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LEARNING THE PRACTICE OF SOCIAL-EDUCATIONAL WORK WITH THE POPULATION IN A FAMILY-NEIGHBORHOOD SOCIETY

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Abstract: One of the most relevant and promising directions in modern psychology is the study of the family and the changes that occur in it. The researchers' interest in this problem is determined by the crisis situations occurring in the life of modern families and their impact on other areas of society.

Key words: Diagnostics of family relations, control measures, family-neighborhood society, social welfare, elements of social structure.

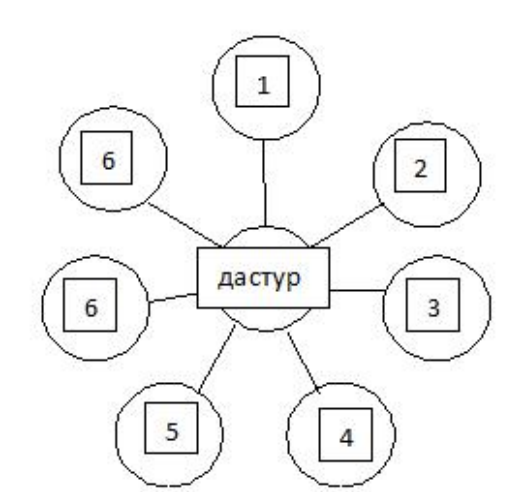
Diagnostics of family relations helps to identify effective ways and methods for solving family problems. Test methods are often used to reveal the internal environment of the family, the hidden psychological reasons and laws that lead to the emergence of problematic situations .

Control measurements in the experimental group (subgroups KTG1 and KTG2) were carried out in 2017 and 2021. In order to obtain comparable results, the same educational methodology was used as in the exploratory phase of the research. The study of the practice of social-educational work with the population in the family-neighborhood society showed that the development of the system of social-educational work with the population at the place of residence is of particular importance. It serves as a basis for the formation of social well-being of the population and solves a wide range of educational problems. Free time, if properly organized, can be an invaluable factor in introducing children, youth, and adults to spiritual values. But in the case of an empty socio-cultural space, it becomes a strong criminogenic factor when young people have nowhere to go and nothing to do.

Its most important component is the socio-pedagogical infrastructure for the spiritual and moral education and development of young people, including the state, society, region, city, educational institutions, material and technical means that provide the socio-pedagogical activity of the elements of the social structure of a particular society with the help of internal personnel potential. set, conditions and organizational structures (scheme 2).

INFRASTRUCTURE SUPPLY

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1 - education

2 - social protection

3 - health care

4 - culture and recreation

5 - sports

6 - public organizations

7 - other organizations

In the example of Iftikhor neighborhood of Chirchik city, the experience of developing a system of social and educational work with residents in a family-neighborhood society has an innovative character.

To achieve the goal, it was necessary to solve the following tasks:

1. Studying the dynamics of the level of attitude through the components of the development of social education and upbringing of students in experimental-control groups;

2. Determination and comparison of the dynamics of the level of social education and training of students in small groups of experimental groups of students of different educational institutions;

3. To determine the dynamics of correlational relations between scales in the control and experimental groups.

Educational facilities in the city of Chirchik were taken as the object of study. There are 25 general education schools, 7 special secondary schools, a number of state and non-state pre-school educational institutions, 12 libraries and 3 cultural institutions operating in the city of Birgina Chirchik. Approaching our research in a slightly different way, we studied the improvement of social education of young people based on family-neighborly relations in a non-traditional way. That is, in this case, we considered the stages of development of the educational process in the example of a preschool educational institution (Ilm Asia non-governmental educational institution), school (7th general education school), neighborhoods (Iftikhor, Lola, Madaniyat) in the city of Chirchik.

During the research, as the main professional-pedagogical field, special attention was paid to increasing the competence of all subjects of socio-educational activities at the place of residence of schools and other educational institutions. In our model, volunteer assistants work in the population, family, yard and houses, in our experience, the public, pedagogical teams in the educational system are not only able to improve the quality of professional activity in their institution, but also to implement educational needs and value orientations with children, their families, youth, and the entire population directly in the place of residence. and development, social and economic development, implementation of a broad, socio-pedagogical mission to solve humanitarian problems among people, reduce various social risks, socio-psychological stress and psychological-traumatic factors, and improve people's quality of life. Such an

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approach is based on the idea that schools, pre-school education, additional educational institutions are not only responsible for their own pedagogical activities, but also influence the pedagogical expediency of the activities of other subjects of the integrated socio-educational process in the place of residence, the development of the educational system as the main factor of this process .

The table shows the dynamics of the general indicators of the components of the development of education and training of students in the experimental and control groups.

