

# INSTITUTIONS OF HIGHER EDUCATION AND THE NEIGHBORHOOD INSTITUTE OF COOPERATION SOCIAL-PSYCHOLOGICAL CHARACTERISTICS

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## Abstract

At its core, any form of theoretical cooperation, regardless of type, inherently possesses socio-psychological characteristics. By considering these socio-psychological traits during the organization and execution of cooperative efforts, desired outcomes can be achieved. Therefore, when planning collaborative activities, it is crucial to shape their content while taking into account these socio-psychological factors to ensure the expected results are met. The cooperation between higher education institutions (HEIs) and the Mahalla Institute exemplifies these socio-psychological characteristics, common to all joint activities. The article explores these features and how they are reflected in the cooperation between the Mahalla Institute and universities.

**Keywords:** higher education institutions, Mahalla Institute, cooperation, social cooperation, partner entities, social agreement, mutual trust, proactive activity, positive nature of cooperation, mutual assistance, mutual support, purpose, motives, resources, requirements of cooperation, emotional benefits of cooperation, social roles.

## Introduction

As a type and process of social activity, cooperation between higher education institutions and neighborhood institutes means directing the organizational-methodical and educational capabilities of the two mentioned social entities towards the single goal of establishing peace, stability, and a healthy environment in territorial units. On the basis of this cooperation, certain socio-psychological features were manifested. These characteristics, it can be said, serve to illuminate the socio-psychological description of the cooperation between HEIs and neighborhood institutes. What are the most important socio-psychological characteristics of appropriate cooperation? This is what is being said here.

First, it is advisable to understand the social status of the HEI and the neighborhood institute. HEI is a legal entity that implements curricula and programs of higher education subjects, is organized in accordance with the procedure established by the Cabinet of Ministers of the Republic of Uzbekistan and operates on the basis of its charter and the Regulation "On Higher Education" (March 4, 2003) [38]; an educational institution that is a legal entity that prepares highly qualified specialists in various fields and organizes scientific activity [32, - 22-p.]; educational institution providing higher professional education [5].



Mahalla Institute" (Arabic: "محلة"; "mahalun"; "mahallatun" - "place", "region") - a person living in a certain area for centuries, not only neighborhood relations, but also internal rules of behavior, spiritual and moral norms, traditions a small community connected with customs and traditions [3, – pp. 142-143]; a unique socio-territorial union [26, – p. 538]; A traditional social institution that organizes the life of the society, which is characteristic of the lifestyle, thinking and values of the Eastern civilization, in particular, the peoples of Central Asia; lifestyle, mental and spiritual needs, ideology, thinking of the Uzbek people, mutual neighborly relations of people, spiritual and educational center that forms family relations, national institutions such as council, consultation, khashar, public gatherings, festivals organized, neighborly relations, godfatherism, etc. a complex social structure where issues are resolved [35]; the traditional collective association of Muslims, usually formed around mosques; the proportion of cities self-governed by residents [16]; a historically formed unit of people after the family [23]; It is the highest form of social life of the Uzbek society, and it has been a unique form of organizing the activities of local associations and local self-government bodies for centuries [21, – p. 515]. In essence, the cooperation between HEI and neighborhood institute represents the following two situations. "on the one hand, in the joint work of subjects, a number of tasks are solved in order to achieve a common goal (the goal of cooperation). On the other hand, cooperation refers to the communication of participants during joint work" [24].

The socio-psychological characteristics of cooperation between the higher education institution and the neighborhood institution are the achievement of the unity of goals of the cooperation subjects, the ability to have emotional and cognitive influence on the object and its activities, the motivation to start relevant activities, the ability to concentrate available resources at a single point, the competent approach to the effective organization of social communication, and the relevant it is manifested in such cases as the rational performance of social roles within the framework of collaboration.

The success of this cooperation depends on the fact that the relevant departments of higher education institutions are sufficiently aware of the problems of the neighborhood, the pedagogues involved in the activities organized within the framework of cooperation have a sufficient idea of the life, social achievements and problems of the affected neighborhood, they are able to coordinate the existing resources of the departments of higher educational institutions and the neighborhood, and they can effectively work with the citizens of the neighborhood. have sufficient communicative competences to be able to communicate, have mastered the experience of achieving social collaboration, use the relevant authority as a representative of the department wisely in order to achieve the intended social-educational, spiritual-ethical results, have a friendly and sincere attitude to partner subjects, be able to express confidence in them, it is important that they rely on the skills of a professional approach to solving problems.

