



SOCIAL INVOLVEMENT IN STUDENTS RESULTS OF EXPERIMENTAL WORK ON THE DEVELOPMENT OF VIRTUES

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Article history:	Abstract:
Received: May 22 th 2021 Accepted: June 6 th 2021 Published: July 10 th 2021	The article describes the results of the author's experimental work on the development of social involvement skills in students.
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INTRODUCTION

The reliability of the results of pedagogical experiments depends on the quality of measurement of empirical data and the accuracy of theoretical conclusions. The criterion of reliability of information was used in the measurement and analysis of empirical data. Reliable information means the absence of theoretical and instrumental errors (selection of the research unit and measurement of their description).

The following should be noted as indicators of information reliability:

- validity of information (absence of theoretical errors in the investigation);
- representativeness of the information (absence of errors in the selection of research participants);
- stability of information (absence of random errors in verification);
- accuracy and precision of information (absence of systematic errors in the verification).

MATERIALS AND METHODS

The main focus in the organization of experimental work was on:

1. Organization of pedagogical supervision
2. Organize interviews to determine the state of theoretical and practical study of the problem.
3. Conducting questionnaires and test surveys.
4. Identify factors that guide the development of social involvement skills in students.
5. Investigate the sources of the problem and be aware of the factors involved.
6. Further enrichment of research activities as a result of questionnaires and test surveys conducted among students and professors of selected universities.
7. Identify methods and tools for developing the qualities of social involvement in students.

In solving the research problem, the factors contributing to the problem of developing the qualities of social involvement and responsibility in students were studied, and it was argued that it is expedient to use them during the research period. In our opinion, the effective factors are:

a) objective factors:

- Normative documents aimed at modernization of spiritual and educational work, social sciences and humanities in universities;
- Socio-philosophical, psychological, historical, pedagogical and legal literature, educational resources, Internet materials on the development of social skills in students;
- Radical reforms in the socio-economic and cultural spheres at a new stage of development of society: achievements in science, technology, engineering and culture (arts and sports);
- Historical, artistic and documentary materials that characterize the image of a person with a sense of social involvement, as well as the behavior that is not typical of a responsible person.

b) subjective factors:

- To understand the nature of the actions taken by the President of the Republic of Uzbekistan to reform higher education institutions and to have a conscious attitude;
- people who have shown high moral qualities, responsible, exemplary deeds of selfless people who deserve the respect of the people.

Particular attention was paid to the identification of forms, methods and tools to ensure the effective completion of experimental work in the implementation of the study. Including:

1. The use of problem-based forms such as conversations, meetings, discussions, seminars and competitions helps to develop students 'social engagement qualities.
2. Innovative methods in the educational process - "Critical thinking", "Decision-making", "Debate", as well as traditional methods - lectures, conversations, question-answer methods help to achieve the desired goal.

RESULTS AND DISCUSSION

Based on the above, the tasks for the development of an experimental diagnostic program were identified (Table 3.2.1). [1].

**Table 3.2.1
Tasks of diagnostic program development**

Information reliability indicators	Tasks
Substantiation of information	Defining criteria and indicators for the development of social participation in students
Representativeness of information	Determining the required number of selections (participants)
Information stability	Determining the duration of the diagnostic test
Accuracy and precision of information	Determining the level of development of social involvement in students, criteria for evaluating the results of pedagogical experiments and substantiation of statistics and indicators

The following tasks were required to develop a diagnostic program:

- 1) selection of criteria, indicators and methods of their diagnosis, which allow to discuss the condition of the object;
- 2) search for clearly defined aspects of criteria and indicators in qualitative analysis;
- 3) substantiation of the transfer of quantitative equivalents to qualitative criteria and indicators, which allows the use of mathematical apparatus for statistical analysis of pedagogical data.

In order to successfully solve the initial task (criteria, indicators and methods of their diagnosis, which allows to discuss the state of the object), we have clarified on the basis of the concept of criteria and indicators studied in the first chapter of the study.

The following requirements were taken into account in ensuring the reliability of experimental work on the established criteria:

- Criteria should be disclosed on the basis of a number of indicators;
- Criteria should reflect the dynamic variability of quality in time and space.

Criteria, indicators and diagnostic methods were defined according to the level of development of social involvement in students (Table 3.2.2) [2].

Flexible methodologies were used to determine the axiological attitude to social involvement, which is a moral quality, cultural and universal values, as well as the formation of motive and reflexive attitudes. Authorship methods were used to determine the development of social involvement in students.

**Table 3.2.2
Criteria, indicators and diagnostic methods for determining the level of development of social intervention in students**

Criteria	Indicators	Diagnostic methods
Cognitive	Completeness of knowledge about social involvement	Diagnostic test
On organizational activities	Assimilation of social engagement competencies; - formation of motives for the development of social involvement; - The formation of a reflexive approach to the development of the qualities of social involvement	Diagnostic test Methods for determining the degree of formation of motives (Appendix 3) Methodology for determining the level of development of reflexivity
Axiological	- Axiological attitude to social involvement, the formation of moral values; - The formation of the qualities of responsibility, loyalty and devotion	Rokich's Personalized Value Orientation Questionnaire. Questionnaire to determine the formation of patriotic and civic qualities.

