

**FAMILY, SCHOOL AND COMMUNITY COOPERATION IN TEACHING  
ADOLESCENT STUDENTS SELF-AWARENESS AND SELF-MANAGEMENT**

**Q.B.Djo`rayev**

Candidate of Pedagogical Sciences, Associate Professor,  
Namangan region national center for training pedagogues in new methods

**Annotation:** In this article, family, school and community cooperation in teaching adolescent students to self-awareness and self-management, as well as pedagogical research conducted under specific conditions, aimed at improving the educational environment of a growing person. only, it acquires scientific and practical importance. Research results serve to create an educational environment for social practice. From a social point of view, thoughts and opinions are given about helping to expand the educational opportunities of the microenvironment during the regular development of each young person growing up from a social point of view, and from a pedagogical point of view, creating specific conditions for the holistic educational process of the school and extra-school microenvironment (family, neighborhood).

**Key words:** self-awareness, social environment, motivation to learn, independent education, pedagogy.

In pedagogy, the social environment is considered as a personality-forming condition. The social environment in society is manifested in the acquisition of culture (knowledge, activity and communication methods) by the people living in it, and the level of its social development.

The educational environment is understood as a part of the social environment that is formed at all stages of society in order to influence the growing generation. The educational environment is historically determined and has the characteristic of stratification. For this reason, it is the object of researches carried out in pedagogic-psychological sciences in the social-humanitarian direction.

The educational environment is as integral as the social environment. The integrity of the individual environment is a set of conditions that ensure vital activity at all levels of the development of personal needs; these are the conditions that ensure self-expression of a student of adolescent age, social activity at the level of social needs. It should be noted here that the level of ideal needs of a person is different.

In addition, it is necessary to determine the simplest pedagogical-psychological unit for studying the person in the surrounding environment. A child's experiences form such a unity because the environment provides the child's development. A child's experiences and impressions determine his attitude to life and influence his personality formation. In the formation of the personality, his attitude to the surrounding objects and events is of great importance, because the child, no matter what he is, needs an object that can implement his subjectivity.

"Determining the concept of the integrity of the human environment in the socio-pedagogical sense implies defining the subject that forms the educational environment. These entities include:

- a) subject at the socio-political level - hokimities, neighborhoods, women's committees, offices and other social institutions.
- b) subject at the socio-pedagogical level - schools, vocational colleges, academic lyceums, out-of-school educational institutions.
- c) a subject at the psychological and pedagogical level - educator, teacher, class leader, deputy director for spiritual and educational affairs.
- g) the subject of his environment is the teacher.
- d) subject of family environment - parents, grandparents, brothers and other close relatives.

It can be seen that the necessary legal and economic foundations for establishing pedagogical cooperation in youth education have been created in the country.

The following can be included in the main areas of social education:

- a) age-based approach to solving tasks related to creating favorable conditions for education;
- b) life activity of the student, relying on its organization, i.e. creating a natural, pedagogically appropriate way of life of a growing teenager;
- c) strengthening the spiritual communication between the teacher and the student;
- g) encourage the teenager to get independent education;
- d) creating a lifestyle that encourages the development and self-improvement of a student of adolescent age;
- e) organizational-pedagogical work on strengthening the health of the adolescent student (schedule, socially useful work, various activities depending on interest, physical education, recreation, etc.);
- j) unity of spiritual and family life of a student of adolescent age;
- z) effective use of the positive influence of community, social psychology;
- i) effective use of content, forms and methods of folk pedagogy;
- k) situations that form the positive life experience of the adolescent student in the environment of his peers, creating childhood impressions.

Social education, cooperative education, along with creating conditions for the development of adolescents, also serves as educators of their typical characteristics, unique creative individuality.

Thus, organizational-educational work performs socializing and individualizing tasks in the cooperative education of the growing generation.

