

**SOCIO-PEDAGOGICAL OPPORTUNITIES FOR DEVELOPING SOCIAL
RESPONSIBILITY AMONG STUDENTS THROUGH FAMILY–SCHOOL–MAHALLA
COOPERATION**

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Annotation: This article analyzes the role of cooperation among the family, school, and mahalla institutions in forming social responsibility in students. It highlights the essence of social responsibility, its structural components, and the socio-pedagogical mechanisms used in its development. The article also substantiates modern forms of cooperation, implementation strategies, and practical recommendations.

Keywords: family, school, mahalla, social responsibility, socio-pedagogical mechanisms, cooperation, upbringing, youth.

**OILA-MAKTAB-MAHALLA HAMKORLIGIDA O‘QUVCHILARDA IJTIMOY
MAS’ULIYATNI RIVOJLANTIRISHNING IJTIMOY-PEDAGOGIK
IMKONIYATLARI**

Annotatsiya: Ushbu maqolada oila, maktab va mahalla institutlarining o‘zaro hamkorligi o‘quvchilarda ijtimoiy mas’uliyatni shakllantirishdagi roli tahlil qilingan. Ijtimoiy mas’uliyatning mazmuni, uning tarkibiy komponentlari hamda uni rivojlantirishda qo‘llaniladigan ijtimoiy-pedagogik mexanizmlar yoritilgan. Shuningdek, hamkorlikning zamonaviy shakllari, amalga oshirish strategiyalari va amaliy takliflar asoslab berilgan.

Kalit so‘zlar: oila, maktab, mahalla, ijtimoiy mas’uliyat, ijtimoiy-pedagogik mexanizmlar, hamkorlik, tarbiya, yoshlar.

**СОЦИАЛЬНО-ПЕДАГОГИЧЕСКИЕ ВОЗМОЖНОСТИ РАЗВИТИЯ
СОЦИАЛЬНОЙ ОТВЕТСТВЕННОСТИ УЧАЩИХСЯ В СОТРУДНИЧЕСТВЕ
«СЕМЬЯ–ШКОЛА–МАХАЛЛЯ»**

Аннотация: В данной статье проанализирована роль взаимного сотрудничества семьи, школы и махалли в формировании социальной ответственности у учащихся. Раскрыто содержание социальной ответственности, её структурные компоненты, а также социально-педагогические механизмы, применяемые в процессе её развития. Кроме того, обоснованы современные формы сотрудничества, стратегии реализации и практические рекомендации.

Ключевые слова: семья, школа, махалля, социальная ответственность, социально-педагогические механизмы, сотрудничество, воспитание, молодежь.

At the new stage of educational development in the Republic of Uzbekistan, the reforms being implemented have made the task of training a new generation of professionals—socially responsible, deeply concerned about the future of the younger generation—particularly urgent. In this regard, the reforms carried out in the national education system, encompassing all spheres of society, are yielding effective results while contributing to the advancement of science. In

particular, an инициативная (initiative-driven) individual emerges as the creator, driving force, implementer, and subject of reforms in the educational process [1].

It is well known that in today's rapidly developing global environment, where confrontation—especially the struggle to influence the minds and hearts of young people—has intensified significantly, approaching youth education with a sense of responsibility has become more urgent than ever. This is dictated by the realities of our time. The bitter truth of the modern era is that if young people standing at the threshold of adult life are not guided onto the right path by constructive forces, destructive groups with malicious intentions may draw them in. Therefore, developing a sense of social responsibility among young people is of particular importance, as it strengthens their life skills in the process of entering social relations.

The family, school, and community (mahalla) are the most important social institutions in personal development, and their interconnection is manifested in the following areas:

1. Family – the primary center of upbringing.

- Shapes children's moral and ethical perceptions;
- Teaches initial skills of responsibility;
- Serves as the source of qualities such as diligence, cleanliness, and discipline.

2. School – the center of intellectual and value-based education.

- Teaches students to work collectively;
- Develops skills of active participation in public affairs;
- Instills legal knowledge, moral principles, and civic culture.

3. Mahalla – the space of social and practical upbringing.

- Creates opportunities to increase social activity among youth;
- Serves as a practical school of discipline, responsibility, and respect;
- Organizes young people's leisure time in a meaningful way.

