



MECHANISMS FOR DEVELOPING SOCIAL RESPONSIBILITY AMONG STUDENTS OF PRESCHOOL EDUCATION

Mahramova Gulchehra Maxsudbek qizi

Andijon davlat pedagogika institute
tadqiqotchisi

<https://doi.org/10.5281/zenodo.21308549>

Annotatsiya: Ushbu maqolada maktabgacha ta'lim yo'nalishi talabalarida ijtimoiy mas'uliyatni rivojlantirishning pedagogik mexanizmlari, ularning nazariy-metodologik asoslari hamda amaliy samaradorligi ilmiy jihatdan tahlil qilingan. Zamonaviy ta'lim paradigmasida bo'lajak tarbiyachining nafaqat kasbiy kompetensiyasi, balki ijtimoiy mas'uliyat, fuqarolik pozitsiyasi, axloqiy qadriyatlar va jamiyat oldidagi javobgarlik hissi ham muhim kasbiy sifat sifatida e'tirof etilishi asoslab berilgan. Tadqiqot davomida kompetensiyaviy yondashuv, shaxsga yo'naltirilgan ta'lim, refleksiv va integrativ yondashuvlar asosida ijtimoiy mas'uliyatni shakllantirishning samarali mexanizmlari ishlab chiqilgan. Jumladan, ijtimoiy-pedagogik loyihalar, volontyorlik faoliyati, hamkorlikda ta'lim texnologiyalari, kasbiy vaziyatli topshiriqlar hamda refleksiv tahlil usullarining pedagogik imkoniyatlari ochib berilgan. Tadqiqot natijalari shuni ko'rsatdiki, tizimli va maqsadli tashkil etilgan pedagogik faoliyat talabalar ijtimoiy faolligi, kasbiy javobgarligi hamda jamiyatdagi ijtimoiy jarayonlarga daxldorlik hissining rivojlanishiga xizmat qiladi. Maqola natijalari oliy ta'lim muassasalarida bo'lajak tarbiyachilarni tayyorlash jarayonini takomillashtirishda metodik asos sifatida foydalanilishi mumkin.

Kalit so'zlar: ijtimoiy mas'uliyat, maktabgacha ta'lim, bo'lajak tarbiyachi, pedagogik mexanizm, kompetensiyaviy yondashuv, refleksiv faoliyat, kasbiy kompetensiya, volontyorlik faoliyati, integrativ yondashuv, tarbiyaviy jarayon.

Аннотация: В данной статье научно проанализированы педагогические механизмы развития социальной ответственности у студентов направления дошкольного образования, а также их теоретико-методологические основы и практическая эффективность. Обосновано, что в условиях современной образовательной парадигмы важным профессиональным качеством будущего воспитателя являются не только профессиональные компетенции, но и социальная ответственность, гражданская позиция, нравственные ценности и чувство ответственности перед обществом. В ходе исследования на основе компетентностного, личностно-ориентированного, рефлексивного и интегративного подходов разработаны эффективные механизмы формирования социальной ответственности. Раскрыты педагогические возможности социально-



педагогических проектов, волонтерской деятельности, технологий совместного обучения, профессионально-ситуативных заданий и методов рефлексивного анализа. Результаты исследования показали, что системно и целенаправленно организованная педагогическая деятельность способствует развитию социальной активности студентов, их профессиональной ответственности и чувства сопричастности к общественным процессам. Результаты статьи могут быть использованы в качестве методической основы для совершенствования подготовки будущих воспитателей в высших образовательных учреждениях.

Ключевые слова: социальная ответственность, дошкольное образование, будущий воспитатель, педагогический механизм, компетентностный подход, рефлексивная деятельность, профессиональная компетентность, волонтерская деятельность, интегративный подход, воспитательный процесс.

Annotation : This article scientifically examines the pedagogical mechanisms for developing social responsibility among students of preschool education, as well as their theoretical and methodological foundations and practical effectiveness. It is substantiated that within the modern educational paradigm, not only professional competence but also social responsibility, civic position, moral values, and a sense of responsibility toward society are considered essential professional qualities of future preschool teachers. During the research process, effective mechanisms for the formation of social responsibility were developed based on competency-based, learner-centered, reflective, and integrative approaches. The pedagogical potential of social-pedagogical projects, volunteer activities, collaborative learning technologies, professional situational tasks, and reflective analysis methods was revealed. The research findings demonstrated that systematically and purposefully organized pedagogical activities contribute to the development of students' social activity, professional responsibility, and involvement in social processes. The results of the article can serve as a methodological basis for improving the training process of future preschool teachers in higher education institutions.

Keywords: social responsibility, preschool education, future preschool teacher, pedagogical mechanism, competency-based approach, reflective activity, professional competence, volunteer activity, integrative approach, educational process.

