

COMPONENTS AND CHARACTERISTICS OF SENSE OF SOCIAL-PROFESSIONAL RESPONSIBILITY IN STUDENTS OF HIGHER EDUCATION INSTITUTIONS

Ibragimov Jakhongir Khusanbaevich

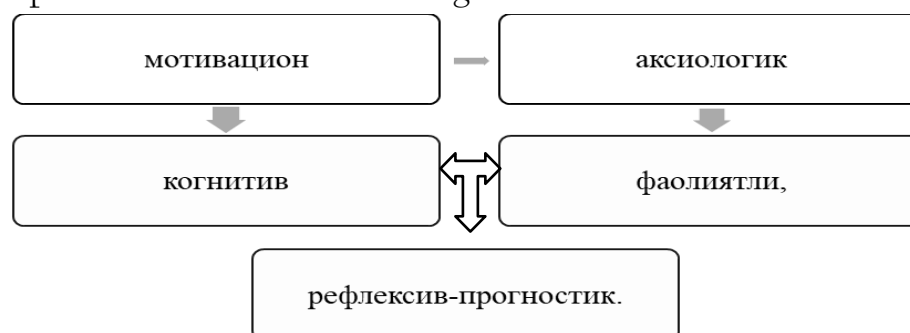
Researcher of Tashkent State Pedagogical University

Annotation: *The sense of social and professional responsibility, the performance of civic, social, family, and personal obligations, the motivations and communication of professionally responsible behavior, moral aspirations, and the methods of pedagogic influence of students' mastery of particular social roles and their duties and rights in accordance with social norms are highlighted in this article.*

Keywords: *social, professional, responsibility, demographic, ethics, education, spirituality, education, existence, idea, ideology, competence, cognitive.*

The process of performing civic, social, family, and personal obligations is how a person's feeling of socio-professional responsibility is expressed in society. The implementation of social initiative through clearly defined social goals is intrinsically associated with this form of sense of responsibility, which has an individual, group, and social appearance. A conscious free person has the option to take independent action to broaden the scope of his obligation to society. Determine and support the meaningful relationship between the structural structure of the sense of social and professional responsibility among students in higher education institutions is one of the aims of our research activity. We view the sense of social and professional responsibility as a stable moral and personal virtue, one that includes a person's behavior strategy, the foundation of which is the active and voluntary implementation of social and professional roles, the norms of society, and the outcomes of their actions and results. values, as well as being willing to accept responsibility for the outcomes achieved.

It should be highlighted that understanding the specific social roles, responsibilities, and rights of students in higher education institutions in line with their social norms ensures their social awareness and enables them to predict the outcomes of their own social behavior. We identify the primary socially acceptable techniques of role behavior and our understanding of their standards as an indicator of social awareness and a criterion for assessing the social responsibility of university students. It may be observed that students satisfactorily fit specific social roles while taking into account their social level.





1. picture. Components of developing a sense of social and professional responsibility
These components' levels of development might vary, which reflects a person's level of personal and professional responsibility.

A person's wants, intentions, and ambitions are some examples of what is referred to as motivational aspects.

Axiological - values, socio-professional orientation is primarily developed from the student to analytical, organizational, and social initiative on the basis of analytical-theoretical stages.

Students gain knowledge about socio-professional activities and the skills they need to acquire through cognitive abilities.

Students' knowledge and abilities are developed through application, formation, social choice, social conduct, and communicative skills in the development of active social and professional traits.

In order to develop socio-professional skills in students, reflexive-prognostic skills place a strong emphasis on self-control. They also highlight the fact that successful people are those who first search within for the root of their problems before turning to external factors.

Since the difficulties that students in higher education institutions face in growing their feeling of social and professional responsibility were examined in our research, its structural makeup must be made clear. It can be characterized as a consistent approach to one's social behavior and serves as a key regulator of one's feeling of socio-professional responsibility. An individual or a social group can participate in social connections and interact with the social environment by using a variety of socially driven activities that are expressed through language and other semantic constructions. The acts a person takes in connection to other individuals, society, and the real environment are referred to as social conduct. Such actions are regulated by society and, along with regulation, are related to the individual's consciousness and represent internal regulation.

