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Peculiarities of Teaching Social Subjects at High Educational Pedagogical Organizations

Key words: *social training, social experience, acquisition of knowledge, concepts, approaches, educational programs, curricula, working programs of training to concrete subject matters, methodical grants, training process.*

Annotation: *social training is direct attribute of socialization of the person which begins much more before traditional training of the individual. Thus social training plays an important role in formation of informative circle of the person and defines weigh its informative course of life, including the traditional training organized in preschool educational institutions, average comprehensive schools, higher educational institutions etc.*

Social training – voluntary (organized) and involuntary (spontaneous) acquaintance, mastering, fastening of knowledge, skills and abilities, significant and insignificant for viability of person. Social training is the socially-pedagogical phenomenon considered as system of acquisition of knowledge, skills and abilities of social interaction and resolution of problems of socialization of person.

Social training can be considered as process of transferring (mastering) of social experience by each separate person or groups of the people, consisting of certain number of stages of qualitative change of informative sphere of the person. Social training can be represented as the significant kind of informative activity pursuing the aim of acquisition from society of new knowledge, skills and abilities, their applications in practice.

Social training in social pedagogics, along with social education, is represented as one of tools of socialization of person. As well as any social phenomenon, social training can be considered from the point of view of system, from the point of view of process and from the point of view of activity

Social training can be considered as system of acquisition of knowledge, skills and abilities of social interaction in the course of socialization of person. Hence, it includes: a certain set of social institutes (educational institutions, schools, colleges, centers of preparation and retraining of experts, institute of teachers, institute of social teachers, institute of psychologists, institute of animators, institute of instructors, institute of methodologists, institute of tutors, institute of moderators, institute of navigators, institute of workers of mass media, institute of social advertising etc.), which purpose is to transfer of social experience from one generation to another in the form of knowledge, skills and abilities in certain sphere of ability to live of a society; a certain set of the educational: concepts, approaches, educational programs, curricula and working programs of training to concrete subject matters, methodical grants of acquisition of that or other knowledge; certain structures of management of training process (in this case we take operated process of social training). At spontaneity of social training the account of the factors positively influencing process of mastering by the person of set of knowledge and

breaking this process (in this case there is a necessity of existence not so much structures of management, how many monitoring structures) is conducted.

Social training can be considered as process of transfer (mastering) of social experience by each separate person or groups of people. This process is realized in some stages: the fact-finding stage allows to generate the first level of knowledge - "knowledge - acquaintance" (the person has a certain minimum stock of the information on significant events for it or the phenomena, however she/he does not allow the person to reproduce independently it in the form of full knowledge, especially it does not represent where and how it is possible to take advantage of this information); the second level of knowledge - "knowledge - reproduction" (the person can reproduce the practically literally received stock of the information on significant events for it or the phenomena thanks to good natural memory or the strengthened cramming, however it nevertheless poorly represents area of realization of the received knowledge and has no sufficient skills for their realization in the ability to live); The third level of knowledge - "knowledge - ability" (the person can reproduce independently in full received information, knows areas of its application and has due skills of its realization in the practice); the fourth level of knowledge - "knowledge - transformation" (the person can independently reproduce the received information, understands areas of its application and it is capable to transfer this knowledge to other people); the stage of active development of the social environment (society) includes carrying out of diagnostic procedures on studying of pedagogical potential of society and allocation of its significant condition for the person; revealing of level of development of social requirements and social abilities of the person in reception of the sum of knowledge, skills and abilities; inclusion of the person in process of acquisition and fastening of knowledge and development at itself necessary skills and abilities for self-realization in society.

The stage of active mastering of social experience assumes familiarizing with social experience, significant for the person in the permission of its problems of socialization; fastening of the received knowledge, skills and abilities by active participation in studying of the available sources special and the scientific literature, experience of researches; application of the revealed knowledge at level of laws of course of social processes in the practical activities; the stage of perfection (development) of the received knowledge includes accumulation of social experience, significant for the pupil in the permission of its problems of socialization; revealing of new forms and methods of the most effective for development of social knowledge, skills and abilities of the decision of actual problems of activity; search of innovative techniques, the technician, technologies of expansion of an information field of the trained; qualitative and quantitative change of own knowledge, own experience of their reception, i.e. Perfection of own experience of social training; the stage of self-improvement of the person in society reflects efforts of the person in self-education (independent use of own resources and possibilities on realization of pedagogical potential of society for development of area of new social knowledge), in self-education (realization of own educational potential of the person for perfection of social qualities on the basis of independent efforts on using of pedagogical potential of society), in self-development in the course of social formation of the person.

Social training can be considered as activity: educational activity, study, information work, scientific work. Social training as activity the subject and object of social training, and also result in the form of the acquired knowledge, skills and abilities received in the course of

realization of pedagogical (information) potential of society can have the informative purposes, ways, forms and methods of their realization. Social training as activity can have two levels: the basic (productive) informative activity and providing (special).

Productive activity reflects activity of the subject or object directly under the decision of informative problems, and special activity allows carrying out spadework on creation of special favorable conditions to the individual for mastering of social knowledge. It can be diagnostic actions for studying, for example, information possibilities of mass media, kinds of activity, social relations, social institutes (high schools, schools, scientific, industrial establishments etc.).

It can be preparation of methodical grants, workings out, textbooks, advertising, TV, i.e. transmission media of knowledge from society to the separate person, providing efficiency of process of mastering of knowledge.

Productive activity differs not only from organization of process of the social training, but how to transfer knowledge from society to the person and transformation of information potential of society to knowledge of the separate person. It can be participation trained in mass actions or an inclusiveness of the person in informative activity for the purpose of mastering of the certain sum of knowledge, skills, and abilities. It can be the action, visiting of exhibitions, advertising studying, the analysis of telecasts, viewing of presentations, presentation of trades etc.

Social training has the object and an object of research.

Object of social training is society interaction (information potential) and the person (social group) for the purpose of reception of social knowledge, skills, and abilities providing the permission by the person of problems of socialization at various stages of its ability to live.

Subject of social training is socially-pedagogical process of mastering by the person of social experience and acquisition of social knowledge, skills, abilities the individual, social competence of persons, significant for its socialization.

The purpose of social training represents the first universal characteristic of any form of training. The purpose of social training is directed, as a rule, on improvement of realization of information potential of society. The purpose of social training is subject to estimation and can be estimated from the point of view of its efficiency. Measurability of the purpose assumes, that under the purpose description it is possible to define easily, how much its achievement will improve a current condition of set of knowledge. The purpose of social training is shown in problems on its realization and carried out by means of the problems of training following from the answering purpose.

The purpose of social training is defined by socially significant characteristics for the person. They carry a stereotypic shade of a represented image is more often, subjective but the essence, have wider range of signs of display and criteria of acknowledgement in real life and quite often have disputable, debatable character.

By consideration of the purpose from the point of view of its reformative influence on the person social training acts as social activity, in particular socially-pedagogical activity, with consequences of training of the person following from it. In particular, the important purpose

of social training is formation of ability of the person to active functioning in a concrete social situation at maintenance of development of the person as unique human individuality.

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