Today's processes of globalization and informatization are bringing about profound changes in the education system, as in all spheres of society. The main



goal of modern education is not only to train specialists with deep theoretical knowledge, but also to prepare competitive professionals who possess high moral and ethical qualities, a strong civic position, and a sense of social responsibility. From this perspective, fostering social responsibility among future preschool educators is considered one of the urgent issues of pedagogical science. In the Republic of Uzbekistan, special attention is being paid to the modernization of the education system, improving the quality of teacher training, and raising the younger generation as spiritually mature individuals. In particular, the development of the preschool education system, the introduction of modern pedagogical technologies into the field, and the improvement of educators' professional competence have been identified as priority directions of state policy. Under such conditions, developing social responsibility among future educators and shaping them into specialists who can actively respond to social processes and deeply understand their professional duties is of great scientific and practical importance.

Social responsibility is an integrative quality that reflects an individual's awareness of duties toward society, the state, the community, and the profession, as well as a conscious attitude toward the outcomes of one's activities and respect for social values. Especially for educators working with preschool children, the formation of this quality is regarded as an important pedagogical factor. This is because an educator is not only a specialist who imparts knowledge, but also a socio-educational subject influencing the formation of the child as a personality. Therefore, there is a need to scientifically improve the mechanisms for developing social responsibility within the professional training of future educators. Although the issue of social responsibility has been studied from various perspectives in pedagogical and psychological research, the innovative pedagogical mechanisms for developing this quality among students of preschool education, as well as their content, forms, and methods, have not been sufficiently and systematically investigated. In particular, issues such as the formation of social responsibility based on a competency-based approach, involving students in volunteer activities and social projects, and developing professional accountability through reflective activities require separate scientific research.

The purpose of this article is to provide a scientific and theoretical foundation for effective pedagogical mechanisms aimed at developing social responsibility among students of preschool education and to analyze the possibilities of implementing them in practice. During the research process, the pedagogical conditions, methods, and tools for shaping social responsibility are



examined on the basis of systemic, competency-based, personality-oriented, and integrative approaches. The scientific novelty of the article lies in the development of a holistic system of pedagogical mechanisms that contribute to the development of social responsibility among students of preschool education, the substantiation of the effectiveness of innovative methods oriented toward social activity, and the identification of the pedagogical potential of reflective and collaborative learning technologies in the process of professional training.

Developing social responsibility among students of preschool education is considered one of the priority tasks of modern pedagogical education. This is because the professional activity of a future educator is closely connected not only with organizing the educational process, but also with fostering humanism, social activity, moral values, and civic qualities in children. Therefore, developing effective pedagogical mechanisms for cultivating social responsibility in students during their professional training at higher educational institutions has significant scientific and practical importance.

Social responsibility is manifested in an individual's ability to understand the outcomes of their activities, their sense of involvement in the interests of society, loyalty to professional duty, and conscious adherence to social norms. From a pedagogical perspective, this quality is regarded as an important component of the professional competence of future educators. Indeed, a teacher working in the preschool education system directly influences the initial socialization process of the younger generation. This, in turn, requires educators to possess a high level of social activity, professional accountability, and moral maturity. Analysis of research shows that the development of social responsibility is a multifactorial pedagogical process formed on the basis of the integration of educational content, teaching methods, social environment, and personal motivation. From this point of view, it is advisable to develop social responsibility among students of preschool education through the following pedagogical mechanisms.

A competency-based approach serves to integrate theoretical knowledge with practical activity in the educational process. On the basis of this approach, students acquire skills such as analyzing professional situations, making independent decisions, working in teams, and approaching pedagogical problems responsibly. In particular, the use of problem-based situations, case studies, trainings, and project-based learning technologies plays an important role in increasing students' social activity. Lessons organized on the basis of a competency-based approach in the process of training future educators positively influence the formation of professional reflection, self-assessment, and a sense of



social responsibility. In this process, students gain social experience through active participation in situations close to real pedagogical environments. Volunteer activity is considered one of the effective means of developing social responsibility. Involving students in work with orphanages, preschool educational organizations, and socially vulnerable families helps to develop in them a sense of humanity, empathy, and responsibility toward society. Organizing socio-pedagogical projects also acts as an important pedagogical mechanism for increasing students' social responsibility. Through such projects, students gain experience in identifying social problems, analyzing them, and developing practical solutions. As a result, qualities such as initiative, leadership, and social activity are developed in them.

Reflection is an important pedagogical mechanism that serves to analyze pedagogical activity, recognize one's own capabilities and shortcomings, and plan future activities. By developing reflective skills in students, a critical and responsible attitude toward their professional activity is formed. Reflective diaries, essay writing, discussion of problematic situations, and self-assessment methods encourage students to think independently. This contributes to the development of such qualities as professional responsibility, adherence to pedagogical ethics, and commitment to social values.

