

SPECIFIC ASPECTS OF THE DEVELOPMENT OF SOCIAL RESPONSIBILITY OF STUDENTS OF THE FACULTIES OF MILITARY EDUCATION

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ANNOTATION: this article contains feedback and reflections on the further promotion of patriotic education of students through specific aspects of the development of social responsibility of students of the faculties of military education.

KEY WORDS: Education, military, patriotic, educational, social responsibility, innovative, pedagogical, technology, cognitive.

INTRODUCTION

In our country, today in the field of Personnel Training, the very importance of educating a patriotic person and bringing him to maturity as a mature specialist, a future generation builder is also relevant. Especially in the conditions of modern education, further promotion of patriotic education is the sacred duty of every citizen of our country. Because the development of social responsibility of students of the military educational direction up to the call is also the main task of the staff of the training officers.

According to J.G. Yo'ldoshov, idea the social responsibility of youth in the educational process, the formation of young people in connection with different spheres of social life through the use of innovative pedagogical technologies in the educational process today, as well as their development in accordance with this development, made it possible to form the following qualities in the process of contributing: social phenomenon, theoretical – it is not for nothing that they argue that using pedagogical technologies as a large – scale social phenomenon of the educational system, pedagogical activity, educational methodology and disciplines related to their profession, the object of research of Sciences is determined by the vices of pedagogic influence, directions of application of each subject in accordance with its goals and objectives. [1]

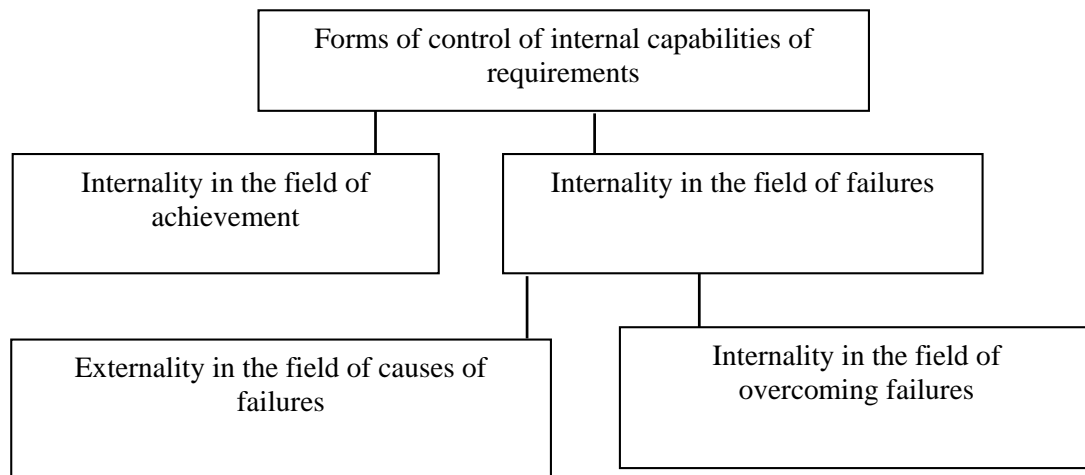
In an immutable environment of education in a developing world community, the social responsibility of the student makes it possible to approach in accordance with the goals, objectives of Education, based on renewed pedagogical thinking, even in practical activities. Therefore, in order to successfully organize the work of educating young people of the necessary professional qualities who can effectively function in the social life of society and responsibly approach their profession, it is necessary to make significant changes in the pedagogical education system. There are different views on the professional qualities that young people need to master and a responsible approach to their profession with devotion. [2]

Also, in recent studies, important aspects of student-youth activities are being interpreted. The skills of professional activity, which are necessary to form in students, go to the main field in the development of social responsibility in the process of teaching specialist subjects. For example, as a component of social maturity and its – social responsiveness, they are formed only in relevant practical activities. Because, the development of a sense of social responsibility establishes direct links in the student's personality with giving freedom to make independent decisions.

Therefore, in the development of social responsibility, students first of all need to instill in them a sense of loyalty to the motherland, solve the problem of liberalization of the educational process on the basis of adaptive synchronization to the possibilities of an empirical assessment of the pedagogical factors and intensive connection of intellectual-motivational characteristics with the personal-social position of the student. However, the principle of social responsibility in education remains unchanged in itself. In this, the correct idea that a person cannot be recognized as free without recognizing a person as a person who has a sense

of responsibility at the same time the opposite meaning needs the necessary filling in nature. Without recognizing a person as free at the same time, it is impossible to recognize him as a person with a sense of responsibility. [3]

Therefore, an important place is occupied by the development of social responsibility of students of higher educational institutions – the determination of the qualities of responsibility, responsiveness, which come out of the uniqueness and uniqueness of each individual. In particular, as mentioned, the person in charge is capable of practical behavior, only a person who realizes his uniqueness and uniqueness. More important in the bundle is precisely the responsibility to life that embodies the existence of a person, the essence of his life. Based on this, we can give an example of the appearance in Picture 1.1 below.



1.1.picture. Forms control of internal capabilities of requirements.

Since we conducted our research at the faculties of military education, we studied and analyzed the development of the sense of social responsibility of students of the direction of military education as the main factor until the call as the object of our research. Therefore, the upbringing of personnel of the future generation as a mature person is associated not only with the essence of being, but also with its success and methods of realizing its capabilities, abilities and potential (samoactualization). [4]

In the science of psychology, thinking is judged by the state of study, which divides it into realistic and autistic types. Usually surrounded by realistic thinking is thinking aimed at reflecting on the study of the environment in which it is directly subject to logical laws and regulations. [5]

Empirical studies also show that educators value the discipleship of learners more than the independence of an individual. These thoughts then make it possible to draw three extremely important conclusions for our study: responsibility is a mature action, a necessary component of the act, an attribute. The generalization of information obtained in various experimental studies is consistent with internality (or the prevailing tradition of individual responsibility) social maturity and behavior in a positive attitude towards society correlational will be in alignment. Externalism, on the other hand, is a factor in correlative association with low levels of social maturity and in the risk of hyper-social behavior under certain circumstances. Social maturity and the sense of responsibility, which is its component, are formed only in appropriate adequate activities. The formation of responsibility is directly related to giving the individual freedom to make decisions. The development of a sense of social responsibility goes side by side with the development of the autonomy of the individual's independence and ensuring for himself the freedom to make decisions in relation to himself. [6]

A careful study of the concept of “Social Responsibility” and “responsibility” in the research process resulted from its analysis from foreign scientists A.I. In orekhovskiy's studies, we touched on the issue of social responsibility, the scientist also emphasized the study of the sense of responsibility in political, moral, social life. A.I. In the process of orekhovskiy's research, he touched on the issue of individual responsibility and expressed in his works: “through the pedagogical motives and goals of the development of the external

and internal, individual and collective, personal and social responsibility of the life of society, a sense of responsibility is instilled through the sphere of Social Sciences.” [7]

Including, in the etymological analysis of the concept of “social responsibility”, in the process of research, an important place is occupied by the construction on the basis of the presence of structural elements, various district points of view, which make up the content and essence of this thirst. So, as a result of research, this concept is based on its point of view on the issue of the structure of Social Responsibility, which we analyzed in our study, dividing it into the following qualities: cognitive, motivational and behavioral can be seen as an interaction of components. [8]

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