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## **GENERAL CHARACTERISTICS OF THE BASIC PRINCIPLES OF SOCIAL PEDAGOGY AND THEIR REQUIREMENTS**

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**Abstract:** A person is a special individual world with its own content, opportunities for development, education and interaction with the environment of life. It follows that in working with a specific person, a special approach is needed, methods and methods of social and pedagogical activity that ensure the most complete realization of his individual social potential in development and education.

**Keywords:** social pedagogy, features, capabilities, advantages and disadvantages, individual characteristics.

The principle of individual conditioning (individual approach). The principle is based on the acceptance of a person with all his features, capabilities, advantages and disadvantages. The essence of the principle lies in the fact that socio-pedagogical activity is oriented, built and implemented taking into account the individuality of the object, its social conditioning and in its interests.

The implementation of the requirements of the principle of a personal, individual approach is ensured by taking into account the following recommendations:

- ✓ a person (group) needs to be well known before starting work with him (her). This is facilitated by the initial (primary) diagnostics, the desire of the social pedagogy to fully understand the individual

characteristics of the object. Of particular importance is the personal experience of a specialist, his ability at the first meeting to maximize the uniqueness of a person and build his activities with him on the basis of a cognizable individuality;

- ✓ to provide for the features of the initial stage of work with a person, when both he and the social pedagogue adapt to the process of social and pedagogical activity and to each other;
- ✓ take into account the state of the object and the dynamics of its change in the process of working with it. Be able to be flexible in this work, taking into account the changing state of the object and the needs of the implementation activities;
- ✓ strive to create the most "comfortable" conditions for a person in the process of social and pedagogical work with him.

Principle of humanism. The word "humanism", "humanity" (from Latin *humanus* - humane) means a system of views that recognize the value of a person as a person, his right to freedom, happiness, protection and protection of life and health. This principle in social pedagogy means the priority of the social significance of a person, the creation of conditions for the protection of his rights, development and education, assistance to him in self-determination, integration into society.

Basic requirements of the principle:

- ✓ development and education is directed in the interests of a person and should contribute to his self-improvement;
- ✓ upbringing should put a person in certain conditions that best correspond to his individual capabilities and do not allow self-destruction of the personality;
- ✓ humanism should not be replaced by overprotection, permissiveness;
- ✓ in the process of interaction with the child, it is necessary to ensure the recognition of his right to be himself, to respect his personal dignity.

Special requirements are imposed when interacting with children in need of assistance. Their essence lies in the fact that, showing mercy to the child, put him in rather harsh, but vital conditions that contribute to his most complete and expedient development, upbringing and self-realization.

The subjective factor is a factor that determines the originality of the organization and the implementation of socio-pedagogical activities by the subject. It is important in determining who should be entrusted with a specific socio-pedagogical activity, depending on the current situation and the need (requirements) for (to) its effectiveness. This factor is also important in the evaluation (analysis) of the process and (or) the result of this activity. The main principles that follow from this are: personal conditioning and the relationship of professionalism and the effectiveness of socio-pedagogical activity.

The principle of personal conditioning is the personality of a specialist that determines the attitude towards him and his activities of those with whom he directly works. It personifies authority, trust in the social educator, his word and work. Actually, social and pedagogical activity is carried out by a person in his individual style. In the process of it there is an interaction of cultures, volitional efforts, emotional peculiarities of the object and the subject. The same pedagogical activity performed by the same person, and even more so by other people, is different and perceived differently. You can copy an activity, learn from experience, but you cannot become the same as its author. Assimilated will definitely lack the performer's charm, his emotionality, strong-willed assertiveness, the art of behavioral and speech influence, etc.

A similar phenomenon can be observed in acting. It would seem that this is the same reproduction, the same environment - the stage, and the result is somehow different. This difference depends on the internal and emotional state of the actor, his partners, the perception of acting by the audience, the feeling of this perception and other factors.

It is believed that a teacher, like an actor, must be able to solve professional problems in any condition. However, it is not. An actor usually needs a directed

reincarnation into the image of a hero before a performance. The teacher does not have this option. He is called upon to instantly engage in a situation, make a decision and act. The direction and intensity of educational influence depends on its activity.

The creative activity of a teacher is individual. It is possible to adopt the experience of practical activity at the level of skill, but its effectiveness and efficiency will be different. They may be better or worse. The effectiveness is largely determined not only by the pedagogical skill of the teacher, but also by his creative approach, the originality of the personality. Experience can be mastered, but charm, attitude, individual style is impossible.

The principle of personal conditioning of the teacher implies taking into account the following recommendations:

- ✓ the object of socio-pedagogical activity, the environment, the tasks to be solved require taking into account the characteristics of the personality of the teacher, capable of ensuring effectiveness;
- ✓ in working with a person (group), it is important for a teacher to be able to set himself up to work with him (her) and for the predicted result;
- ✓ in a situation where the teacher does not have the ability to achieve the predicted result, it is necessary either to help him or his replace;
- ✓ in pedagogical activity, it is important to evaluate the features of the individual style of educational work, its advantages and disadvantages, which is the basis for stimulating the teacher's self-improvement;
- ✓ mastering the pedagogical experience of another person provides for the need to take into account and originality of his personality, to what extent it can be assimilated.

The principle of the relationship between professionalism and the effectiveness of the socio-pedagogical activity of a social teacher. The importance of this principle does not require disclosure. It is known that the higher the

professionalism of a specialist, the more able he is to choose the best option for socio-pedagogical activity and ensure its qualified implementation.

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