In the "interaction of a positive character" [2] between substantively partnering subjects, "lack of work based on a common goal, lack of agreement, lack of mutual understanding, lack of mutual support, lack of readiness to comprehensively think about issues of cooperation, partners' relation to each other lack of trust" [24] has a negative impact on the process of joint activities and, as a result, the expected results are not achieved



not included.

Any activity or process is influenced by certain factors. From this point of view, certain factors have an effect on the organization of cooperation between HEIs and local institutions, guaranteeing certain results as expected. Studying the problem from a theoretical and practical point of view confirmed that the influence of the following factors will be significant in the process in question: the main participants of cooperation - achieving the unity of the intended goal from joint activities, the social activity and sense of responsibility of the partner entities, the experience of collaboration, the level of coordination of the resources of the partner entities, the requirements of cooperation availability and level of communication.

To ensure the successful outcome of the activity, it is necessary to clearly define the goal. Failure to achieve the expected result at the end of a certain process is often due to the uncertainty of the goal. Therefore, it is necessary to clearly define the goal in achieving the cooperation of the HEI and the neighborhood institution. After all, the goal is "the source of determining the requirements that are important in organizing the activity, as well as the initial basis for making decisions about the process and the end of the activity" [11]; the "expected state of perspective" that the subject is trying to achieve [8, - p. 91] serves as In the activity of the subject, the goal means that he has the ability to "see the future result" [1].

The subject's attitude towards the goal is determined by his competence to set the goal. Therefore, setting a goal is the first step towards success in an activity. "Goal setting is the process of defining a goal and developing strategies to achieve it" [37], which helps to get the right direction, identify opportunities and resources, and allocate them correctly.

The clarity of the goal is to determine the directions of activity, the correct distribution of available resources, the implementation of activities step by step in a certain consistency, the correct distribution of roles and tasks between the participating entities, the clarification of the vision of the expected results, the elimination of problems or obstacles that arise in an emergency, the achievement of the correctness of the decision, makes it possible for the process mechanism to work efficiently. Only then, in the short term, with little effort, some possible obstacles, problems will be avoided or existing problems will be eliminated.

The correct setting of the goal directly affects the results. In addition, it "increases the responsibility of participating entities and serves as a criterion for evaluating the results of their activities" [11]. However, if the goal is unclear, then "demanding the correct organization of work is practically useless, because in this case it will not be possible to rationally choose the means that allow to achieve the goal; does not have criteria for evaluating goal achievement; it is impossible to measure the effectiveness of the current work aimed at coordinating the activities of structural units; from a practical point of view, it is impossible to achieve an accurate organization of the work of the management apparatus and an assessment of its effectiveness; Effective, correct distribution of tasks among employees of the management apparatus does not objectively evaluate the performance of each employee [18, – p. 79].

From this point of view, F.U.Taylor, the founder of the school of scientific management, defines the ability to set a goal and ensure its full realization as "being aware of the most effective and economically inexpensive means of what to do and how to do it" [31, - p. 10] recognized as art.



The goal is an important factor and one of the main elements of the organization and implementation of cooperation between the HEI and the neighborhood institution, and its correct setting guarantees the expected result of its unity by the partners.

General and partial goals are aimed at the organization and implementation of cooperation between the HEI and the neighborhood institution.

In determining the general goal, work is done based on the ideas of the law and by-laws on strengthening the activities of the neighborhood institute of the Republic of Uzbekistan, strengthening the family institution, increasing the social activity of the population, and involving state bodies in the process of organizing the activities of the neighborhood institute.

In the organization and implementation of cooperation between higher education institutions and the neighborhood institute, mutual coordination of the socio-ideological, psychological, educational and recreational opportunities of partner entities (in terms of ensuring neighborhood peace, sports and wellness for children and teenagers in the neighborhood, organizing educational and entertainment events for the population), the common goal is to direct personnel, material and technical resources to the positive solution of social issues.

