

ISSN 2063-5346



FOUNDATIONS OF SOCIAL NORMS IN EDUCATION OF DISCIPLINE IN STUDENTS OF GENERAL EDUCATION SCHOOLS

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Article History: Received: 10.05.2023

Revised: 29.05.2023

Accepted:

09.06.2023

Abstract

The article provides information about the social norms and their necessity, the formation of individual characteristics of a person, the role of the process of educating goal-oriented conscious discipline in educational institutions. Cultivation of moral qualities in the student, his ability to find his place in the class team and realize his identity is the basis for fulfilling pedagogical requirements.

Key words: student personality, discipline, education, conscious discipline, social norm, duty, responsibility, person, behavior, effective education, thought, process subject

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DOI:10.48047/ecb/2023.12.9.149

INTRODUCTION

The educational process has changed radically due to the trends that are in force at the modern stage of the development of our country, reforms in the field of education, increased needs and requirements for education. In accordance with the times, the pros and cons of this process remain visible. Along with positive achievements in the education of students, various problematic situations are also coming to the field. For example, in some secondary schools, unpleasant situations such as leaving students alone, not controlling behavior, low discipline, not coming to classes, delays, not attending public events, lying, theft, the emergence of disruptive students, smoking, drinking, drug use, over-the-norm use of cell phones, watching porn on the Internet and movies promoting violence are among them. The elimination of these circumstances is an important duty of members of society who want their citizens to be free, free, physically and spiritually competent.

Various approaches aimed at discipline in schoolchildren, sources on its criteria, various scientific views V.E.Gmurman[1], G.Eisenk[2], A.Bandura[3], V.A.Krutesky[4], T.N.Malkovskaya[5], the orientation of the educational process of students to humanity Sh.A. Amonashvili[6], V.F. Shatalov[7], I.P.Studied in the works of Pavlov[8]. In their views, the task of pedagogy is to harmonize moral attitudes towards a person with the characteristics that manifest the personality itself.

R.A. Rogozhnikova[9], N.S.Spirina [10] and V.A., Slastyonin [11] Lar draw attention in their monographic works to the importance of discipline education in children and the need to come directly from practice in it, to the fact that teachers play a decisive role in solving this problem, their level of training and adequate pedagogical experience are important.

A number of scientists of our country have studied M.Asadov, R.Musurmanov[12], G.Q.To'laganova[13], I.M.Hakimova[14], G.T. Yadgorova. In their scientific work, Avlaev [15] appealed to the problems of behavior and discipline among students-young people.

Analysis of scientific sources scientific and educational literature, the results of which are covered by pedagogical experiments, the analysis of programs provides the basis for the conclusion that at the moment there is no single and systematic approach to the problem of school discipline. Some educational and methodological manuals, recommendations created do not allow you to completely eliminate this drawback.

MATERIALS AND METHODS

Pedagogical observation, study and generalization of pedagogical experiences, Organization of conversations on the topic of research, generalization of research results in the definition and analysis of the foundations of social norms in the education of discipline in students of secondary schools.

RESULTS AND DISCUSSIONS

In students, school Order rules, duties and duties, and responsibility for them, as well as conscious disciplinary training in the proper upbringing of relationships provide close support for the teacher to achieve effective results. The upbringing of moral qualities in a student is the basis for the fulfillment of pedagogical requirements, when he is able to find his place in the classroom team and realize his identity.

Discipline- " covers all aspects of school life as a subjective ability of an individual in self-formation. It is one of the most effective conditions of the process of upbringing and education"[16, p.17].

The content of moral education is manifested first of all in the practical

activities of students, in studies, labor, public affairs, in the nature of their relations, methods of interaction, mastering the norms of behavior.

As a result of discipline education, personal positive qualities are formed in students. As you know, discipline is the natural freedom of an individual in his activity, which perceives human values as a personal necessity. The psychological mechanism for the formation of discipline and readiness for its upbringing should be directed in an equal way to the interests of schools, educators and students.

