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Bosh muharrir: Namangan davlat pedagogika instituti rektori B.E.Xusanov
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Texnik muharrir: R.Tursunov

Tahririyat manzili: Namangan shahri, Uychi ko'chasi, 316-uy.

Pochta indeksi: 160136, **Faks:** (0369) 227-27-21,

Email: Info@namspi.uz

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PEDAGOGICAL APPROACHES TO ORGANIZING SOCIO-CULTURAL ACTIVITIES OF MASTER'S STUDENTS

Khasanova Gulsanam Khasanovna

*Doctor of Pedagogical Science (DSc.), Professor, the Academy of Public Policy and
Administration under the President of the Republic of Uzbekistan*

ORCID: <https://orcid.org/0009-0005-3556-5874>

e-mail: gkhasanova@dsba.uz

Abstract. This study examines the principal pedagogical approaches of socio-cultural activities among master's students. Particular attention is given to the integration of such activities into the educational curriculum, the application of interactive and collaborative teaching strategies, opportunities for experiential learning, systematic pedagogical support, and the formation of leadership and intercultural competencies. The research also explores various contextual factors - including cultural, social, economic, political, psychological, technological, and environmental conditions-that may influence the effectiveness and outcomes of students' socio-cultural engagement.

The findings demonstrate that socio-cultural activities serve as an important link between academic knowledge and practical experience, while also supporting the professional, social, and personal development of master's students. The study concludes that the successful organization of socio-cultural activities depends on achieving an appropriate balance between structured educational planning and flexible, student-centered pedagogical practices.

Keywords: socio-cultural activities, pedagogical characteristics, organizational characteristics, intercultural competence, experiential learning, student-centered education, reflective thinking, educational process.

ПЕДАГОГИЧЕСКИЕ ПОДХОДЫ К ОРГАНИЗАЦИИ СОЦИОКУЛЬТУРНОЙ ДЕЯТЕЛЬНОСТИ МАГИСТРАНТОВ

Аннотация. В статье рассматриваются основные педагогические подходы к организации социокультурной деятельности магистрантов. Особое внимание уделяется интеграции такой деятельности в учебный процесс, применению интерактивных и совместных стратегий обучения, возможностям обучения на основе практического опыта, систематической педагогической поддержке, а также формированию лидерских и межкультурных компетенций. В исследовании также анализируются различные контекстные факторы — включая культурные, социальные, экономические, политические, психологические, технологические и средовые условия, — способные повлиять на эффективность и результаты социокультурной активности студентов.

Результаты исследования показывают, что социокультурная деятельность служит важным связующим звеном между академическими знаниями и практическим опытом, способствуя при этом профессиональному, социальному и личностному развитию магистрантов. Делается вывод о том, что успешная организация социокультурной деятельности зависит от соблюдения баланса между структурированным планированием учебного процесса и гибкими, личностно-ориентированными педагогическими практиками.

Ключевые слова: социокультурная деятельность, педагогические характеристики, организационные характеристики, межкультурная компетентность, обучение на основе практического опыта, личностно-ориентированное обучение, рефлексивное мышление, образовательный процесс.

MAGISTRATURA TALABALARINING IJTIMOY-MADANIY FAOLIYATLARINI TASHKIL ETISHGA PEDAGOGIK YONDASHUVLAR

Annotatsiya. Ushbu tadqiqot magistratura talabarlari o'rtasida ijtimoiy-madaniy faoliyatning asosiy pedagogik yondashuvlarini o'rganadi. Bunday faoliyatni ta'lim dasturiga integratsiyalash, interaktiv va hamkorlikdagi o'qitish strategiyalarini qo'llash, tajriba asosida o'rganish imkoniyatlari, tizimli pedagogik qo'llab-quvvatlash, yetakchilik va madaniyatlararo kompetentsiyalarni shakllantirishga alohida e'tibor qaratilgan. Tadqiqot shuningdek, talabalarining ijtimoiy-madaniy ishtirokinining samaradorligi va natijalariga ta'sir qilishi mumkin bo'lgan turli xil kontekstual omillarni - jumladan, madaniy, ijtimoiy, iqtisodiy, siyosiy, psixologik, texnologik va ekologik sharoitlarni o'rganadi.