Since the difficulties that students in higher education institutions face in growing their feeling of social and professional responsibility were examined in our research, its structural makeup must be made clear. It can be characterized as a consistent approach to one's social behavior and serves as a key regulator of one's feeling of socio-professional responsibility. Through a variety of socially motivated behaviors that are conveyed through language and other semantic constructions, an individual or a social group can engage in social connections and interact with the social environment. Social behavior refers to a person's actions in relation to other people, society, and their physical environment. Understanding is predicated on characteristics that be assessed or evaluated using criteria. The criteria for judging a student's sense of social and professional responsibility are put into practice while taking into account the justification standards created by L.H. Makarova, I.F. Isaev, and others.



Such requirements include the following: on the basis of the manifestation of the criteria, it should be revealed through a number of quality indicators (signs), it is possible to conclude that the studied quality is expressed to a certain extent; criteria should reflect quality dynamics measured in cultural and pedagogical space and time; the criteria should cover the main types of pedagogical activity; the criteria should be clear to the participants in the pedagogical process. The standard for measuring the development of the cognitive component of students' sense of social and professional responsibility in higher education institutions is social consciousness. This criterion exposes the following indicators: knowledge of the fundamental social values, familiarity with the key role-playing techniques, and comprehension of the social and personal importance of their rules.

When determining the content of the component of the sense of social and professional responsibility of students of a higher educational institution, we were based on the following conclusions:

the system of knowledge about the content, means and methods of behavior that helps a person in his activity is an indicative basis for social behavior. Scientists P. Ya. Galperin and N. F. Talyzina define the approximate basis of activity as a form of movement connected to a single structural element that serves as a basis for the image of the environment and the control of movement. The degree of correctness and comprehensiveness of the knowledge that constitutes the indicative basis of behavior determines the degree of efficacy of the indicative basis of behavior.

A system of thoughts about the means of implementing the plan established by the objective of a person, about upcoming or completed activities, is regarded the suggestive basis of the lexicon of terminology linked to general and social pedagogy. A person can forecast potential outcomes of social behavior if there is a sufficient or totally indicative basis for it.

REFERENCES:

1. Мусурмонова О. Маънавий кадриятлар ва ёшлар тарбияси. – Т.: Ўқитувчи, 1996. – 192 б.

2. Муслимов Н.А муаллифлиги асосида ёзилган. “Касб таълими ўқитувчиларининг касбий компетентлигини шакллантириш технологияси” номли Монографияси. Фан ва технология.: 2013 й. 6-10 б

1. Петровский, А.В. Личность в психологии: парадигма субъективности [Текст] / В.А. Петровский. – Ростов-на Дону: Феникс, 1996. – С. 320-335.

2. Макарова, Л.М., Моргач, И. Теоретические основы процесса адаптации студентов-первокурсников к условиям учебного заведения /А.А. Макарова/ Социально-педагогическое сопровождение личности, оказавшейся в трудной жизненной ситуации: материалы. Международной научно-практической конференции (Иркутск, 18-19 ноября 2016 г.) [Текст] / Л.М. Макарова, И.



Моргач. – Иркутск: Изд-во «Иркут», 2016. – С. 252-257.

3. Исаев И.Ф. Профессионально-педагогическая культура преподавателя: учебное пособие для студ. высш. учеб.заведений [Текст] /И.Ф. Исаев. – 2-е изд. [Текст] / Исаев И.Ф. – М.: Издательский центр «Академия», 2004. – 208 с.

4. Гальперин, П.Я. Лекции по психологии [Текст]. П.Я. Гальперин. – М.: Академический проект, 2008. 349-с.

5. Талызина, Н.Ф. Практикум по педагогической психологии [Текст] / Н.Ф. Талызина. – М.: Академия, 2002. – 267 с.

6. Регуш, Л.А. Самоотношение подростков и переживание проблем школьной жизни [Текст] / Л.А. Регуш // Известия Российского государственного педагогического университета им. А.И. Герцена. – 2009. – С. 59-67.