



**MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC  
SOLUTIONS**

**TA'LIM MUASSASALARI O'QUVCHILARINING IJTIMOIY  
MAS'ULIYATNI RIVOJLANTIRISH MEXANIZMI VA UNI AMALIYOTGA  
TATBIQ ETISH YO'LLARI**

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**Annotation:** Ushbu maqolada ta'lif muassasalari o'quvchilarida ijtimoiy mas'uliyatni shakllantirishning nazariy asoslari, pedagogik shart-sharoitlari va samarali mexanizmlari tahlil qilingan. Shuningdek, ijtimoiy mas'uliyatni rivojlanish bo'yicha amaliy faoliyat turlari, ta'lif jarayoniga integratsiya etish yo'llari hamda zamonaviy innovatsion texnologiyalarning bu jarayondagi roli ko'rsatib beriladi. Tadqiqot natijasida ijtimoiy mas'uliyatni oshirishning kompleks modeli ishlab chiqildi.

**Keywords:** ta'lif, ijtimoiy mas'uliyat, shaxsiy rivojlanish, fuqarolik faolligi, pedagogik mexanizmlar, hamkorlik, kompetensiya.

**МЕХАНИЗМ РАЗВИТИЯ СОЦИАЛЬНОЙ ОТВЕТСТВЕННОСТИ  
УЧАЩИХСЯ ОБРАЗОВАТЕЛЬНЫХ УЧРЕЖДЕНИЙ И ПУТИ ЕГО  
ПРАКТИЧЕСКОГО ПРИМЕНЕНИЯ**

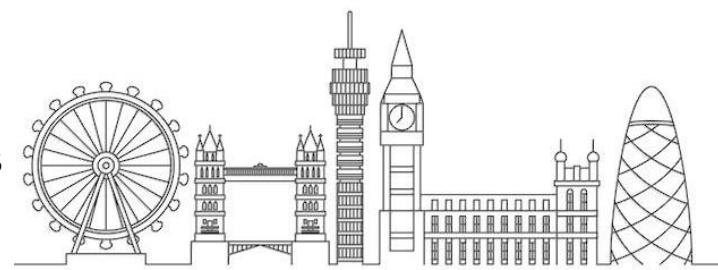
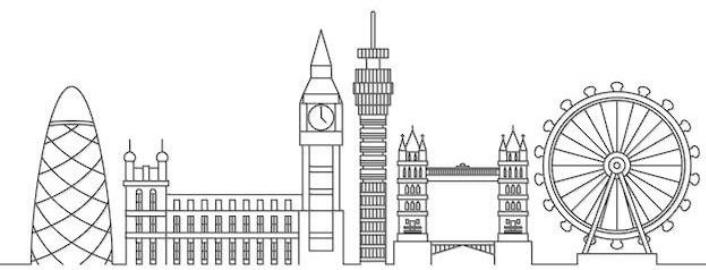
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**Annotation:** В данной статье проанализированы теоретические основы, педагогические условия и эффективные механизмы формирования социальной ответственности у учащихся образовательных учреждений. Также рассматриваются виды практической деятельности по развитию социальной ответственности, пути интеграции этого процесса в образовательный процесс, а также роль современных инновационных технологий в данной сфере. В результате исследования была разработана комплексная модель повышения социальной ответственности.

**Ключевые слова:** образование, социальная ответственность, личностное развитие, гражданская активность, педагогические механизмы, сотрудничество, компетенция.





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# MECHANISM FOR DEVELOPING SOCIAL RESPONSIBILITY AMONG STUDENTS OF EDUCATIONAL INSTITUTIONS AND WAYS OF ITS PRACTICAL IMPLEMENTATION

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**Annotation:** *This article analyzes the theoretical foundations, pedagogical conditions, and effective mechanisms for developing social responsibility among students in educational institutions. It also examines types of practical activities for fostering social responsibility, ways of integrating this process into the educational process, and the role of modern innovative technologies in this area. As a result of the study, a comprehensive model for enhancing social responsibility was developed.*

**Keywords:** *education, social responsibility, personal development, civic engagement, pedagogical mechanisms, collaboration, competence.*

At the core of the reforms being implemented in the Republic of Uzbekistan lies the task of training competitive and responsible specialists who possess strong modern knowledge, high intellectual capacity, advanced professional competence, and exceptional talent. In this process, particular importance is attached to students' spiritual and moral upbringing, professional potential, development of individual and personal qualities, and their responsible attitude toward any activity.

The level of a student's social responsibility is determined by their civic position, contribution to social development, participation in social activities, and adherence to personal moral norms. In the education system of Uzbekistan, the development of "human capital" is recognized as one of the key priorities. Within this framework, social responsibility is regarded as one of the core competencies of students.