Natijalar shuni ko'rsatadiki, ijtimoiy-madaniy faoliyat akademik bilim va amaliy tajriba o'rtasida muhim bog'liqlik bo'lib xizmat qiladi, shu bilan birga magistratura talabalarining professional, ijtimoiy va shaxsiy rivojlanishini qo'llab-quvvatlaydi. Tadqiqot ijtimoiy-madaniy faoliyatni muvaffaqiyatli tashkil etish tuzilgan ta'lim rejalashtirish va moslashuvchan, talabaga yo'naltirilgan pedagogik amaliyotlar o'rtasida tegishli muvozanatga erishishga bog'liq degan xulosaga keladi.

Kalit so'zlar: ijtimoiy-madaniy faoliyat, pedagogik xususiyatlar, tashkiliy xususiyatlar, madaniyatlararo kompetentsiya, tajribaga asoslangan o'rganish, talabaga yo'naltirilgan ta'lim, refleksiv fikrlash, ta'lim jarayoni.

INTRODUCTION

In the context of contemporary higher education, the training of master's students is no longer limited to the acquisition of specialized knowledge and professional competencies. Increasing attention is being paid to the holistic development of personalities, including their cultural awareness, social responsibility, and ability to function effectively in diverse socio-cultural environments. Socio-cultural activities,

therefore, have become an essential component of the educational process, contributing to the formation of both professional and personal qualities of graduate students.

Master's students represent a unique category of learners who are characterized by a higher level of academic independence, critical thinking, and readiness for research and professional practice. In this regard, the organization and pedagogical support of their socio-cultural activities require specific approaches that differ from those used at undergraduate levels. These activities not only enrich students' educational experience but also foster intercultural competence, communication skills, and value-based orientations necessary for successful integration into the global academic and professional community.

The effectiveness of socio-cultural activities largely depends on well-structured organizational frameworks and appropriate pedagogical strategies. This includes the planning, coordination, and implementation of various forms of engagement such as cultural events, community projects, academic exchanges, and extracurricular initiatives. At the same time, pedagogical guidance ensures that these activities are meaningful, reflective, and aligned with educational objectives.

Despite the recognized importance of socio-cultural engagement in higher education, there remains a need for a deeper understanding of its organizational and pedagogical features specifically in the context of master's education. Therefore, this article aims to explore the key characteristics, principles, and conditions that contribute to the effective organization and pedagogical support of socio-cultural activities among master's students.

LITERATURE REVIEW

The role of socio-cultural activities in higher education has been widely explored within the fields of pedagogy, sociology of education, and cultural studies. Scholars emphasize that learning extends beyond formal academic settings and includes participation in socially and culturally meaningful practices. In this regard, socio-cultural

activity is often viewed as a key mechanism for the development of students' personalities, values, and competencies.

In the scientific research of L.A.Belyaeva and M.A.Belyaeva, they analyze various definitions of socio-cultural activity and consider various approaches to the sociological, cultural, pedagogical, technological and economic study of socio-cultural activity [2].

The theory of socio-cultural activity is considered an applied field of cultural knowledge. A.Ya.Flier in his research explained that "Applied cultural studies is not about knowing the objective laws of the development of cultural phenomena, describing and explaining phenomena in the history of culture, but rather about the principles of studying and forming and technologies for the purposeful management of cultural processes." [6].

There is an inextricable link between the practice of socio-cultural activity and the science of pedagogy, and the need to clarify this connection was emphasized in the studies of the following classical scholars. For example, it can be seen in the works of M.A.Ariarsky ("Pedagogical Cultural Studies") [1], Yu.A.Strelsov ("Free Pedagogy"), V.E.Triodin ("Pedagogy of Culture") [5] and others.

