Psychological aspects of students social responsibility development in the higher education system

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ABSTRACT

The article deals with the issues of social responsibility in the professional activity of a psychologist. The work of a psychologist, adherence to ethical principles is considered as a necessary component of the responsible behavior of a psychologist. The modern psychologist must have high intellectual knowledge. In the current socio-economic context, educational institutions are interpreted as focused on the development of independence, social responsibility, mobility and competence in the process of training future specialists.

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Олий таълим тизимида ўқувчиларнинг ижтимоий жавобгарлиги ривожланишининг психологик аспектлари

АННОТАЦИЯ

Калит сўзлар:

жавобгарлик,
ижтимоий масъулият,
ахлоқ қоидалар,
психологнинг муҳим
касбий фазилатлари.

Мақолада психологнинг касбий фаолиятидаги ижтимоий жавобгарлик масалалари кўриб чиқилади. Психологнинг иши, ахлоқий тамойилларга риоя қилиш психологнинг масъулиятли хулқ-атворининг зарур таркибий қисми сифатида қаралади. Замонавий психолог юқори интеллектуал билимга эга бўлиши керак. Замонавий ижтимоий-иқтисодий шароитда таълим муассасалари келажакдаги мутахассисларни тайёрлаш жараёнида мустақиллик, ижтимоий масъулият, ҳаракатчанлик ва малакани ривожлантиришга йўналтирилган деб талқин этилади.

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Психологические аспекты развития социальной ответственности студентов в системе высшего образования

АННОТАЦИЯ

Ключевые слова:

ответственность, социальная ответственность, этические правила, важные профессиональные качества психолога.

В статье рассматриваются вопросы социальной ответственности в профессиональной деятельности психолога. Работа психолога, соблюдение этических принципов рассматривается как необходимая составляющая ответственного поведения психолога. Современный психолог должен обладать высокими интеллектуальными знаниями. В современном социально-экономическом контексте образовательные учреждения трактуются как ориентированные на развитие независимости, социальной ответственности, мобильности и компетентности в процессе подготовки будущих специалистов.

Today, the importance of forming students' social responsibility is becoming increasingly important. The modern model of the country's development envisages the formation of democratic state relations, the solution of strategic tasks for the transition to a market economy. Solving these problems requires highly developed professionals who are able to approach their tasks creatively, make independent and competent decisions, implement them and feel responsible for them.

Responsibility is the ability to use one's freedom for the benefit of society and the state. There are several types of responsibility that can be assimilated by the individual, one of which is social responsibility.

Social responsibility is manifested not only as a measure of attitude, the conformity of subjective activity to the requirements of the objective situation, but also as a specific feature of character, the internal structure of man. In this regard, the formation of social responsibility in the training of specialists is of particular importance. The freedom and responsibility of the individual is one of the important factors of social activity, which determines its dynamics, direction and social significance. Freedom of the individual is inevitably achieved through the development of his social responsibility.

Many local and foreign researchers (K.N. Wentsel, I.F. Herbart, S.I. Gessen, L.N. Tolstoy, etc.) have addressed the issue of inculcating social responsibility in the younger generation. In the scientific literature, this problem is analyzed in the works of A.I. Golubev, N.Ya. Golubkova, N.P. Dubinin, T.F. Ivanova, S.P. Kapitsa, G.V. Kovaleva, K. Muzdyboev, N.I. Skorbilina, R.J. Spadey et al. Different periods of responsibility have been studied in different periods by S.F. Anisimov, C. Bekaria, A.I. Orekhovsky, R. Selman, S. Smiles, V. Frankl, A. Fromm. There are different definitions of social responsibility.

According to L.A. Baranovskaya, "social responsibility is a stable ability of a person based on moral values, which are reflected in the humanistic direction of his activities and actions, which comprehensively reflect the attitude to reality, other people and himself". In addition, modern vocational education involves the formation of factors in students that include elements of social responsibility: for example, the ability to understand modern knowledge, the social significance of the profession, responsible and high-quality performance of professional duties, professional culture determined by adherence to the principles.