In order to determine the development of social intervention competence in students, we identified high (creative-value-oriented), medium (situational-reproductive) and low (slow-flexible) levels according to the following scales: high - 2, medium - 1, low - 0 (3.2 .4 Table) [3]. The introduction of scoring on each indicator determines the level of social involvement of students. To achieve this goal, the method of A.A. Kyveryalga was used. According to this method, the average level is 25% of the average in the scoring range. deviation is determined in the index. In this case, the deviation index at low and high levels has the following appearance: $R(\min)$ to $0.25 * R$; high level - from $0.75 * R$ to $R(\max)$, where: $R(\min)$ - indicates the lower limit of the score, $R(\max)$ - the upper limit.

Table 3.2.3
Mechanism for assessing the level of development of social involvement qualities in students

Criteria	Indicators	Indicator price	Quantitative assessment of the indicator
Cognitive	Completeness of knowledge of social involvement	10-9	2
		8-7	1
		6-0	0
On organizational activities	Assimilation of basic competencies in social participation;	0-3	2
		4-9	1
		10-30	0
	Formation of motives for the development of social involvement;	25-30	2
		15-24	1
		14 and lower	0
Formation of a reflexive approach to the development of social involvement	148 and higher	2	
	114-147	1	
	113 and lower	0	
Axiological	Formation of an axiological attitude to social responsibility and involvement;	22-28	2
		29-50	1
		51-66	0
	Formation of values of responsibility, patriotism, loyalty and devotion, honesty	48-43	2
		42-36	1
		35 and lower	0

220 students of Fergana State University, Namangan State University, Andijan State University and Tashkent State Pedagogical University were involved in the experimental work.

In the process of teaching "Social Sciences and Humanities" the level of development of social involvement in students was analyzed. This analysis was based on the assignments used in the experimental work.

However, in order to facilitate the mathematical and statistical analysis of the results and on the basis of representativeness, the results of 128 of these higher education institutions were checked. The results of 95 experiments and 33 control groups were used to calculate the results:

The directions and number of respondents taken as a basis for the analysis of the results were as follows:

1. Experimental group -1 - 32 students from Andijan State University.
2. Experimental group -2 - 30 students from Fergana State University.
3. Experimental group -3 - 33 students from Namangan State University.
4. Control group - 33 students from Tashkent State Pedagogical University.

Students of one higher education institution were selected for comparative comparison of the results in Experimental Group-3 and Control Group.

Criteria-based analysis of experimental results conducted at the groundbreaking stage is summarized on the basis of Table 3.2.5 [4]:

Table 3.2.5.
Level of development of social involvement skills in students (justification stage)

Groups	Number of respondents	Level of mastery		
		Adaptive	Situational-reproductive	Creative
Experimental group -1	27	54 %	22 %	24 %
Experimental group -2	25	56 %	23 %	21 %
Experimental group -3	28	54 %	24 %	22 %
Control group	28	58 %	24 %	18 %

The results of the substantiated experimental studies showed that the level of development of social involvement qualities in students was adaptive (low) (55%), situational-reproductive level was 26%, and creative level was 19% (see Table 3.2.6) [5].

Table 3.2.6.
The average level of importance of the development of social involvement in students (justification stage)

The number of respondents	Level of mastery		
	Adaptive	Situational-reproductive	Creative
27	55 %	26 %	19 %

t the end of the formative experiments, the effectiveness of the development of social involvement in students was re-examined and summarized in tabular form (Table 3.2.7).

Table 3.2.7.
Level of development of social involvement in students (emphasis added)

Groups	Number of respondents	Level of mastery		
		Adaptive	Situational-reproductive	Creative
TG-1	27	22 %	34 %	44 %
TG-2	25	27 %	40 %	33 %
TG-3	28	21 %	36 %	42 %
NG	28	52 %	24 %	21 %

The results of the groundbreaking and empirical experiments show that the adaptive level of development of social participation in students decreased by 2.5 times. Conversely, it can be concluded that the situational-reproductive level increased by 1.5 times and the creative level by 2 times.

The effectiveness of the experimental work was also analyzed in terms of criteria (see Table 3.2.8).

A comparative analysis of the results of the questionnaire presented in Table 3.2.8 shows that the number of students with a low score on the cognitive component in the experimental group decreased by 20%. It shows that the average level of the cognitive component increased by 22% and the high level by 7%.

A similar increase was observed in the average mastering rate for the organizational-activity-oriented component. Although there was no significant change in the average mastery on the organizational-activity-oriented component (2.6%), but the high level mastery increased to 24.3.

Table 3.2.8
Dynamics of development of social involvement qualities in students

Degree of formation	The founding stage						Highlighting stage					
	KK		ТФК		AK		KK		ТФК		AK	
	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG	TG
LOW	53	48	35	32	62	58	24	40	12	25	18	51
Medium	28	24	51	52	27	28	50	28	49	59	48	40
High	19	28	14	16	11	14	26	32	39	16	34	9

The results of the correlation analysis also confirmed that significant changes were observed in all components of information security competence in students.