Discipline is important in the formation of skills and competencies to carry out tasks given without the help of anyone, through independent thinking, with good moral qualities, solving problem situations.

In the development and formation of personality, mainly three factors are decisive: biological factor, social conditions (Environment) and upbringing. Consequently, the spiritual image of a person, his character, attitude to reality, an advanced worldview will decide due to the same three factors. The role of these three factors in the growth of a person to the level of a truly perfect person is equally important. For certain reasons, not one of these factors is at the level of rhythm, and the fact that it is not practiced on different scales in the activities of the individual creates negative manifestations. In other words, in the spiritual image of the individual, a retreat occurs his upbringing begins to deteriorate.

On the basis of modern humanistic pedagogy lies the basic idea that one goal of human development, a measure of social processes, is seen as a subject of educational and educational processes. However, a person's freedom to choose their own behavior, behavior, does not mean that he is free from this social responsibility. The higher the degree to which a person receives the concept of freedom as a vital necessity realized from his inner world, the stronger the qualities

of an individual, such as rights and duties, feelings, thinking, behavior, will discipline, which are the moral basis. As a result, these qualities that are being formed in an individual acquire an important socially significant property.

A more thorough analysis of the problem of personal discipline of the student today goes through the stage of reflection. Modern requirements for the discipline of students presuppose that the educational work carried out with them should not have a strict control nature, the problems arising should not be solved by authoritarian methods.

The issue of considering the valuable foundations of teaching and upbringing requires a humane approach to the pedagogical process, revising and reflecting on the educational process in terms of personality-oriented pedagogical conventions. In the personality of each student from his initial steps, unique, unrepeatable personality traits are manifested. In this, the task of secondary schools is to create conditions for the growing young generation to show their personal identity and determine their position.

In order to study the issue of the formation of discipline in students, it is advisable to consider the technology of discipline education.

In practice, the fact that a lot of effort is spent on the formation of disciplinary skills and abilities does not always give the expected result. This is because over-established norms are in contrast to the individual's private aspirations. From this, there was a central category of dialectics-the category of development "manifests itself as changes related to the regulation of communications, the accumulation of information, the formation of new structures, their complication and the reflection of processes added to determinacies" [17, p.25].

It is necessary that learning to be responsible for one's own feelings, to be the owner of one's own thoughts, to keep one's behavior clean, develop in a way that is in accordance with a valuable orientation. A student with his own discipline, capable of self-organization, is able to protect himself from accidental external circumstances by increasing his personal freedom.

On the ground of upbringing as a socio-cultural process lies a valuable and normative content. Upbringing can be justified as a controlling mechanism of socialization. The management process is reflected as a socio-cultural institution that operates on the basis of a number of functions of upbringing. Access to education without institutional positivity means that the process is forced.

When evaluating any behavior, it is implied that it is compared with some kind of Norm. A social norm is formed from certain norms imposed by society on the behavior of an individual or social groups [18].

Discipline occurs in the process of school life. Pedagogical influences should become the life experience of the student in the process of educational activities. Discipline is, first of all, a direct requirement of the teacher as an elementary condition for each action. Demand is the basis of discipline, that is, the order of activity in the children's community. Requirements organization consists of organizing students in schools, families, school-based institutions, and public spaces.

In modern science, the idea arises that social norms are the result of reflecting disorders in the human mind and behavior. It follows that, reflecting a deviation from the social norms established or arising in a particular society, I manifest as a system of behavioral deviations, individual behavioral deviations or behavioral deviations. Behavior in a state of deviation

is divided into the concepts of deviant, delinquent and sexual behavior[19].

Such behavior strongly affects the formation of the character that determines the future of a person. If such behavior is not properly established in time, society will have a light, spiritual maturity, a person who is not given various influences, has no life principles and no moral basis, is disadvantaged.

Conclusion, the child's own behavior, awareness of his own behavior is the main condition for the formation of socially useful skills and disciplinary and moral standards in it. It is important for such behavior that the individual consciously responds to society, the community, other people and understands that this is useful and necessary for society.

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