Naturally, partial goals are also advanced by the participants who are the main subjects of cooperation. While conducting the scientific research, the objective of the partner entities - OTM and neighborhood institute in the organization and implementation of social cooperation was also studied.

Based on the results of the study, it can be said that the higher education institution and the neighborhood institute promote the following partial goals in the organization and implementation of mutual social cooperation:

The purpose of the OTM is to support the activity of the community institution with its socio-ideological, psychological, educational and recreational (in terms of ensuring neighborhood peace, sports and health promotion for children and teenagers in the neighborhood, organizing educational and entertainment events for the population), as well as personnel and material and technical resources. - orientation to support, providing professional pedagogical, psychological and social practical help in positively solving problems related to neighborhood life.

The purpose of the neighborhood institute is to ensure peace in the neighborhood, preserve national values, increase the legal, economic, ecological, and medical-reproductive culture of the population, especially young people, to strengthen their responsibility for the organization of family life and upbringing of children, and to receive qualified professional assistance in nurturing a sense of patriotism.

The motivations of partner entities are also important in the organization and implementation of cooperation between the HEI and the neighborhood institution, and they are formed based on the goals of the partner entities.

According to its content, the concept of "motive" (lat. "moveo" - to move) [20] was first introduced by the German philosopher Arthur Schopenhauer in his scientific work entitled "The Four Principles of Sufficient Reason" [12, - p. 65] used in E.A. Utkin, the motivation representing the unity of motives is "a condition that determines the level of activity and the direction of actions in certain situations" [33, - p. 145] is listed.



In the course of conducting the research, it became clear in the interviews with the pedagogues of the Higher Education Institution and the activists of the neighborhood institute that in achieving cooperation between these two entities, the social entity is one of the structural elements of the society, that the activity of the entities acquires its own significance in the realities of community life, ensuring the development of the community, and achieving the well-being of the people. motives such as the unity of goals, the ability to contribute to the positive solution of socio-cultural, economic and legal issues, the expansion of the scope of communication within the framework of cooperation, and the emergence of a sense of self-respect in a person by being socially active have gained special importance.

The vital position of partner entities is also important for the effective progress of jointly organized activities and the achievement of expected results.

Possession of a vital position is considered one of the important requirements of the time, especially in the conditions of global information, conflict of ideas and the intensification of the struggle to take possession of the individual's consciousness, the intensification of the attack on national values, national moral principles. Therefore, in the framework of social cooperation, the active life position of the pedagogues of the Higher Education Institution and the activists of the neighborhood institution is compatible with each other, which consistently guarantees success in the organization and holding of events.

Another important socio-psychological aspect of the cooperation of HEI with the neighborhood institution is the activity (or social activity) shown by the partner entities. Consequently, the subject's social activity is his "inseparably connected with society as an important component of understanding and reshaping social existence" [37, - p. 94-95], "shows a specific combination of motivation and actions directed to achieve accepted or independently set goals" [27, - p. 165].

One of the tasks of any state is to "create the opportunity to participate in solving socially important issues by providing necessary resources, involving all social groups of the population" [37, - p. 95] consists of.

On the basis of social activity, the movement of the higher education institution to ensure the development of the existing system by positively solving the problems of the community, the neighborhood that is its structural link, to adapt to the trends of innovative growth of the world in this regard "affects its activities related to meeting its needs" [13], "on the basis of a selected action" describing the essence of the underlying reason" [14], "encouraging the participants of the general process to action" [19] enthusiasm, motive are considered.

Striving to solve common community or community-wide problems together shows that mutual partner entities - OTM and the neighborhood institution are not indifferent to national development and progress, but on the contrary, their attitude towards preservation of age-old values, their activity in this way. Therefore, in the motivational environment of partners "motive, need, interest, aspiration, goal, agreement, interest, aspiration, value" [29, - p. 37], "emotion, application, measure" [25, - p. 7], "enthusiasm, ideal, reform, social norms and roles" [4] are important.

