



## FUNCTIONAL MODEL OF INCREASING SOCIAL ACTIVITY OF STUDENTS BY FOLK PEDAGOGY

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<b>Received:</b> 13 <sup>th</sup> October 2022 <b>Accepted:</b> 13 <sup>th</sup> November 2022 <b>Published:</b> 26 <sup>th</sup> December 2022	There is a huge role of social activities by folk pedagogy in terms of developing young generation who have knowledge, active position, interests and argue ideas. The issues of social activity can be promoted with the help of fairy tales, narratives, epics, proverbs, stories, which are examples of folk art. This article discusses functional model of increasing social activity of students by folk pedagogy.

**Keywords:** social activity, folk pedagogy, students, legend, tales, epics, narratives, values, ceremony, holiday.

### INTRODUCTION

All works such as legends, tales and narratives, epics are the greatest historical documents of our past, priceless wealth left to us by our ancestors. They are historical sources that represent the spiritual state of the development of ancient states in a certain historical period, and reflect the material and spiritual wealth of human society. Stories such as "Tomaris", "Shiroq", epics such as "Alpomish", "Kirqqiz", "G'oro'g'li" express national and universal values. Especially, the cultural, spiritual and educational importance of fairy tales created by the people is incomparable. In addition to being of great educational importance, they also serve to enrich the knowledge, understanding, outlook, and feelings of a person. There is not a single Uzbek folk tale that does not serve as a good example, but also they teach people about humanity, true human qualities and virtues, and activity.

### MATERIALS AND METHODS

The activities of our ancestors related to various ceremonies are pedagogical tools that educate the social activity of a person. These tools encourage all members of the community to be active as well as good. These tools develop and rise to the level of universal values and become a component of the culture of the peoples of the world.

Various ceremonies of the peoples of Central Asia serve as a means of encouraging people to act even today. National holidays of the Uzbek people, related to the change of seasons and harvest, also have a moral content that encourages people to be active. Among them, the most popular holiday is Nowruz. Ceremonies related to Nowruz have spiritual, moral and cultural importance, and they are considered to be of incomparable value as they encourage people to be active, improve the country, and strive for beauty. On the eve of this holiday, everyone, big and small, strives to make the country prosperous and prosperous. Enjoys beauty.

Nowruz is a unique expression of the Uzbek people's love for nature, land and its riches. It is a holiday of work, sophistication and spring for the Eastern peoples. Accordingly, it embodies a huge educational opportunity and creates an opportunity to strengthen responsibility, hard work, humanity, mutual respect, love, goodness, justice, friendship and other social values.

Nowruz is a very ancient holiday with a history of more than three thousand years in "Avesto". It is known that Nowruz holiday is celebrated on March 21. At this time, farmers plant the first seeds, plant trees, and actively try to "decorate" the land. Nowruz is also a holiday of friendship. For centuries, he not only instilled in the hearts of people the feelings of love for the country, but also called them to unity, peace and tranquility. According to ancient traditions, everyone should fulfill the following conditions at this time: tidy up streets and yards, actively participate in cleaning the environment, whiten trees, plant seedlings (at least three), and plant flowers, walk cheerfully and cheerfully, wish each other good intentions, such as being socially active in order to make peace with people who have problems, to strive to live an honest and decent life.

Nowruz is celebrated as a national and national holiday both in ancient times and now. That is why it is of special importance in the life of the Uzbek people based on the restoration of the best life-giving traditions, customs and customs for everyone. Uzbek folk traditions acquire a national character, and as a result of their integration with the traditions of other nations, they also acquire universal, international characteristics.

People are a great force that creates history and culture, material and spiritual wealth. Each nation accumulates a great deal of life experience over the centuries, and passes this experience on to future generations through various means. Proverbs and wise words are also our invaluable heritage.

History has shown that such masterpieces of thought have been carefully preserved and polished by our people for centuries and have been safely transported through the weather of different times. Proverbs and sayings that have been passed down from mouth to mouth, from generation to generation, matured, absorbed and refined by popular wisdom, have an important educational value. Therefore, when one hears this or that proverb, a clear attitude towards the event reflected in this proverb arises. In the end, the proverb gives an ideological direction. It also leads to the formation and development of positive ideals, and finally commits the individual to active struggle for his ideals. A special aspect of the relationship between teachers and students in the organization of the pedagogical process aimed at increasing the social activity of students by folk pedagogy: by folk pedagogy, students' independence and educational activities should not be prohibited, but directed; cooperative organization of educational activities and social activity of students by folk pedagogy; effective organization in the implementation of any activity by folk pedagogy; Accordingly, the main essence of increasing the social activity of students through the by folk pedagogy is that by effectively organizing the free educational process that increases social activity, it is necessary to create conscious discipline and discipline based on mutual trust among students. It is especially important to create cooperation that leads students to successful learning, to organize independent activities, to implement the relevant requirements through the team.

The emergence of such relations in organizing a pedagogical process aimed at increasing the social activity of students by folk pedagogy requires a differentiated approach. In organizing the process of social education, it is necessary to identify and develop students' knowledge, skills, abilities, imagination and their best qualities, and to determine the characteristics of students' personal interest, needs, abilities, personal qualities, and mental activity by applying psychological-pedagogical diagnosis in education.

