Telecommunication Technologies and Vocational Education.

Annotation: Domestic and foreign researchers, noting the gap between the biological and socio-cultural maturation of young people, are increasingly focusing on the violation of the mechanism for including the younger generation in the life of adults, the dominance of consumer attitudes among boys and girls. Various social phenomena are considered: "syndrome of prolonged childhood", "social passivity", "social infantilism", "social dependency of youth", "syndrome of prolonged maturation". The leading characteristic of a person's social maturity (along with the desire to be responsible and capable of socially useful work) is readiness for social dedication (V.I. Zagvyazinsky), which is most clearly manifested in socially useful activities that allow one to evaluate the life and activities of an individual public interests.

Keywords: youth, social passivity, social infantilism, prolonged childhood syndrome, youth social dependency, socially useful activity.

Relevance of the topic: As a result of the persistent imposition of the cult of individualism and a hedonistic way of life on society, in the life orientations of young people, a focus on personal achievements and their own success, unpreparedness for collective activity and social self-giving, the prevalence of a personality-egocentric attitude over a socially oriented one began to appear as a leading one in choosing a profession. Young people choose "high salary" as the most important characteristic of their future professional activity, while "the value of benefit to society" turns out to be irrelevant for them. Large-scale changes in the attitude of young people lead to negative consequences for society as a whole.

Sensitivity and the ability to empathize occupy the last places in the hierarchy of values of school graduates, therefore, conflict and aggressiveness are noted in interpersonal communications. Social passivity and indifference to socially useful activities lead to their lack of desire to transform the surrounding reality in order to improve the well-being of the people around them. But it is the social activity of young people that acts as one of the key factors in the progressive social development of the country. One of the most important tasks of modern pedagogy is the education of active citizens responsible for the present and future of the country, professional specialists capable of realizing social goals.

The purpose of the study is a theoretical substantiation and experimental verification of the model for the development of social maturity of college students in the process of socially useful activities.

The implementation of this goal required the solution of the following specific **research tasks**:

- to analyze traditional and new scientific approaches to determining the essence and structure of the concept of "social maturity of students" from the standpoint of the social commitment of the individual;
- determine the role of socially useful activities in the development of social maturity of students;
- substantiate the conceptual provisions and create a pedagogical model for the development of social maturity of students in the process of socially useful activities;
- to implement a design-modular complex for educational, professional, emotional and social enrichment of educational technologies and interpersonal relationships and to carry out social and pedagogical support for the development of social maturity of students;
- evaluate the effectiveness of the implementation of organizational-pedagogical and psychological-pedagogical conditions for the development of social maturity of students in the process of socially useful activities.

The object of research is the educational process in educational institutions.

The subject of the research is the organizational-pedagogical and psychological-pedagogical conditions for the development of social maturity of students in the process of socially useful activity.

The scientific novelty of the research is as follows:

- the concept of the social maturity of a learning educational institution has been substantially expanded from the standpoint of social dedication as a quality of a person capable of manifesting subjectivity in educational and socially useful activities and social interaction, the conceptual provisions for the development of the social maturity of students are substantiated, in which the subject-activity, social-personal and context-competence approaches, the idea of nurturing education, the theory of the team and the concept of joint activity are taken as the basis; a pedagogical model for the development of social maturity of students in the process of socially useful activity has been developed, which provides for the integration of organizational and pedagogical conditions (in the form of creating a design-modular complex, which reflects educational and professional (through educational activities), emotional (in the process of interpersonal communication) and social (through socially oriented behavior in joint activities) enrichment of the content, methods and forms of educational technologies and interpersonal relationships for the implementation of socially useful activities) and psychological and pedagogical conditions (the implementation by teachers of social and pedagogical support for the development of social maturity of students);
- mechanisms for the development of a socially mature personality were identified: stereotyping (establishing the similarity of the student's ideas with the image of an active, proactive and

responsible student and future professional), reflection (awareness of the results of one's own socially useful activity for effective interaction) and personification (personal responsibility for socially useful activities in the educational process). , for interpersonal relationships and experience as a mentor);

- the specificity of socio-pedagogical support is revealed, taking into account the type of personality of the student: object-asocial, object-prosocial, subject-egoistic, subject-prosocial.

The theoretical significance of the study is that:

- clarified the content of the concept of "socio-pedagogical support of students" as an activity of a teacher aimed at activating the subjective position of a student in educational and socially useful activities;

- the factors predetermining the development of social maturity of students of an educational institution are identified: socio-cultural, reflecting the request of society and the state for a high level of development of responsibility, the ability for socially useful work and readiness for social dedication, and standard-competence, including the presence of compulsory for professional education of students of educational establishment of competencies for understanding the social significance of the future profession, taking responsibility for the results of teamwork, effective communication in a group;

- the tactics of social and pedagogical support are characterized: 1) guardianship - acceptance of the student as a person, taking into account his interests, expectations and aspirations, stimulating, encouraging and approving the student's independence; 2) mentorship - assistance to the student in acquiring the experience necessary for mastering the profession and socially oriented interaction; 3) partnership - encouraging the student to mutual support and mutual assistance in the student group; 4) cooperation - assistance to the student in performing the function of a mentor in educational and collective interaction;