Within the framework of his scientific research, Q. Quronboyev focused on priority issues such as methods and content of developing youth spiritual and social activity, pedagogical foundations, spiritual and moral problems, the role of conscious discipline in youth education, duty and responsibility, and the formation of civic qualities in students.

In her scientific research, O. Musurmonova emphasizes that moral education is based on internal mechanisms regulating human behavior, including moral consciousness, conscience, duty, responsibility, modesty, and dignity. She highlights that the core principles of morality—humanism, democracy, honest labor, mutual assistance, friendship, cooperation, mutual respect, internationalism, patriotism, care for nature and the environment, a sense of duty, and modesty, as well as rejection of hypocrisy and selfishness—play a crucial role in shaping human character. Among foreign scholars, T.F. Ivanova, G.V. Kovaleva, and N.K. Golubeva, in their studies on social responsibility, have emphasized the diversity of approaches to its interpretation.

In her research, T.F. Ivanova focuses on an individual's ability to fulfill duties, moral values, adherence to socially accepted norms of behavior, fulfillment of obligations, readiness to be accountable for one's actions before society and oneself, as well as intellectual and volitional characteristics [2].

In the context of her research, G.V. Kovaleva defines “responsibility” as an integral personal quality that determines human behavior based on awareness of the dependence of one's actions on socially accepted goals and values [3].

Thus, the development of students' social responsibility as a socio-pedagogical issue involves the following aspects:

- a) shaping students' self-identity through motives that influence the inner spiritual world of the individual in the process of developing social responsibility in higher education institutions;
- b) developing a sense of responsibility in students through social interaction with peers,

colleagues, and close social groups, which serve as key influencing factors;

c) developing students' social responsibility through pedagogical influence in the educational process, including the roles of group leaders, field specialists, and educational tools within social activities.

According to the views of national scholar J.G. Yuldoshev, fostering socially responsible youth in the educational process through the use of innovative pedagogical technologies, interconnected with various spheres of social life, contributes to the formation of essential qualities. These include understanding social phenomena, theoretical and academic disciplines, the education and training system, pedagogical activity, teaching methodology, and professional fields of study, as well as applying pedagogical technologies as large-scale social phenomena aligned with the objectives and tasks of each discipline [4].

In the context of the developing global community, education based on renewed pedagogical thinking enables the formation of students' social responsibility in practical activities in accordance with updated educational goals and objectives. Therefore, to successfully train young people with necessary professional qualities who can function effectively in social life and approach their profession responsibly, it is essential to implement significant changes in the pedagogical education system. Various perspectives exist regarding the professional qualities youth must acquire and their responsible dedication to their profession.

In her research, Ye. Bondarevskaya considers social responsibility, developed through social norms, to be a crucial mechanism for regulating social behavior. She notes that social norms prescribe necessary forms, goals, and means of behavior for individuals and groups, defining the obligatory nature and character of social relations. Human behavior and social interactions are programmed and evaluated according to these established standards [4].

The pedagogical and psychological characteristics of developing students' social responsibility can be analyzed as follows:

Meaning-forming aspect: social responsibility develops in close connection with ideology and morality; only individuals who understand why they perform certain actions and comprehend their duties and obligations in all circumstances can occupy a responsible social position;

Regulatory function: a highly developed sense of social responsibility evaluates personal behavior through the moral values of society and serves as a mechanism for controlling needs and actions;

Normative-regulatory characteristics: a set of moral requirements guiding socially responsible individuals in social relations, ensuring moral regulation of social interactions;

Coordinating function: enables the synthesis of socially significant goals and the means and methods for achieving them [5].

The level of students' social responsibility is determined by the following indicators:

1. **Cognitive indicators:** knowledge of social rules; awareness of personal rights and obligations.
2. **Behavioral indicators:** timely completion of tasks; participation in community activities; adherence to discipline.
3. **Emotional indicators:** respectful interaction with others; empathy; ability to avoid conflicts or find constructive solutions.
4. **Social activity indicators:** participation in community events; volunteering; initiative-taking.

Cooperation among family, school, and mahalla is one of the most effective mechanisms for developing students' social responsibility. Through such collaboration, qualities such as civic culture, responsible behavior, and a desire to contribute positively to society are formed. Properly organized cooperation ensures continuity in the pedagogical process and effectively

addresses one of the most pressing tasks of modern education—raising a spiritually mature generation.

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