### RESULTS AND DISCUSSIONS

Accordingly, teachers and students organize a pedagogical process to establish the correct attitude and organize intellectual activity of students. It is even possible to use a combination of several technologies. Pedagogical technologies have a positive effect on the increase of the students' conscious need for a high level of conscious discipline. Such technologies include didactic games, problem-based learning, modular learning, communicative learning, models of educational materials (tables and symbols), collaborative teaching technology to make pedagogical processes more interesting, to connect the lesson with the current topic of the day, in which literature published in our country, newspapers and scientific and artistic articles published in magazines should be widely used. Such types of lessons aim at ensuring student activity and freedom, and at the same time require great responsibility from the teacher. Below, we recommend several forms for conducting such a lesson process.

Working alone or working alone is used as long as it does not cause harm to others. For example, when asked to read a text on the sources of folk pedagogy, in this case it is better for the student to read it without making a sound.

Working in pairs - in a method based on the sources of folk pedagogy, when two students are given a task, they work on the task and complete each other's answers while answering. It is appropriate to use it when given tasks such as creating conversation texts, finding key words from texts.

When working with a group, after giving students a task related to the sources of folk pedagogy, we divide them into small groups. Each group can consist of 5 - 7 students. Groups can organize a presentation of a given task. Argument in the process of discussion (on the sources of folk pedagogy) - this method can be called a high stage of the teaching process. In all working procedures, it is checked to what extent the given tasks have been completed. Students can respond to each question or comment. The acquisition of knowledge mentioned above depends on the correct organization of communication of skills and competences.

Using the resources of folk pedagogy aimed at increasing the social activity of students, in organizing the process, the teacher will use the texts of social and political newspapers and magazines published by the press center of the country together with the activation of the students and the explanation of the theoretical part of the topic.

It requires great responsibility from the teacher when working with students on materials related to the sources of folk pedagogy. The text should fully meet the requirements of the lesson, be consistent with the theoretical topic in the textbook, and the content of the sources of folk pedagogy should be perfectly developed by the teacher.

We divide the lessons into several stages. The aim of the lesson is to increase students' worldview and social activity. There is no doubt that the use of advanced and new methods used in the educational system of the developed countries of the world to increase the social activity of students will have a positive effect. We would like to say that the organized lessons are not only long lectures of the teacher, but also ensure the active participation of students in the explanation of this topic. Below, we would like to give recommendations for teachers on organizing a pedagogical process aimed at increasing the social activity of students by folk pedagogy:

- ✓ icebreakers, brainstorming, continuation of the phrase;
- ✓ use of objects related to images, pictures, text;
- ✓ use of conceptual tables;
- ✓ use of anecdotes, narratives, fairy tales related to the topic (in order to withdraw from the lesson, attract to the topic);
- ✓ search for key words related to sources of folk pedagogy;
- ✓ to speak quickly and connect proverbs with each other on the same topic;

- ✓ organization of role-playing games on the topic;
- ✓ provide real-life examples of situations;
- ✓ searching for hypotheses about the content of the text;
- ✓ creating and using a question card on the topic;
- ✓ reading narratives and parables and comparing hypotheses in the process of discussion;
- ✓ finding and using creative exercises;

Simulation based games includes a description of the process and objects being simulated, in addition to the plot of the event.

Operational games increase the skills of performing special operations. These game conditions are as close as possible to real conditions.

Role-play develop students' behavior, tactics, performance of a specific person in roles.

Business theatre. How a person behaves in a given situation is expressed through the game.

If the above-mentioned methods help to increase the social activity of students, then the model content expected from the increase of social activity is derived.

Students' attention and attitude to being socially active will increase and they will be able to evaluate their opportunities in educational activities.

Problem-based education is also important in the organization of the pedagogical process aimed at increasing the social activity of students by folk pedagogy.

In this case, brainstorming and discussion lessons are examples of problem-based learning technologies.

In problem-based educational technology, a problematic situation is created under the guidance of a teacher, and this problem involves the organization of an educational process that allows creative assimilation of theoretical knowledge, practical skills and abilities, and the development of mental and social activities as a result of active independent activity of students.

In problem-based education to be successful in academic subjects, it is important to activate students' cognitive activities, effectively use problem-based methods by the teacher in harmonizing the process of social education with play and work, and create a chain of problem-based questions. It is known that problematic methods create a problematic situation and require active activity of students. There are two types of problem situations, i.e.: psychological and pedagogical problematic situations and psychological problematic situations can be used for students' spiritual activity and at all stages of the educational process: new topic statement, reinforcement, knowledge control.

The teacher should pay attention to the following aspects in order to use problem lessons in the organization of the pedagogical process aimed at increasing the social activity of students. First, it is intended to determine the questions and tasks that cause a problematic situation in the educational programs, to follow the rules of didactics such as scientific, systematic, logical sequence, consistency. In the next direction, it is necessary to identify the tool that ensures the activation and management of students' social cognitive activities, and to determine the ways of their proper and effective use. In any problematic lesson, students should identify learning problems, create a system of problem situations and put learning problems at a high scientific and methodological level based on the content of the subject.

The main activity of a teacher is to direct students activities to solving problems. Students' activity consists of perceiving problematic situations and proposing ways to solve them, justifying them from a logical point of view, checking them, drawing conclusions.

### CONCLUSION

As conclusion, it should be noted that organizing a pedagogical process aimed at increasing the social activity of students by folk pedagogy requires a differentiated approach. In organizing the process of social education, it is necessary to identify and develop students' knowledge, skills, abilities, imagination and their best qualities, and to determine the characteristics of students' personal interest, needs, abilities, personal qualities, and mental activity by applying psychological-pedagogical diagnosis in education.

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