Levels of participants' social education training in the experimental and control groups (at the control stage)

Year	groups	Social education - education indicators					g (ITK)
		g (K)	g (E)	g (KN)	g (P)	g (KM)	
2019	KTG1	2.9	1	4.3	3.5	4.3	3.2
2020	KTG1	4.3	1,2	5	4.4	5.9	4.2
	NG1	2.6	0.1	3,4	3.5	4.4	2.8
2019	KTG2	2.8	0.8	4.1	3,4	4.0	3.0
in 2020	KTG2	4.3	1,1	5	4,4	5.8	4.1
	NG2	2.6	0	3,3	3.6	4.2	2.7

A three-way analysis of variance was used to determine the presence/absence of statistically significant differences in the results of the formative phase of the pilot study in the control and experimental groups (three independent variables and institutions). The comparison methodology was carried out on each scale, that is, the data on the results of social education and training and the indicators of its components obtained in 2017 and 2021 were compared .

The results of tests for normality/homogeneity of variance indicated that the variables were not normally distributed in all directions of the variance complex.

Hypothesis H_0: in all scales of the control and experimental groups Hypothesis H_0: in all scales of the control and experimental groups, the dynamics of indicators of the level of inclusive training do not have statistically significant differences.

H_1: the dynamics of indicators of the level of social education in all scales of the control and experimental groups have statistically significant differences.

H_1: the dynamics of indicators of the level of social education in all scales of the control and experimental groups have statistically significant differences.

H_0: the statistical value is the same for all scales of the dynamics of social education and upbringing in KTG1 and KTG2 subgroups.

H_1: the statistical value for all scales of the dynamics of social education and upbringing in KTG1 and KTG2 subgroups is different.

The dynamics of indicators of the level of social education in KTG1 and KTG2 subgroups on all scales had statistically significant differences. Analyzing the dynamics of the

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indicators of the cognitive component, there was almost no difference in three years (p=0.9999, p=0.9908 and p = 0.9893, respectively).

It can be seen that the conditions of experimental research have led to such a level of development of individual components of inclusive education, because moderate and strong relations are an obstacle in the development of the system, and require a reconsideration of the conditions of the existence of the phenomenon as an independent system, structure and substantive content.

According to the questionnaire received from the respondents of the small groups of the control group, it was determined that the inclusive training of the future pedagogues is at the reproductive level in both cases . It was determined that approximately every fourth or fifth future teacher is not ready to work in inclusive education according to the indicators of cognitive, conative and communicative components .

The level of development of social learning education of students in the NG1 subgroup (in the determining stage)

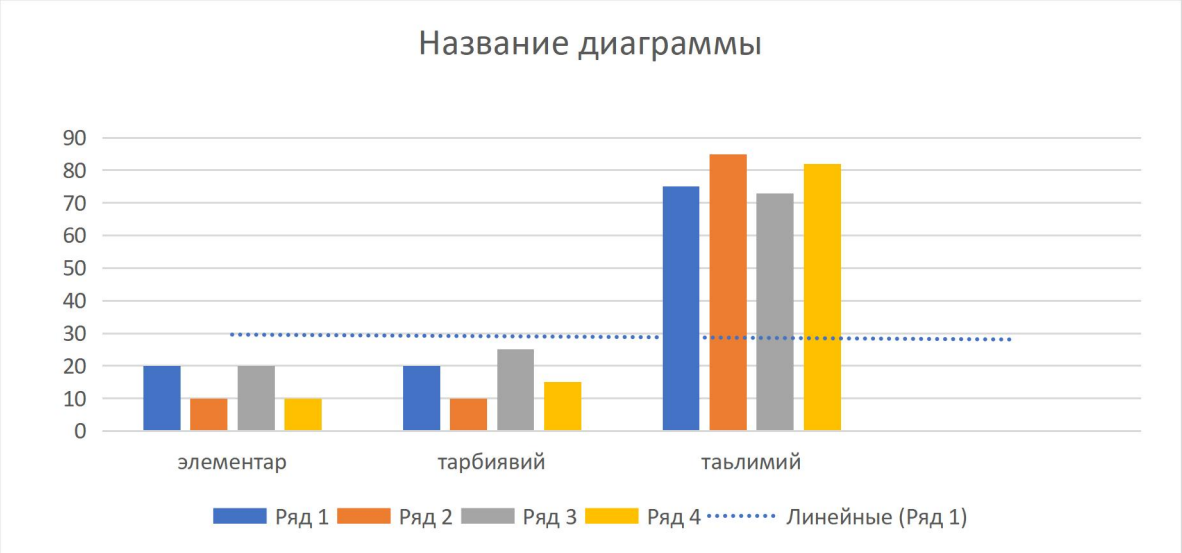
Components of social training	n	Levels of development					
		Elementary		Reproductive		Professional	
		n	%	n	%	n	%
K	93	21	22.58	71	76.34	1	1.08
E	93	12	12.90	80	86.02	1	1.08
KN	93	22	23.66	70	75.27	1	1.08
R	93	13	13.97	79	84.95	1	1.08
KM	93	22	23.66	70	75.27	1	1.08

Components of social preparation	n	Levels of development					
		Elementary		Educational		Educational	
		n	%	n	%	n	%
K	94	20	21,28	74	78,72	0	0.00
E	94	12	12.77	71	75.53	1	1.06
KN	94	25	26.60	68	72.34	1	1.06
R	94	14	14, 90	79	84.04	1	1.06
KM	94	26	27.66	77	81.91	1	1.06

