

## THE IMPORTANCE OF SOCIAL PEDAGOGY IN MEANINGFULLY ORGANIZING CHILDREN'S FREE TIME

<https://doi.org/10.5281/zenodo.20345770>

**Abulova M.K**

*Doctor of Philosophy in  
Pedagogical Sciences(PhD)*

### **Abstract**

In today's globalization environment, the issue of organizing children's free time correctly and meaningfully is one of the urgent socio-pedagogical problems. Because how to spend free time directly affects the formation of a child as a person, his worldview, moral views and social activity. The widespread development of information technologies in modern society, the popularization of social networks are creating new problems in organizing children's free time. Many children spend their free time on unproductive, uncontrolled or harmful activities. This negatively affects their mental, physical and social development. In this context, the role of social pedagogy is of particular importance. Social pedagogy serves to ensure the comprehensive development of children by organizing their free time in a meaningful way. In the modern age of globalization and rapid information technology, raising a well-rounded generation is a strategic task of any state.

### **Keywords**

interactive methods, game activities, interactive methods, "educational" activities, active teaching methods, information technologies .

The fundamental reforms being implemented in the Republic of Uzbekistan are based on the issue of realizing the intellectual potential of young people and preparing them for social life. Children's free time from school is not just a period of leisure, but the most active and flexible stage of personal socialization. It is in the conditions of free time that a child realizes his "I", forms his interests and acquires informal skills for communicating with society. However, today a number of socio-pedagogical contradictions are emerging in the organization of children's free time. On the one hand, technological progress has provided children with a vast information space, on the other hand, it has created such dangers as "cyber-dependence", a decrease in real communication and a weakening of useful social activity. In the history of philosophical thought, the concept of "leisure" has been interpreted as a fundamental category related to the realization of a person's

identity, freedom, and spiritual growth. The ancient philosopher Aristotle, in his work "Politics", called leisure (Greek *scholē*) not just rest after work, but a state necessary for a person's highest intellectual activity and happiness. In his opinion, a person can achieve true freedom and the pinnacle of thought only when he has free time, free from physical needs.

The cooperation of the mahalla and family institutions in organizing the child's free time is the basis of socio-pedagogical technologies. Design technology is understood as planning the child's extracurricular time in harmony with family values and mahalla traditions. In this process, the family forms the child's primary interests, while the mahalla creates a space for the development of these interests through socially useful work or collective activities. Through meaningful design, the traditions of "teacher-student" among children, various cultural and sports competitions within the neighborhood are systematically established. Such a mechanism of cooperation protects the child from outside influences on the street, and also instills in him a sense of responsibility and involvement in public affairs.

The leisure period is considered the most favorable period for developing the intellectual and creative potential of a child, and the methods used during this period should be playful and interactive. The methodology of creative development is aimed at stimulating the child's non-standard thinking, and various project work, artistic and technical circles serve as the main tools. In intellectual development, the methodology of logical games, debates, and intellectual tournaments such as "Zakovat" is used. The effectiveness of these methods is that they remove the child from the mold of compulsory education and form his skills in independent decision-making and problem-solving. Within the framework of this methodology, the child sees how the acquired knowledge is useful in practice, and this further increases his desire for knowledge.

In the context of modern information technologies, children's free time is significantly moving to the virtual world, which has given rise to the concept of "cyber-free time." Although this process increases the speed of information acquisition in children, it also creates risks such as gadget addiction and the limitation of real social interaction. The most effective preventive measure when working with children in the social risk group, that is, minors living in an unhealthy family environment, with behavioral deviations or who are out of control, is the meaningful organization of free time. For such children, free time is often uncontrolled and undirected, which increases their risk of falling into various offenses or harmful habits. In socio-pedagogical activities, the preventive potential of free time is manifested, first of all, by directing the child's attention to socially useful work, sports or creative processes. This process allows the child to direct

negative energy in a positive direction (sublimation). The basis of preventive work is the involvement of the child in collective activities. Team games, sports competitions and group projects instill a sense of responsibility in children from socially at-risk groups and form in them the concept of being part of society.

The process of organizing children's free time is not just a set of activities, but a system aimed at specific results. To determine how effective this system is, special socio-pedagogical criteria are used. The first and most important criterion is the growth of the child's social activity and motivation. If the child participates in organized free time activities willingly and with interest, and the desire to master new skills increases, then the organized environment is considered effective. Also, positive changes in the child's behavior, that is, an increase in the culture of communication and the ability to peacefully resolve conflict situations, are important indicators.