A person's attitude to mental and physical work is determined by the work of his soul and spirit. Philosophers, writers and poets have written a lot about the spiritual origin of human life and its spiritual needs. As a result of human work, which provides self-knowledge, understanding, development, improvement, and activation of a person, they realized and felt that they are an integral part of humanity. Therefore, the formation of a person who is ready to live among people is characterized by his level of consciousness, knowing how to live and work in cooperation.

When there are certain interruptions in the development and social status of the adolescent student: an unpleasant, difficult psychological environment in the family, a dysfunctional family, a father or the whole family addicted to alcohol, pedagogical mistakes of the teacher or parents in the upbringing of the child. collaborative work in positive solutions is important. Such and similar pedagogical deviations will be the focus of kindergarten, teaching team, community, and production team educators, who plan preventive and educational measures to improve the conditions of students' development.

In addition, educators of children's institutions and primary school teachers help parents prepare them for school. Preparing a child for school is a complex of activities (physical training, spiritual formation of a person, character, self-knowledge, etc.) and the development of a passion for learning.

During adolescence, the influence of mass media, peer groups, art and literature on children increases greatly. In the traditional approach to education of students of this age outside of school, an inseparable trinity is formed - family, school, community.

At the center of the adolescent society is the adolescent himself, and all the people around him are actively and selectively observed by the adolescent. Boys and girls of this age may not include their relatives: parents, brothers, sisters, grandparents. Adolescent society is their marriage, study, acquaintance, and inner life.

The importance of pedagogy increases in the conditions of cooperation. Pedagogical science should not only give an analysis of the process of cooperation, but also develop constructive

recommendations based on this analysis. In our opinion, at present, scientists should move from analysis to a consistent approach to studying the research object. It is necessary to study the lifestyle of teenage students, to determine their educational opportunities and reserves.

The role of the neighborhood, which is the union of families, is incomparable in teaching teenage students self-awareness and self-management. In the consciousness of representatives of our nation, the neighborhood is imprinted as a "small homeland". That's probably why the phrase "Motherland begins at the threshold" is known and popular among our people.

In fact, great educational activities are being carried out through neighborhood committees, the values, traditions of our people, the heroism and bravery shown by our ancestors, our ancestors are being instilled in the minds of young people.

A child is not limited to the neighborhood where he was born and raised, as our people say, "seven neighborhoods make parents". This sentence has a great educational meaning, that is, the people of the neighborhood are responsible for the formation of the child's manners, behavior, behavior, as well as knowledge and skills. That is why the residents of the neighborhood are always proud of famous people, state and public figures, scientists and poets who came from the neighborhood. On the other hand, such people never forget their neighborhood (I grew up in such and such neighborhood of such and such a village), they are proud.

The neighborhood is the first, main and most influential teacher of self-awareness and self-management. It is not for nothing that local authority powers are given to neighborhood committees. After all, neighborhood committees are very well aware of each family tree, its environment, material and spiritual capabilities. The impact of the opinion of the residents of the neighborhood on the psychological environment in the family and the morals of the family members cannot be compared with anything.

Young people get the first and biggest lesson of self-awareness in the neighborhood. If a child commits a crime, the neighbors, especially the elderly who have seen a lot, will say, "Your grandfather was like that, your father never turned his face to the ground, who did you turn to?" the reprimand is absorbed into his mind, soul, and body, and he tries not to tarnish his lineage and honor in any situation. "Bless you, you are a son worthy of your father!" for the neighborhood teenager. There is no greater happiness than hearing his praise. That is why school and neighborhood cooperation is one of the most important pedagogical factors in teaching teenagers to self-awareness and self-management.

The basis of a person's spirituality is self-awareness, the ability to manage oneself within the moral standards of society. A person deprived of spirituality and a society will decline.

Spirituality is the basis of the development of man and society, as well as the world. The basis of the formation of spirituality is to know oneself and the world, the meaning of life, and then to manage one's morals in accordance with the demands and standards of society and life, as well as the dictates of one's conscience.

We came to the following conclusion as a result of getting acquainted with the work plans for spiritual education in experimental schools, the activities of school and class leaders: the school pays great attention to the spiritual formation of students. In the work plans of school and class leaders, issues of spirituality and enlightenment are given a wide place. There are clear opportunities to hold planned events in this direction. The pedagogues have sufficient knowledge, pedagogical skills and experience in the field of spirituality and enlightenment.