In today's developing socio-economic environment, it is necessary to create a system of social responsibility, mobility in the process of training future psychologists of higher education institutions, aimed at developing the competitive factor. This system teaches students to seek ways of psychological and pedagogical interaction and to develop social responsibility, ethical guidelines and values. Whatever the structure of an individual's activity, it cannot be seen outside of social relations. The duties of the individual to society are complex and contradictory, and the function of regulating them is carried out through social responsibility. Just as there is no freedom without responsibility, there is no responsibility without freedom: only if a person has the freedom to choose actions can he foresee with sufficient confidence the events that will directly or indirectly affect him. Social responsibility is an ability no less than freedom, hence it is a category of social philosophy. It is a generalized expression of all moral, legal, political, social types of responsibility. The person assimilates the socially significant aspects and features inherent in these types.

Some types of social responsibility need to be analyzed, but their content cannot be reduced. Just as a person's freedom cannot be limited to one area, neither can his social responsibility be limited to a particular area. General and individual differences in relation to social responsibility and its types can be expressed as a dialectical relationship, where social responsibility is general and each of its separate types exists. There are specific types of social responsibility that are determined by a system of relationships that are regularly contradictory in their qualitative emergence and existence. Each of them can successfully perform and perform its functions only if only one essence is an expression of social responsibility.

Social responsibility represents the whole relationship between the individual and society as a whole, not in parts. Some types of social responsibility act as elements of the system. They are closely related and are often interconnected.

The content of social responsibility includes the following objective and subjective aspects:

- a) is determined by the requirements of society to the individual and his place in the system of social relations; the position of the individual in the system of social relations determines the limits on which his responsibility is manifested;
- b) a rational understanding of the nature of emotional experience and social demands, as well as the nature and consequences of their actions;
- c) the practical implementation of social requirements in the activities of man in connection with free choice;
- d) Evaluate the performance of the individual in the public interest.

Responsibility is determined by the impact of an individual's performance. It reflects the requirements of the subjective and objective situation, as a rule, in the interrelationship between certain social institutions, norms and values, which is measured by the adequacy of human activity, as well as by society to this activity. is expressed in a certain assessment. At the same time it serves the function of consciousness and sense of responsibility.

Consciousness and a sense of responsibility are the most important internal management systems of human behavior. Based on the analysis of social responsibility as a subject of relations, it can be defined as a person who has a direct understanding of the needs of society, experience and free relations arising from its main goals and core interests. This aspect is assessed by the individual as an adaptation to the pre-situation.

Social responsibility is the most important subjective determinant of positively oriented social activity.

First is the responsibility that defines the principle of voluntariness that characterizes an individual's social activities.

Second, consciousness and a sense of responsibility are very important factors for the direction of social activity.

Responsibility as a factor regulating individual behavior is regarded as a social direction relevant to social activity. A person's knowledge, in itself, determines the social direction of his activities. It is expedient to use them in a way that is specific to the public interest. Responsibility is deeper, broader, and more value-oriented, meaning that our society is not only focused on positive values, but also put into practice.

At present, the task of forming professional social responsibility before the system of higher education, which trains specialists in the field of psychology and pedagogy, is considered a topical issue. There is no logical description of the human psyche. Special methods and tools are required by psychologists to study it. In this sense, the work of a modern specialist in the field of psychology is inevitably faced with unconventional social situations, and his work is complex and responsible. The influence of a psychologist is often invisible and not recognized by people, so a breach of the line of professional responsibility may not be noticeable to the person seeking psychological help. For this reason, a special system of psychologists has been developed, which is defined by the charter of practical psychologists. The requirements of the statute analyze that all responsibility for compliance with social norms and criteria is interrelated with a complex phenomenon such as the human psyche.

A qualified psychologist's sense of social responsibility in the process of training and shaping important professional qualities is reflected in his or her adherence to ethical standards in dealing with clients.

Important professional qualities of a psychologist are the individual effectiveness of the subject of activity, the effectiveness of the activity and its development affect the success of the activity process. [3].

The main requirements for the personality of a psychologist include the following features:

1. The psychologist must have high (general) mental abilities, be intelligent, rational, free-thinking, thoughtful analyst, experimenter.

2. Psychologist is social, loves to work with people, is happy with social recognition, is generous to people, easily forms active groups, remembers people's names well, is polite in dealing, diplomatic.

3. The psychologist loves joint action, subordinates the interests of the individual to the interests of the group, feels conscientious, conscientious, duty and responsibility, strong, energetic, knows how to obey. He solves bold, practical problems quickly.