In T.A.Kemerova's textbook "Theory of Socio-Cultural Activity," socio-cultural activity is interpreted as follows: "Today, socio-cultural activity is considered as a field of socio-cultural practice and an independent field of cultural knowledge. And if we fully agree with the first part, we do not fully accept the second - in order to become a "field of knowledge," activity must be understood at a scientific level, that is, it must be transformed into a theory." [3].

We can also find the origin of the tradition of "mixing" these levels in the studies of T.G.Kiseleva and Yu.D.Krasilnikov. They argue that "socio-cultural activity is considered as a scientific theory, a specialized field of social practice, and an academic discipline. We are talking about the use of the concept "in everyday life", and in a strictly scientific definition such a mixture is, of course, unacceptable" [4].

RESULTS

Today, socio-cultural activity is of particular importance in society, where people's talents and abilities are realized, conditions are created for good rest, creative leisure, and a favourable cultural environment is created for the whole country.

The study of socio-cultural activity is one of the priority areas that has been preserved in the field of pedagogy. Because the pedagogical status of the theory of socio-cultural activity is determined by its focus on studying the laws and conditions of education of the individual as a subject of culture.

In socio-cultural activity, a master's student is engaged in the following:

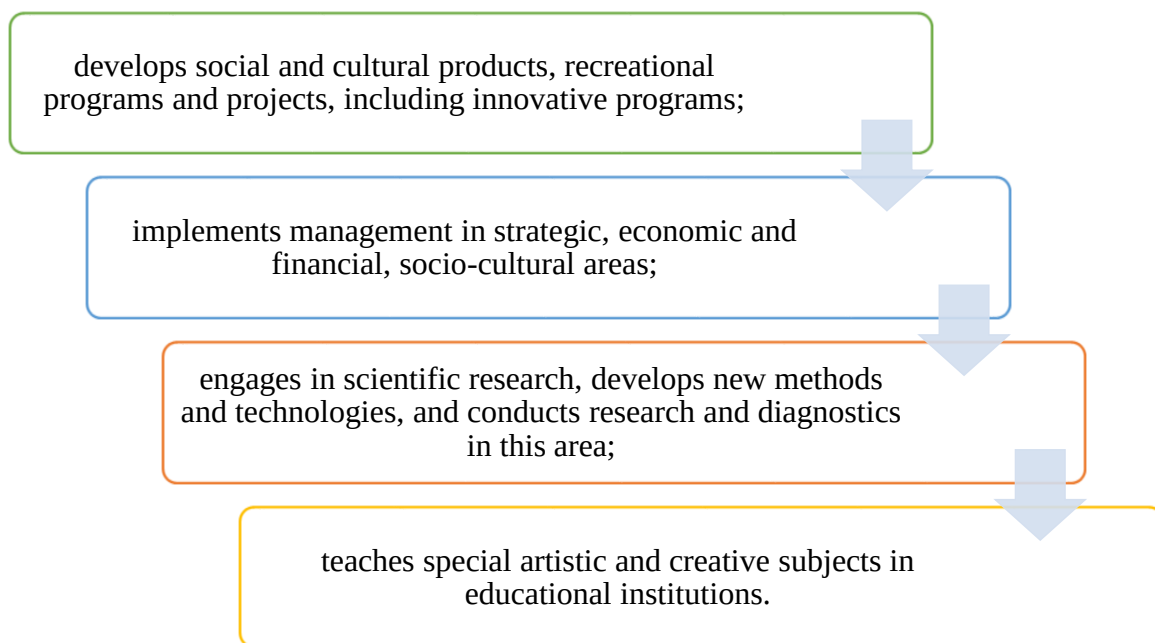


Figure 1. Master's student activity in socio-cultural activities

The organizational and pedagogical features of the socio-cultural activities of master's students include a number of important aspects, and here we will highlight some of the main organizational and pedagogical features.