- differentiation of personality types of students of an educational institution was carried out on the basis of the severity of subjective qualities in educational and socially useful activities: 1) object-asocial, which is characterized by an irresponsible attitude to educational activities, lack of activity in the development of professional competencies, lack of initiative, indifference to the problems and requests of other people, lack of need for interpersonal communications, conflict, antisocial behavior, inability to control one's emotions in interaction with other people; 2) object-prosocial, which is characterized by insufficient responsibility and lack of initiative in educational activities, an anxious attitude towards others, a weak orientation towards cooperation in a team, an inability to resist external factors, an inability to make decisions and express one's point of view when organizing socially useful activities; 3) subjective-selfish, the features of which are responsibility for the results of educational activities, a high level of activity in the development of professional competencies, the desire for leadership, purposefulness, egocentric attitudes; 4) subject-prosocial with a high level of initiative, activity and responsibility in educational activities,

with a social orientation in interpersonal relationships, with a willingness to take on the function of a mentor in educational and collective interaction.

The practical significance of the study lies in the fact that the created project-module complex for educational, professional, emotional and social enrichment of the content, methods and forms of the educational process, the developed criteria and indicators of the social maturity of students, methods for their diagnosis, published teaching aids and educational and methodological complexes for the development of social maturity of students, the proposed tactics of social and pedagogical support can be used in any educational organization to develop the social maturity of students in the process of socially useful activities.

Research methods: theoretical (study of scientific sources on the research topic, analysis and synthesis, abstraction, idealization, generalization, concretization, theoretical modeling) and empirical (observation, questioning, testing, expert evaluation, experimental work, method of quantitative and qualitative data processing).

The theoretical and methodological basis of the study was: positions of the subject-activity (S.L. Rubinshtein, A.N. Leontiev, A.V. Brushlinsky, K.A. Abulkhanova-Slavskaya), social and personal (V.I. Zagvyazinsky, L.I. Gritsenko), contextual - competence-based (A.A. Verbitsky, E.F. Zeer) approaches; theory of student-centered learning (E.V. Bondarevskaya, I.S. Yakimanskaya, V.V. Serikov, N.A. Alekseev); the theory of the collective A.S. Makarenko; the concept of joint activities (B.F. Lomov, A.L. Zhuravlev); ideas of upbringing education (I. Gerbart, V.A. Sukhomlinsky, V.A. Karakovsky, I.N. Emelyanova and others) and psychological and pedagogical support (O.S. Gazman, E.A. Aleksandrova, L.V. Baiborodova, S.V. Dandanova, N.B. Krylova, M.V. Shakurova and others), ideas for the development of social maturity of students (L.A. Kalashnikova, A.R. Lopatin, A.L. Soldatchenko, N.V. Shramko and others).

The following assumption is considered as a research hypothesis: the effective development of the qualities of social maturity of the personality of students (responsibility, activity, initiative in educational and socially useful activities, communication, friendliness, including when performing the function of a mentor in educational and collective interaction) is possible if:

- proceed from the understanding of the student's social maturity as a personality trait characterized by social dedication, capable of manifesting subjectivity in educational and socially useful activities and social interaction;
- build a model for the development of social maturity of students in the process of socially useful activities based on subject-activity and social-personal approaches and include organizational and pedagogical conditions that represent the integration of socially useful activities into the educational process of an educational institution, and psychological and pedagogical conditions associated with the implementation of social and pedagogical support for the development of social maturity of students;
- present organizational and pedagogical conditions in the form of a design-modular complex, which reflects complementary types of enrichment of the content, methods and forms of the

educational process through educational activities (educational and professional enrichment), interpersonal communication (emotional enrichment) and socially oriented behavior in joint activities (social enrichment);

- consider the psychological and pedagogical conditions for the development of social maturity of students in the form of the implementation by teachers of various tactics (guardianship, mentoring, partnership, cooperation) of social and pedagogical support, taking into account different types of personality (object-asocial, object-prosocial, subject-egoistic, subject-prosocial) based on the "mechanisms of stereotyping, reflection and personalization" (N.A. Alekseev) of its development.

Theoretical analysis and mass practice have revealed the following contradictions:

- socio-pedagogical nature - between the society's need for proactive, able to effectively interact and perform socially useful activities of young people, and the emphasis in professional educational organizations on the development of predominantly professional competencies among students;

- scientific and theoretical nature - between the development of scientific and theoretical foundations for the development of social maturity of students in educational organizations and the lack of scientific ideas about the essence, structure, content and conditions for the development of social maturity of students in socially useful activities, considered from the standpoint of social dedication;

- scientific and methodological nature - between the presence of recommendations and programs for the formation of educational and professional skills in students of professional educational organizations and the lack of methodological complexes for the development of social maturity of students.

The need to resolve contradictions determined the research problem, which consists in the insufficient study of the specifics of the social maturity of students from the standpoint of social dedication and the undeveloped pedagogical conditions for the development of social maturity of college students in socially useful activities.