4. The psychologist must be emotionally stable, self-controlled, calm, really feel the situation, be tolerant of stress.

Another important personal and professional quality of a psychologist is to increase responsibility for words, actions, deeds, results of activities, psychodiagnostic, psycho-correctional and counseling work. Psychologists should be responsible for the quality and level of their professional training, this ability is determined by their intellectual development. The results of scientific research show that the factors that hinder the

learning process in the higher education system have been identified. At the same time, most students do not clearly understand the complexity and responsibility of the profession of psychologist, which leads to a decrease in the level of preparation for lessons, lack of motivation. Thus, 23% of students said that it was difficult to force them to prepare for classes, 58% said that they could not organize their time, and 60% said that they lack motivation due to constant fatigue (physical, emotional, mental). The issue of adaptation to the conditions of student life is especially relevant for first-year students, so the responsible attitude to the future profession is not clearly defined: 66% of students require a lot of information in several subjects in one day, to prepare lack of time for; 23% said they were hampered by a lack of understanding of the material and difficulties in mastering terminology. However, by the time they reach maturity, a dramatic increase in the activities of students who have a clearer understanding of their social responsibility to become good professionals is gaining practical importance. According to students in the higher education system, “the transition to the undergraduate system has reduced the time of contact with the teacher, increased the time for independent work, which reduces the effectiveness of preparation for my future career as a psychologist”. Zolas are poorly prepared for lessons and are ashamed of it and are pulling our group back. Thus, from the earliest days of students in the higher education system, it is necessary to form an idea of socially responsible behavior and the responsibility of the psychologist to society for the results of their activities. Recently, the issue of professional responsibility and violation of the rules of ethics by psychologists in various fields and areas of activity has become especially relevant. It is this aspect that makes it the task of psychologists to identify and reconsider the content of the problem of conformity to ethical principles and the culture of professional activity.

The work of a psychologist is based on universal moral values. It is distinguished by its superiority. A psychologist needs trust to help clients work within the community and the science of psychology. Public confidence in the psychologist can only be achieved if the ethical basis of the behavior contained in the code of ethics is followed [3]. A code of ethics is a set of ethical rules of behavior based on the activities and attitudes of people in a particular area of communication [2]. There are special ethical requirements for a psychologist working in educational institutions. This is because the object of his research and influence is often related to the individual.

A.F. Gulevskaya sets out a number of principles for the formation of social responsibility during her student years [1].

- systematization, including the creation of a system of formation of social responsibility of students, the interdependence of all elements;
- Continuity that ensures the gradual formation of social responsibility, goes through several stages, reinforces the skills acquired in the previous stage in the next stage;
- Conscientiousness and independence that enable students to form the right attitude towards the reality around them and the relevant beliefs. In the process of education, only knowledge is transmitted and each person develops his beliefs independently, that is, consciously;

The process of forming the social responsibility of students – future psychologists involves a number of stages:

- Informing students about the rights and obligations of the psychologist, the ethical principles of psychological activity, the norms governing the professional activity of the psychologist is carried out in the process;
- Encouraging the need to regulate their own behavior and activities, organizing interactive forms of work in the classroom and encouraging socially responsible behavior by involving students in the academic and social activities of the university;
- It is necessary to combine the experience gained during the internship in different educational institutions, where it is necessary to demonstrate socially responsible behavior, adhere to ethical principles in interaction with the participants of the educational process. Thus, the severity and relevance of the problem of constant and clear awareness of the ethical foundations of the profession of psychologist by students depends on the development of the science of psychology and the intensive collection of various information about mental phenomena, the mechanisms of mental processes. related to the study of the ways and means of influencing the human psyche, to penetrate and reveal the laws of their development. If these achievements of psychological science and practice remain in the hands of people who are able to grossly violate the norms of moral behavior, the general human principles of human relations in society, in order to achieve their goals, then psychological knowledge can bring harm to people.
- The work of a psychologist is closely linked to an understanding of the spiritual and moral foundations of his or her profession, albeit invisible, along with a great responsibility for the consequences of interfering in another person's psyche. And the more psychology penetrates all spheres of social life, the more relevant and acute this reality becomes.

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