The integration of socio-cultural activities into the curriculum is one of the main organizational and pedagogical features of socio-cultural activities. By including such activities in the curriculum, the master's student will be able to study social and cultural

aspects related to his field of study. These activities should be included in coursework, portfolios, projects or seminars.

Cooperative learning and collaboration are another organizational and pedagogical feature of socio-cultural activities, which develop students' mutual understanding, intercultural communication and ability to effectively cooperate through adaptation to different conditions. These activities include cooperative learning and teamwork.

“Experiential learning opportunities are also considered organizational and pedagogical features of sociocultural activities, helping students to gain a deeper understanding of different cultures, societies, and social issues through direct participation.” Sociocultural activities help master’s students to develop practical experiences in the process of independent learning.” [8] Examples of such activities include excursions, field trips, cultural performances, community outreach, or participation in social events.

Reflection and critical thinking are another key organizational and pedagogical feature of sociocultural activities. Reflection and critical thinking help master’s students to reflect on their social and cultural experiences and critically analyze their implications. This includes reflecting on their own perspectives, cultural assumptions, and worldviews. It also involves taking into account the social and cultural contexts in which they operate. Reflection helps students develop a broader perspective and increases their critical thinking skills.

Developing intercultural competence: socio-cultural activities are aimed at promoting the development of intercultural competence in graduate students. Activities that promote intercultural competence include cultural immersion experiences, language learning, and intercultural dialogue. Intercultural competence includes the ability to communicate effectively across cultures, understand cultural differences, have the skills to adapt effectively to different environments, and respect diverse perspectives.

The development of leadership and organizational skills is another organizational and pedagogical feature of socio-cultural activities, and through socio-cultural activities, undergraduates have the opportunity to develop leadership and organizational skills. They can take on roles such as event organizers, project or team leaders. This requires them to demonstrate skills such as effective communication, problem solving, teamwork, and organization.

Evaluation and feedback are also organizational and pedagogical features of socio-cultural activities, and it is very important to assess the impact of socio-cultural activities on the learning and overall development of undergraduates. Evaluation methods can include thought papers, group presentations, portfolios, or participant feedback. Evaluation helps faculty and program coordinators assess the effectiveness of these activities and, if necessary, improve them.

A number of factors influence the organizational and pedagogical features of socio-cultural activities. These include:

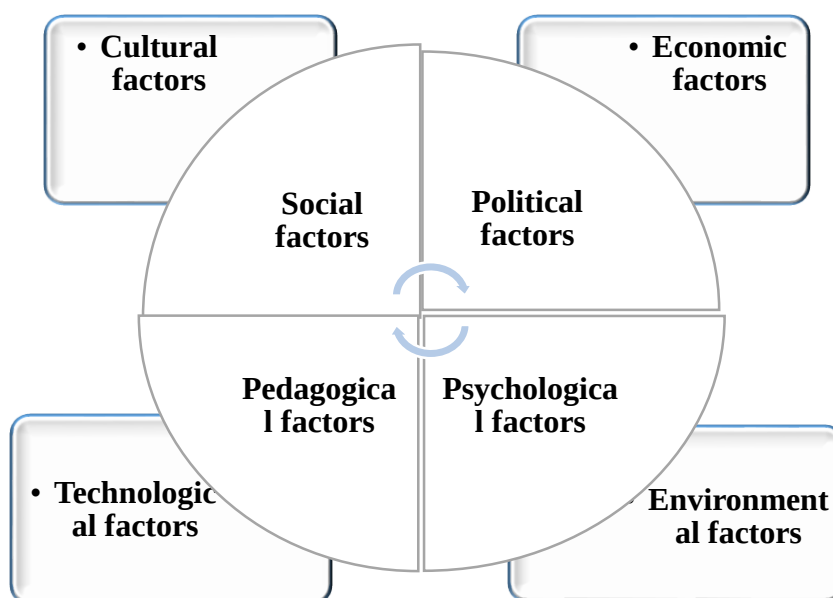


Figure 2. Factors influencing the organizational and pedagogical characteristics of socio-cultural activities

1. Cultural factors. Various cultural traditions and customs that exist in each society and are inherent in the mentality, this factor is of great importance in organizing pedagogical activities.