Events aimed at the formation and development of moral and moral qualities such as national pride, patriotism, honor, duty and loyalty are held consistently. In this regard, cooperation with the family and the public has been established to a certain extent. Meetings are held with labor and war veterans and famous people.

Our great ancestors, their life and activities, their great contributions to the culture of the society and their heritage are being instilled in the minds of the students. The study of national traditions and values, their wide use in spiritual education has been satisfactorily established.

In order to increase the effectiveness of spiritual education, seminars are held at the district and regional levels, and advanced pedagogical experiences in this regard are popularized.

A day of self-management is held in schools once a year. In this, students participate in the role of teachers-educators in the school administration, they develop certain independent activity skills.

However, it should be noted that specific pedagogical measures aimed at teaching teenagers self-awareness and self-control have not been developed in pedagogical practice. Most of the pedagogues and class leaders do not have a complete and clear idea about the concepts of self-awareness and self-management. In the course of the lesson, teachers limit the independence of students, little attention is paid to the independent completion of class work, or even if they are completed independently, the problems encountered in the work process are solved by the teacher.

Educational methods such as self-control, analysis, making independent conclusions and self-assessment are not used in classes. Teachers rarely use non-traditional lessons where students can show their initiative and creativity.

In most students, the desire to self-manage in self-awareness happens spontaneously without the help of pedagogues, parents and the public. Students' work on themselves is not controlled. There are no self-help guides, plans or programs. In some cases, this form of work is not even included in the work plans of class leaders.

The level of formation of some classes as a team does not meet the requirements, therefore the demand of the team to its members is also very low. This situation is reflected in the low level of students' demands on themselves.

In the process of spiritual education, little attention is paid to the individual and young characteristics of teenagers. Consistent work is not carried out in the direction of forming the student's interests, ideals, dreams, life goals. The importance of these internal factors in the student's self-awareness and self-management is not sufficiently evaluated by pedagogues. The student's interests, ideals, dreams, life goals formation methods and work forms are not improved, the age and individual characteristics of the students and other external influences are not taken into account when choosing them.

Criticism and self-criticism are not developed in the upper classes. Evaluation of the student's activity by the team and self-evaluation of the student's activity are given little attention or are completely ignored.

Educators and the school team pay little attention to studying the emotional world of students. Noticing the first intimate feelings that appear in young minds in time, they are not used to improve the identity of students, they do not prevent some negative manifestations of the awakening of such feelings.

Not all students perform permanent or temporary community assignments or do not receive such assignments. Educators do not use these two types of public assignments in order to improve or eliminate one or another characteristic of the student's development and morals.

Deputy directors of schools for spirituality and enlightenment do not require the formation of special concepts, spiritual knowledge and skills in the minds of students that serve to teach self-awareness and self-management. .

The principals of some schools are not interested in the plan of spiritual and educational work, they do not regularly monitor their implementation, pedagogically, whether it is appropriate or not. In the mind of some leaders, the one-sided phrase "School-knowledge center" is firmly established.

At the moment, they have forgotten that the school is a school of life and education, a holy place that forms a spiritual identity.

A person's goal is one of the most important factors that ensure the successful development of self-awareness. Therefore, when teaching a teenager to set a goal and achieve it, it is necessary to pay attention to the following: make students perform specific daily tasks (routines), plan their time, end the day before going to sleep. , at the end of the day, it helps to teach self-accountability, to keep a diary, to gain self-awareness and self-management skills.

The emotional world is capable of arousing great strength and encouraging individual active action. Personal development of emotions and their importance in life activities of teenagers have not been sufficiently studied by pedagogues.

It is necessary for pedagogues to approach the first love of teenagers with caution and wisdom. The effect of intimate feelings on teenagers is different, and in many cases, it can be pushed to the necessary length by approaching this situation correctly. In order for intimate feelings to have a positive effect on a person, it is necessary to direct young hearts to higher values and feelings.