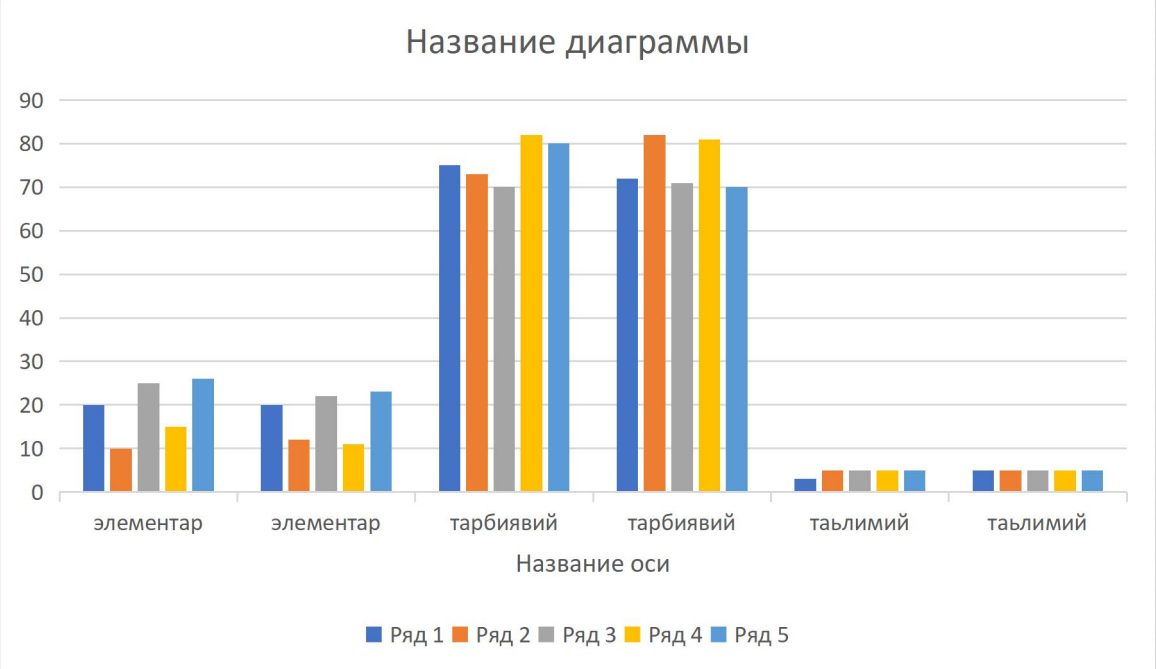
The level of development of social education of students in the NG2 subgroup (in the determining stage)of the inclusive training of future teachers in the experimental and control

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groups and in the small groups shows that it is low in terms of quality and quantity . Figures 5.1 and 5.2 show a diagram of inclusive training levels of future teachers.



The use of mathematical statistical methods made it possible to confirm that there are no statistically significant differences in small groups. This confirms the low level of social readiness in all components in both control and experimental groups at the determining stage of the experimental research.



The effectiveness of the didactic model developed by us in the development of social education for students was checked and the degrees of formation of knowledge were determined.

Serves as a social space and a pedagogical factor that ensures the eternity of social life, the continuity of generations, the continuity of education, and has an impact on how the future generation will grow up . A person is formed in the family. Family is a source of love, respect, solidarity and kindness. It is on these values that every developed society rests.

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We should start the scientific research of a person's general cultural worldview in family and family relations by expressing its development in accordance with the laws of social development. The development of the family is related to the material production and spiritual life of society. It has been widely analyzed in the scientific literature that the change of family forms is connected with the changes in the spirituality of material production at all historical stages since the time of primitive society.

We can consider it appropriate to follow the following socio-pedagogical-psychological, spiritual-cultural criteria in order to create an all-round healthy environment in the family:

- to achieve the formation of a positive attitude of young people to sports, including family sports;
- achieving rational organization of children's life activities and formation of reproductive culture;
- To study and widely promote the unique traditions and values of our people as the main factor of a healthy lifestyle in the family;
- To increase parents' responsibility, capacity, literacy, pedagogical and psychological ability of parents in relation to child education, to ensure the unity of family and social education;
- Bringing up a spiritually and physically mature generation in the family, preparing young people to build a family life, arming them with modern professional secrets;
- Achieving the formation of a general worldview of children in family relations.

In conclusion, the family is entrusted with a huge and necessary social mission. It is clear that raising a child is the most difficult social task. A personal and positive example of a father and mother is a guarantee for the development of righteous and righteous children. When the child crosses the threshold and steps into the outside world, the influence of the environment and society on the child becomes significant. Educational institutions and neighborhood, in general, the atmosphere of the social sphere haunts the human child until the last moment of his life. Therefore, achieving the formation of a person's universal worldview in family relationships is important not only in personal life, but also in the social and economic changes taking place in our country and their development in the spiritual and spiritual improvement of the society.

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