Therefore, in developing students' social responsibility, a significant role is played by educational and pedagogical activities aimed at fostering self-awareness through purposeful practical skills, taking into account students' engagement in social relations. Special emphasis is placed on the adaptive development of moral qualities within an individual educational trajectory, particularly in complex processes related to social life.

The educational objectives of academic courses included in the curriculum across various fields of study are focused on nurturing students as spiritually cultured and patriotic citizens by developing their social responsibility. This is because social responsibility serves as an essential means of influencing students' will, consciousness, and awareness, thereby contributing to their spiritual and moral education [1].

In particular, the development of social responsibility among students in educational institutions is facilitated through the educational process by integrating knowledge

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acquisition, visual and informational content, aesthetic (creative thinking), social and psychological dimensions, practical (semiotic) activities, emotional engagement, and responsible interaction in social relations. These elements have a direct and significant impact on the formation of students' spiritual culture.

The topics of academic classes reflect the life, struggles, ideas, emotions, aspirations, psychology, and interests of the people, inspiring students with progressive and constructive ideas and playing a crucial role in fostering a sense of responsibility.

Social responsibility is defined as an individual's conscious attitude toward fulfilling duties and obligations to society, respecting social norms, anticipating the consequences of one's actions, and being accountable for them.

The main components of social responsibility include:

**Cognitive component** – understanding social norms, legal knowledge, and societal values;

**Emotional component** – a sense of belonging to society, empathy, and emotional responsiveness to social processes;

**Volitional-practical component** – initiative, responsible decision-making, and practical participation in social activities.

In particular, the development of social responsibility and engagement in social relations during academic classes are emphasized through the content of course topics, guided by the principle "In the New Uzbekistan, the human being is valued above all." This approach integrates the national ideology of independence, the centuries-old spiritual heritage of the people, traditions and customs, and the ideas advanced in the rich historical and scientific legacy of great ancestors [2].

Accordingly, it is emphasized that the level of development of patriotic qualities as qualitative indicators of students' social responsibility should be pedagogically analyzed and evaluated, and that the content of academic courses and pedagogical approaches play a crucial role in this process.

The effectiveness of forming social responsibility among students is ensured through the following stages:

### **1. Diagnostic stage:**

identifying students' social activity, values, and level of responsibility;  
conducting monitoring and sociological surveys.

### **2. Motivational stage:**

substantiating the personal benefits and social significance of social activity;  
encouraging and rewarding leading students.

### **3. Practical stage:**

participation in research projects;  
involvement in public councils;  
initiatives organized by student and youth associations;  
training sessions aimed at solving social problems.

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In developing social responsibility among students of higher education institutions, it is appropriate to analyze this concept in comparison with the notion of "social intelligence." Social intelligence enables individuals to navigate social reality effectively. As social intelligence develops, reliance on externally observable behavioral characteristics is gradually replaced by motivation driven by internal actions, which are not always consciously recognized.

Social intelligence in the development of students' intellectual capacity is characterized by five main stages:

1. **Pre-social stage:** the child does not distinguish between internal psychological and external physical aspects of behavior.
2. **Differentiation stage:** the ability to distinguish between internal and external worlds, followed by coordination of different viewpoints, intentions, and actions.
3. **Perspective-taking stage:** the individual attempts to assume another person's position and invites their partner to view situations from their perspective.
4. **Systematization stage:** understanding the interdependence and conditionality of individuals' behavioral goals and structuring interpersonal interaction.
5. **Relational competence stage:** developing the ability to understand degrees of closeness and to build relationships at various levels of intimacy.

The formation of social responsibility is strongly influenced by the following pedagogical conditions:

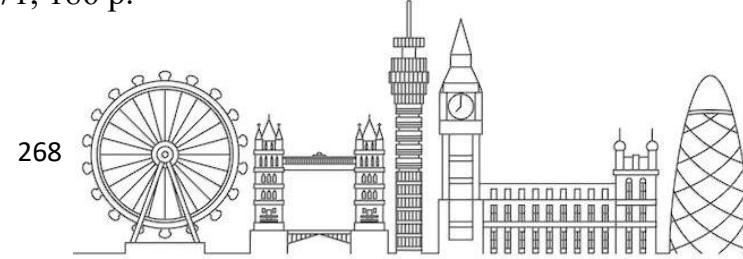
1. Lack of external support from others in mastering educational and upbringing activities;
2. Presence of competition;
3. Full freedom of action combined with responsibility for results;
4. High effectiveness of activities;
5. Achievement of economic success compared to others;
6. Transfer and adoption of best practices.

Thus, in developing a sense of social responsibility, an individual's living conditions and the above-mentioned socio-pedagogical conditions play a significant role [5].

In conclusion, the factors influencing the development of social responsibility in students include their personal views, behavior patterns of socially responsible individuals, adherence to generally accepted norms, fulfillment of social-role obligations, inclination toward responsibility, and readiness to be accountable for their beliefs and practical actions. These factors collectively contribute to the formation of a socially responsible personality.

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