These quantitative indicators were re-analyzed based on the Student method. In order to determine the validity of the indicators of social involvement in higher education students through organized and targeted pedagogical activities organized on the basis of a special program, we determine the amounts recorded by students divided into experimental and control groups based on the numbers in Table 3.2.8.

In order to verify the validity of the views on the development of social involvement in respondents-students of higher education institutions, the assumptions N0 (initial, ie, the idea of mutual equality of mtqmn indicators) and H1 hypothesis (alternative, ie, mt> mn indicators of mismatch, in particular, were noted by respondents). The idea was adopted that the quality indicators provided were higher than those of the control group respondents.

We solve the problem as follows: $(x-mT) - (y-mH) = x-u$ is the confidence interval:

$$-t_a \sqrt{\frac{S_T^2}{n_1} + \frac{S_H^2}{n_2}} < X - Y < t_a \sqrt{\frac{S_T^2}{n_1} + \frac{S_H^2}{n_2}}$$

we fix We obtain the values for the formula from Table 3.2.8.

For experimental groups:

$$\text{Average value: } X = \frac{3 \cdot 60 + 4 \cdot 186 + 5 \cdot 74}{320} = 4,04$$

$$\text{Average square value: } X^2 = 16,35$$

$$\text{Average square value: } X^2 = \frac{9 \cdot 60 + 16 \cdot 186 + 25 \cdot 74}{320} = 16,77$$

$$\text{Dispersion: } S_T^2 = 16,77 - 16,35 = 0,42$$

$$\text{Quantity: } S_T^2/n = 0,42/320 = 0,001$$

For control groups:

$$\text{Average value: } Y = \frac{3 \cdot 167 + 4 \cdot 94 + 5 \cdot 61}{322} = 3,67$$

$$\text{Average square value: } Y^2 = 13,47$$

$$\text{Average square climate: } Y^2 = \frac{9 \cdot 167 + 16 \cdot 94 + 25 \cdot 61}{322} = 14,07$$

$$\text{Dispersion: } S_T^2 = 14,07 - 13,47 = 0,60$$

$$\text{Quantity: } S_T^2/n = 0,60/322 = 0,002$$

According to the data in Table 3.2.8, the quantity t_2 is found from $q_{0.05}$: $t_2 = 1,96$. In that case, the confidence interval is as follows: $(-1,96 \cdot \sqrt{0,0007} ; 1,96 \cdot \sqrt{0,0007}) = (-0,16; 0,16)$

So, $X - Y = 0,42 - 0,60 = -0,18$ the resulting value does not fall within the reliability range.

According to the results obtained, the H_0 (initial) hypothesis is rejected and the alternative H_1 hypothesis, i.e. $x > u$, is accepted.

Thus, the results of experimental work carried out in the course of the research proved the validity of the conclusion that the quality and quantity of social involvement qualities in students of higher education institutions has increased.

The values obtained using the mathematical-statistical method confirmed the success of experimental work in the field of developing the qualities of social involvement in students of higher education institutions. This made it possible to substantiate the accuracy of the research hypothesis.

The experimental work carried out in the research process, as well as the continuous complementarity of theoretical ideas that are important in substantiating their essence, the accuracy of the purpose of the research and experimental work, the availability of a methodology to ensure a positive result determined the accuracy of the results obtained.

The results obtained at the critical stage confirmed the effectiveness of the conceptual model of development of social involvement qualities in students and improved spiritual-prophylactic technologies.

CONCLUSION

1. Experimental work was carried out on the basis of the following national and specific scientific principles: integrity, objectivity, efficiency, scientific, student approach, the need and adequacy of scientific information, the versatility of scientific and methodological advice, the need to humanize pedagogical experimentation turns out.

2. Summarizing, emphasizing, modifying, as well as controlling the results of experimental work, the experimental indicators were compared, the final conclusion about the effectiveness was made, and the general results were processed using the mathematical-statistical method.

3. The principle of science implies the organization and analysis of practical experimental activities, taking into account the objective laws of knowledge about objective laws in a particular field of science. Therefore, in organizing the pedagogical experiment, we based on the objective laws that determine the development and functions of pedagogical science, paid attention to the social, economic and psychophysiological laws underlying research, selected methods and tools to solve experimental problems.

4. The experimental work carried out in the research process, as well as the continuous complementarity of theoretical ideas that are important in substantiating their essence, the accuracy of the purpose of the research and experimental work, served to ensure a positive result of this goal. the availability of the methodology determined the accuracy of the results obtained.

5. The results of the groundbreaking experiments showed that the level of development of social involvement in students was adaptive (low) (55%), the situational-reproductive level was 26%, and the creative level was 19%.

The results of the groundbreaking and empirical experiments show that the adaptive level of development of social participation in students decreased by 2.5 times. Conversely, it can be concluded that the situational-reproductive level increased by 1.5 times and the creative level by 2 times.

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