When organizing self-awareness and self-management training, it is necessary to pay attention to and take into account certain characteristics that are formed in the mind of a person. It should not be forgotten that it is possible to create favorable conditions for the manifestation of spiritual ethics only in the harmony of conscious aspirations and concepts, mental activity.

It is necessary to guide the process of the interests of the adolescent student, taking into account their level, direction and manifestation. the object of interest should be events that meet the requirements of education. As the appropriate situation is created, it is necessary for the students to understand the existing interests, to find the relevant objects, and at the same time to direct the internal actions of the teenagers towards the formation of moral and labor qualities.

The task of pedagogues is to teach adolescents to subordinate their behavior based on relevant interest to other aspects of the activity necessary for the comprehensive development of the individual; expanding the influence of interests in relevant situations and types of activities, helping to direct them to the necessary objects; to support adolescent interests in every way, not to allow them to fade away, initial success in relevant activities is to realize one's strengths and capabilities, to serve the development of self-awareness and self-management.

## REFERENCES

1. Resolution PQ-4884 of the President of the Republic of Uzbekistan dated November 6, 2020 "On additional measures to further improve the education system".
2. 2021 of the President of the Republic of Uzbekistan
3. Decision No. PQ4963 of January 25 "On measures to support scientific research activities in the field of public education and to introduce a system of continuous professional development".
4. 2019 of the President of the Republic of Uzbekistan
5. "Public education system of the Republic of Uzbekistan" on April 29
6. On approval of the development concept until 2030".Decree No. PF-5712.
7. Decision of the President of the Republic of Uzbekistan No. PQ-4537 of November 27, 2019 on measures to establish "modern schools".2019 of the President of the Republic of Uzbekistan
8. Decree No. PF-5812 of September 6 on "Additional measures to further improve the professional education system".2019 of the Cabinet of Ministers of the Republic of Uzbekistan
9. Decision No. 352 of April 25 on "Measures to regulate activities of pre-school and general education institutions."
10. Karimov I.A. Let's not deviate from the path of the great goal. - T.: "Uzbekistan", 1993. - 48 pages.

11. Karimov I.A. Uzbekistan is on the path of independent development. - T.: "Uzbekistan", 1994. 49 pages.
12. Karimov I.A. The main principles of the political, social and economic perspective of Uzbekistan. - T.: "Uzbekistan", 1995. - 75 pages.
13. Karimov I.A. Uzbekistan is on the way to deepen economic reforms. - T.: "Uzbekistan", 1995. 16 pages.
14. Karimov I.A. "Uzbekistan on the threshold of the 21st century: threats to security, conditions of stability and guarantees of development". - T.: "Uzbekistan", 1997. - 328 pages.
15. Karimov I.A. Honesty and dedication are the main criteria of our activity. - T.: "Uzbekistan", 1997. - 32 pages.
16. Munavvarov A.K. Pedagogicheskie usloviya povoshcheniya effektivnosti semeynogo vospitaniya. "Science", T.: 1989. -110 s.
17. Munavvarov A.Q. Family pedagogy. - T.: "Teacher", 1994. - pp. 100-101.
18. Hasanov T.Kh. Teoriticheskie i metodicheskiy osnovo vospitaniya disciplinirovannosti i kulturo mladshikh shkolnikov v tselnostnom uchebno-vespitatelnom proceses. ADD. - T.: 1993.
19. Dzhorayev Q. Pedagogical factors of self-awareness and self-management training of teenagers. Dissertation written for the degree of Candidate of Pedagogical Sciences. 2006. Tashkent
20. Abu Abdullah Muhammad ibn Ismail Al-Bukhari "Hadith" (Al-Jame' as sahih)
21. Abu Rayhan Beruni "About Spirituality and Education". - T.: "Teacher", 1992.
22. Avloni A. Gulistan or morality. - T.: 1999.
23. Ancestral training. - T.: "Cholpon", 1991. -240 pages.