The named types of a mature person and his characteristic relations with the outside world (world relations) are a "product" of the historical development of human society. The change of type has always been marked by a change in the value orientations of the individual and the requirements of society for the characteristics of a mature person. However, as M.M. Prokhorov and O.P. Kashina write, there is a habit of being limited to one type - reductionism, at different stages of history, bizarre combinations of the main types of attitudes are found - a kind of generalizing model of attitudes. It can be concluded that the most important indicator of maturity is its socio-historical conditionality. P.M. Yakobson pays special attention to this fact, arguing that "... the personal maturity of a person is a socio-historical phenomenon, since the concept of maturity in different social conditions has different content. Each historical epoch includes new moments in it. Different cultures have different requirements for a mature person". Calling personal maturity a "socio-historical phenomenon", P.M. Yakobson practically equates the concepts of "personal

maturity” and “social maturity”, arguing that “personal maturity is understood, first of all, social maturity”.

The maturity of a person's mental development becomes the basis for the development of his social maturity. Emphasizing this fact, G.S. Sukhobskaya, following P.M. Yakobson, writes: “... the maturity of a person’s mental development as an individual basis of his social maturity cannot practically be defined otherwise than through social manifestation. However, the maturity of mental development (naturally, depending on the level of its representation in the personality) creates only an opportunity for self-realization of a person as a member of society and individuality. This possibility is realized only when the behavior of an individual is “imposed” with a criteria grid of social values, which, of course, a person can interpret for himself in different ways. I.S.Kon also emphasizes that it is the entry of the individual into society that becomes the result of his maturity. “The social maturity of the individual,” he writes, is a concept that captures one of the main achievements of the processes of education and upbringing carried out by the family, school, social environment, and society as a whole. Social maturity is considered as a stable state of the individual, characterized by integrity, predictability, social orientation of behavior in all spheres of life. A mature personality is a person who actively owns his environment, has a stable unity of personality traits and value orientations, and is able to perceive people and himself correctly.

Let's summarize what was said above. So, it is obvious that the concept of "social maturity of the individual" is interdisciplinary and is considered in the philosophical, sociological, psychological, acmeological and pedagogical contexts. Each scientific field finds its subject of study in a given phenomenon, considers it from its own specific point of view, its own methods. Given the interdisciplinary nature of the concept of "social maturity", it is advisable to analyze its content within the framework and methodology of each area of scientific knowledge separately, in order to then identify the general.

In psychology, the formation of social maturity has become the object of study of various branches of this science - personality psychology, social, developmental, pedagogical psychology. As the subject of research, the processes of formation of the relationship of the individual with other people and groups are chosen here; identification; assimilation of social norms and attitude to social norms and values; socio-psychological factors of influence of the group; the structure of the value orientation of different social groups; socio-psychological conditions of the social environment; criteria for assessing social maturity, etc. (E.N. Kamenskaya, N.I. Leonov, A.V. Petrovsky, L.D. Stolyarenko, O.V. Teteukhina, P.N. Shikhirev, etc.).

Conclusion.

The conceptual idea is defined: the construction of a consistent holistic theory reveals and explains the foundations for the formation of the social maturity of students in the educational process of the university as a constructive and manageable process in the educational environment and sets the value-target guidelines and methods of pedagogical support for this process in the university

by implementing a gradual transition of students from self-learning to self-determination, self-organization and self-realization.

Theoretical and methodological grounds for constructing a pedagogical concept as a set of complementary methodological approaches are revealed in relation to the process of the formation of students' social maturity in the educational process of the university, where the system-axiological approach acts as a general scientific basis; synergistic approach - theoretical and methodological strategy, and environmental and interactive approaches - practice-oriented tactics. The paper defines the content of the approaches, their significance and possibilities in the description of the pedagogical process under study.

The system-axiological approach makes it possible to study the formation of students' social maturity in the educational process of a university as a system whose targets are set by the value paradigm that determines this process.

The synergetic approach makes it possible to identify the internal determinants of the formation of students' social maturity in the educational process of the university by considering the social maturity of university students as an equifinal system; determine the method of pedagogical management of this process.

The environmental approach ensures the identification of the structural-content, attributive, functional specifics of the educational environment of the university, which ensures the effective formation of students' social maturity.

The interactive approach makes it possible to consider the formation of students' social maturity in the educational process of the university as a process carried out in the course of pedagogical interaction. Within the framework of this approach, the content content of the organizational-pedagogical and methodological-technological components of pedagogical support for the formation of students' social maturity in the educational process of the university is concretized.

The core of the concept is the unity of patterns that reflect the diverse connections in the process under study and corresponding to the four methodological approaches of research, and principles (interactive polyphony, orientation towards socially significant values, pedagogization of the social environment, resonant interaction) that regulate the process of the formation of students' social maturity in the educational process of the university.

The following regularities have been established: the effectiveness of the process of becoming a university student's social maturity depends on their value orientations; the effectiveness of the process of establishing the social maturity of university students depends on the method of managing this process; the effectiveness of the process of establishing the social maturity of university students depends on the ability of students to use the socializing potential of the educational environment of the university; the effectiveness of the process of establishing the social maturity of university students depends on the number, forms and nature of pedagogical interaction.

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