Research conducted on the topic "The Importance of Social Pedagogy in the Meaningful Organization of Children's Free Time" showed that in today's rapidly developing society, children's extracurricular time is not just a place for recreation, but is the most important strategic stage for their formation as individuals and social adaptation. The study revealed that social pedagogy is not only an organizer in managing free time, but also the main mechanism that reveals the child's internal potential, protects him from external influences, and turns him into an active member of society.

The theoretical analysis has proven that the expected result is achieved only when the cognitive, creative, recreational and communicative components of the leisure system are harmoniously combined. Especially in modern conditions, it became clear that systematic monitoring and diagnostics of children's leisure time should become a daily activity of a social educator. Because it was theoretically substantiated that untimely identified interests or uncontrolled time can lead to children becoming addicted to the virtual world or encountering negative vices of "street life".

The role of social pedagogy in organizing children's free time is not only to control, but also to harmonize the child's inner aspirations with the interests of society. Today, free time is a laboratory for a child's self-education and preparation for an independent life. As the study found, if the free time system is properly modeled, it becomes the most powerful therapeutic tool for eliminating modern problems in children, such as depression, social isolation, and addiction to gadgets.

The skill of a social educator is that he must be able to notice the abilities of each child in time and turn them into a "motivation for success". At the same time, it became clear that in improving the content of free time, it is necessary not to be

afraid of digital technologies, but to make them serve pedagogical goals. In the future, social and pedagogical activities will increasingly merge with “media pedagogy”. This will allow children to direct their free time on the Internet to create creative content, to form “immunity” against information attacks by forming critical thinking in them. The results of the experiment confirmed that meaningful free time instills in a child not only knowledge, but also, most importantly, a sense of social responsibility. This, in turn, is the shortest and most effective way to ensure the stability of a healthy spiritual environment in society.

In conclusion, it is worth noting another important aspect: creating an “inclusive environment” in organizing children’s free time is one of the most priority areas of social pedagogy. Organizing the free time of children with special need or children from families in need of social protection in harmony with general groups will accelerate their integration into society. Our research has proven that creating equal opportunities for all children in clubs and sports sections strengthens the sense of tolerance in healthy children, and self-confidence in children with disabilities. In conclusion, meaningful organization of children's free time is not just a matter of occupying time, but also laying the foundation for the child's future success. This requires enriching the material and technical base of extracurricular educational institutions, increasing the digital literacy of social educators, and developing individual development programs for each child. If the recommendations put forward in the framework of the course work and the proposed free time model are widely implemented in practice, this will serve to help the younger generation grow into spiritually mature, intellectually capable, and socially responsible individuals.

#### REFERENCES:

1. Resolution of the President of the Republic of Uzbekistan dated March 26, 2021 No. PQ-5040 “On measures to radically improve the system of spiritual and educational work”.
2. Law of the Republic of Uzbekistan “On state policy on youth”. – Tashkent, September 14, 2016.
3. Inomova M.O. Spiritual and moral education of children in the family. – Tashkent: Nizamiy State Pedagogical University, 2012.
4. Azimov B.B. “Pedagogical features of meaningful organization of adolescents' free time” // Journal of Pedagogy, 2021, No. 4.
5. Mansurova G. “Socio-pedagogical activity in the community and family cooperation” // Eastern Star Journal, 2023, No. 1.

6. Mahkamov U.I. Moral lessons. – Tashkent: Teacher, 1994.
7. Turakulov E., Rakhimov O. Social pedagogy: theory and practice. – Tashkent, 2020.
8. Mudrik A.V. Social pedagogy: Textbook for students of higher educational institutions. Prof. education. – M.: Publishing center "Academy", 2013.
9. Smith, J. Social Pedagogy and Working with Children and Young People. – London: Jessica Kingsley Publishers, 2018.
10. Karimov X. "The Problem of Cyber-Leisure in a Digital Society" // Journal of Education and Innovative Research, 2022, No. 2.
11. Khushnazarova M.N. Social Pedagogy. Textbook. – Fergana: Fergana State University, 2021.
12. Ganiyev A.G. Improving the Leadership Competencies of Adolescents Based on Social and Pedagogical Technologies // Scientific-Theoretical and Methodological Journal "Pedagogical Skills". – Bukhara, 2024, No. 10.