In the process of conducting scientific research, among the pedagogues who are involved in social cooperation, the opinion that the cooperation of the higher education institution with the



neighborhood institution is mandatory was also put forward. True, the number of supporters of this opinion is not a majority. However, it is better not to involve the pedagogues who have such an opinion, even if it is a small number, in activities aimed at the common good. After all, since negative motives prevail in their activities, the feeling of fulfilling the assigned tasks with enthusiasm, enjoying the process itself, and the results does not arise. As a result, low efficiency is achieved in the organization of events, even if everything goes as expected from the outside. It is necessary for HEIs and local institutions to analyze their approaches to cooperation motives at the initial stage, and if there are negative motives, eliminate them.

Activity in joint activities is based on the existing experiences of partner entities - HEIs or neighborhood institutes in organizing collective work. In addition, the social activity of the partners' relationship to fulfilling their obligations, their ability to effectively use existing opportunities, their ability to support each other sufficiently, how well they are aware of the methods of quick resolution of psychological obstacles or problems, and their ability to use them. depends. At the same time, universal and national values, which take a priority place in the activities of HEIs and neighborhood institutions, have an impact on their social activity. In this process, values cover not only "cultural, but also the system of social relations" [15].

Another important socio-psychological aspect of the cooperation of the HEI with the neighborhood institution is reflected in the responsible approach of the partner entities to the fulfillment of the tasks undertaken in the course of work carried out together.

The concepts of "responsibility" and "social responsibility" are explained differently in the sources. First, the interpretation of the concept of "responsibility" will be discussed.

In the "Explanatory Dictionary of the Uzbek Language" (Volume 2), the concept of "responsibility" is defined as follows: "responsibility for the consequence, result of an action, action" [39, - p. 555]. In fact, responsibility is a person's responsibility for a specific activity, behavior or process organized by him. In another source, it is shown that responsibility is a person's adherence to moral principles while organizing his/her activity or behavior, and the relevant term is interpreted as a spiritual-ethical category. For example, it "means the responsibility of a certain person or social group for the fulfillment of socially important duties and tasks, their consequences, and the observance of moral principles underlying their behavior" [33, p. 243].

Authors E. Yoziyev, M.K. Kholmuratova also believes that "the concept of responsibility is a spiritual-ethical category": "awareness of the duty to others and turning it into a factor of behavior, a person consciously and voluntarily directs his activities to do more good for others" [10, p. 175]. K.U. Najmidinova puts forward the idea that responsibility is an ability, and therefore not all individuals can be equally responsible: "the ability to fully imagine the results of every action and activity of a person, and understand what will benefit him and his family" [22, - 50 -p.].

The concept of "responsibility" is also defined as follows: a person feels responsible for his behavior and the result of his activity [6, - p. 231]; feeling of responsibility on the part of a person in organizing a certain behavior, professional or social activity, as well as fully aware of the duty to a certain group or members of this group [30, - 21 p.].



Social responsibility has a broad meaning compared to individual responsibility, which in its essence expresses a person's duty to society, his responsibility in fulfilling the tasks assigned to him. For example, the assumption of social obligations by a person and his responsibility for their quality performance [17, – p. 106]; the ability to participate in the life of the individual with a concern for the well-being of the individual and the well-being of the society [9]. According to the content, "the social nature of the individual's behavior is at the basis of social responsibility and it illuminates the character of the individual's interactions with the society, state, community and other social groups - all surrounding subjects" [28].

According to O. V. Doneva, social responsibility should take into account not only the interests of the person or organization who made the relevant decision, but also the interests, values and goals of the wider audience of social groups and society in general [7, - p. 580-581]. In fact, sociality, including the social responsibility of a person or a certain group, represents the conformity of the views they have with the common interests recognized by society.

Based on the above-mentioned opinions, it can be said that social and psychological aspects are also reflected in the content of cooperation of the HEI with the neighborhood institute. Purpose, motive, life position, social activity and responsibility characterize the socio-psychological nature of the cooperation of the HEI with the neighborhood institution. That's why partner entities - HEI and neighborhood institution should pay attention to the organization of the intended process, assuming in advance the dynamics and effectiveness of the collaboration in terms of goals, motives, life position, social activity and responsibility in order to achieve mutual social cooperation.

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