Collaborative learning technologies contribute to the development of social relations by involving students in collective activities. Through group work, discussions, debates, and interactive methods, students learn to respect others' opinions, find cooperative solutions to social problems, and feel responsibility toward the group. Along with democratizing the pedagogical process, these technologies create an environment of social solidarity and mutual support among students. This is considered one of the important components of social responsibility. The spiritual and educational environment of higher educational institutions also plays an important role in developing students' social responsibility. Creating a healthy socio-psychological environment in educational institutions, promoting national and universal values, and regularly organizing spiritual and educational activities contribute to the development of students' social consciousness. In addition, the personal example of teachers has a strong influence on shaping students' social responsibility. This is because students gain moral experience mainly through observation, imitation, and pedagogical communication.

Thus, developing social responsibility among students of preschool education is a complex and continuous pedagogical process that can yield



effective results only when organized on the basis of a competency-based approach, volunteer activities, reflective methods, collaborative learning technologies, and a healthy socio-cultural environment. The systematic application of these mechanisms contributes to strengthening the professional training, civic position, and sense of responsibility toward society among future educators.

Developing social responsibility among students of preschool education is one of the priority tasks of modern pedagogical education and has significant scientific and practical importance. The results of the research showed that social responsibility is one of the main integrative qualities determining the professional competence of a future educator, manifested in the teacher's conscious understanding of duties toward society, the profession, and the younger generation.

Based on the theoretical sources and pedagogical approaches analyzed in the article, effective mechanisms for developing social responsibility were identified. In particular, it was substantiated that the educational process organized on the basis of a competency-based approach serves to develop students' independent thinking, responsible attitudes toward pedagogical situations, and competencies in making professional decisions. Furthermore, volunteer activities and socio-pedagogical projects were identified as effective pedagogical tools for increasing students' social activity and fostering humanity and civic responsibility. During the research, the role of reflective activity as an important pedagogical mechanism was also revealed. Through reflection, students acquire skills in analyzing their professional activities, evaluating their personal capabilities, and approaching the pedagogical process critically and responsibly. Collaborative learning technologies are also significant in that they contribute to the development of teamwork culture, social solidarity, and a sense of mutual responsibility among students. In addition, the creation of a healthy spiritual and educational environment in higher educational institutions, the promotion of national and universal values, and the personal example set by teachers were recognized as important factors in the development of students' social responsibility.

In general, it was substantiated that high effectiveness in developing social responsibility among students of preschool education can be achieved only when the process is organized on the basis of systematic, continuous, and purposeful pedagogical activity. The implementation of these pedagogical mechanisms into practice contributes to strengthening the professional training, moral maturity,



and sense of responsibility toward society among future educators. In the future, the development of criteria for assessing social responsibility, the improvement of methodologies for developing social competencies based on digital pedagogical technologies, and the comparative analysis of international experiences will remain important directions of scientific research in this field.

References:

- 1.O'zbekiston Respublikasi Prezidenti. "2022–2026-yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi to'g'risida"gi Farmoni. – Toshkent, 2022.
- 2.O'zbekiston Respublikasining "Ta'lim to'g'risida"gi Qonuni. – Toshkent: O'zbekiston, 2020.
- 3.O'zbekiston Respublikasi Vazirlar Mahkamasining "Maktabgacha ta'lim va tarbiya davlat standarti to'g'risida"gi Qarori. – Toshkent, 2020.
- 4.Avloni A. Turkiy guliston yoxud axloq. – Toshkent: O'qituvchi, 2019. – 160 b.
- 5.Karimov I.A. Yuksak ma'naviyat – yengilmas kuch. – Toshkent: Ma'naviyat, 2008. – 176 b.
- 6.Mirziyoyev Sh.M. Erkin va farovon, demokratik O'zbekiston davlatini birgalikda barpo etamiz. – Toshkent: O'zbekiston, 2017. – 56 b.
- 7.Asmolov A.G. Psixologiya lichnosti: kulturno-istoricheskoe ponimanie razvitiya cheloveka. – Moskva: Smysl, 2019. – 448 s.
- 8.Bondarevskaya E.V. Lichnostno-orientirovannoe obrazovanie: teoriya i praktika. – Rostov-na-Donu: Feniks, 2018. – 352 s.
- 9.Zimnyaya I.A. Klyuchevye kompetensii kak rezul'tativno-tselevaya osnova kompetentnostnogo podxoda v obrazovanii. – Moskva: Issledovatel'skiy tsentr problem kachestva podgotovki spetsialistov, 2017. – 40 s.
- 10.Leontyev A.N. Deyatel'nost. Soznanie. Lichnost. – Moskva: Akademiya, 2018. – 304 s.