2. Social factors. Social factors are important in taking into account the relationships between different social structures, classes and groups in organizing pedagogical activities, and social relations, that is, social relations between students, are of great importance in determining the effectiveness of the educational process.

3. Economic factors. Economic conditions, that is, the availability of finances and resources, financial support, financial assistance to educational institutions, are of great importance in organizing pedagogical activities and help improve pedagogical processes.

4. Political factors. As the influence of state policy on socio-cultural activities, state policy, laws and regulatory legal acts in the field of education regulate and direct educational and cultural activities and determine the main directions in the organization of pedagogical activities.

5. Pedagogical factors. The methods and techniques used in the educational process, the process of student learning, the qualifications and professional training of professors and teachers are among the main factors determining the quality of education.

6. Psychological factors. The psychological state of students, their motivation and interests, interaction and dynamics within the group affect the effectiveness of pedagogical activities. These are of great importance in the educational process.

7. Technological factors. The use of modern technologies in the educational process helps to organize pedagogical activities more effectively. Innovative approaches and methods help to update and improve the educational process.

8. Ecological factors. The natural environment and ecological conditions, ecological issues are of great importance in the educational process and should be taken into account when organizing socio-cultural activities. This helps students form an ecological culture and environmental awareness.

It is appropriate to make the following conclusions regarding the organizational and pedagogical characteristics of the socio-cultural activities of master's degree students:

Goal-orientedness of activity. In order to ensure the active and conscious participation of master's students in this process, it is important to set clear goals and objectives in organizing socio-cultural activities. The goals should be aimed at mastering national values, developing personal responsibility, and forming a socially active civic position.

The principle of systematic and comprehensiveness of activity. The preparation of master's students for socio-cultural activities should be carried out consistently and systematically. That is, it is advisable to organize it in a way that combines theory and practice. This will teach students to apply their acquired knowledge in practice, acquire skills such as critical thinking and teamwork.

The activity is based on interactive teaching methods. In this case, interactive teaching methods such as debates, discussions, dialogues, projects and group work are used by master's students. These methods enhance interaction among students and active involvement in the learning process.

Pedagogical support and guidance. In this regard, the guiding and supporting role of teachers in ensuring the successful participation of master's students in socio-cultural activities is important. Through this, providing advice and guidance ensures that students clearly define their goals and show them the ways to achieve them.

Practice-oriented education. The importance of practical exercises and projects implemented in a real environment in the organization of socio-cultural activities is considered great, which teaches students to solve social problems in a practical way and maintain harmony in the public environment.

Development of a reflective approach. Students will be able to focus on their personal and professional development by improving and developing their skills in self-assessment and analysis of their own activities.

CONCLUSION

The study shows that socio-cultural activities play an important role in modern master's education. They help students connect theoretical knowledge with practical social experience. Such activities also support the development of professional skills, cultural awareness, values, communication skills, and social responsibility.

The effectiveness of socio-cultural activities depends on their proper organization and pedagogical support. Clear goals, regular planning, student-centered learning, interactive methods, and practical activities encourage students to participate actively and develop personally.

The study also shows that socio-cultural activities help master's students improve their intercultural competence, leadership skills, communication abilities, and reflective thinking. These skills are important for their future professional and academic activities.

The organization of these activities is influenced by social, cultural, economic, technological, psychological, and educational factors. Therefore, these factors should be considered when planning and implementing educational activities.

In conclusion, socio-cultural activities in master's education should be organized systematically and supported by effective teaching methods. Teachers should act as facilitators and mentors who help students participate actively and gain meaningful experience.

Further research should focus on developing new and practical models of socio-cultural activities that meet the changing needs of students and modern society.

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