

**PEDAGOGICAL, PSYCHOLOGICAL, AND PHILOSOPHICAL ANALYSIS OF ENHANCING SOCIAL ACTIVITY OF WOMEN AND GIRLS****Raximova Saida**

Independent researcher at O`ZMPU,

Assistant at Tashkent State Agrarian University

**Abstract:** This article provides a systematic analysis of the pedagogical, psychological, and philosophical foundations for enhancing the social activity of women and girls. The study examines modern pedagogical and psychological approaches, the role of women and girls in society, and mechanisms for ensuring gender equality. The research results indicate that motivation, social support, leadership skills, and personal freedom are crucial factors in fostering the social activity of women and girls.

The article evaluates the effectiveness of pedagogical tools such as interactive methods, mentoring, project-based learning, seminar-trainings, and activities on online platforms. Psychological factors—self-esteem, social skills, stress resilience, and personal motivation—play a decisive role in developing social activity. Philosophical analysis shows that a woman's role in society is defined not only by economic and political aspects but also by personal self-realization, freedom, and creative potential.

The results of the study are valuable not only from a scientific perspective but also for developing practical pedagogical and psychological strategies, offering an integrated approach to enhancing women's and girls' social activity.

**Keywords:** women and girls, social activity, pedagogical psychology, gender equality, society, motivation, integration.

**Introduction**

The social activity of women and girls is one of the key indicators of modern society's development, the effectiveness of democratic institutions, and economic stability. Historically, the role of women in society has varied across different periods. Experiences from the Middle Ages and the Soviet era show that women's social activity was often limited to family and labor roles, frequently influenced by gender stereotypes [1]. In recent decades, however, global social and economic changes have significantly transformed the role of women and girls in society.

Today, ensuring gender equality and increasing women's and girls' participation in political, social, scientific, and economic activities are strategic priorities for the state and society. According to UN and UNESCO data, countries with high levels of women's social activity achieve significant results in economic growth, social stability, and the development of democratic institutions. Furthermore, increasing social activity not only generates economic benefits but also strengthens a society's creative and innovative potential [2].

From a pedagogical perspective, the social activity of women and girls is linked to personal development, creative and intellectual potential, leadership abilities, and problem-solving skills. Psychological studies indicate that self-esteem, social support, motivation, and stress resilience are the main factors determining a person's social activity [3]. Therefore, pedagogical strategies

and psychological methods should be applied in an integrated manner, as they allow the development of intrinsic motivation, self-awareness, and an active societal role.

Philosophically, a woman's place and role in society are defined not only by political and economic aspects but also by personal freedom, self-realization, and the development of her potential [4]. Philosophical analysis indicates that social activity is closely related to a woman's consciousness, understanding of values, and interaction with society. Hence, studying the enhancement of social activity requires not only pedagogical and psychological but also philosophical consideration.

In Uzbekistan, enhancing the social activity of women and girls has recently become a priority of state policy. For example, presidential decrees and state programs outline measures to increase women's socio-economic activity, ensure gender equality, and develop leadership and innovative potential [5]. Moreover, pedagogical and psychological methods are being implemented in schools and higher education institutions to encourage girls' social activity.

Globally, various strategies have been developed to foster women's and girls' social activity: mentoring and coaching systems, project-based learning, role-playing exercises, interactive seminars and trainings, and participation through online platforms. Studies show that these methods not only improve knowledge and skills but also develop personal motivation, social skills, and leadership potential [6].

The aim of this study is to systematically analyze the pedagogical, psychological, and philosophical foundations for enhancing women's and girls' social activity and to develop practical recommendations. The research objectives include:

Identifying the main psychological, pedagogical, and social factors determining women's and girls' social activity.

Analyzing methods and approaches for increasing social activity.

Studying the impact of societal gender stereotypes and limitations on social activity.

Evaluating opportunities to encourage social activity through pedagogical and psychological strategies.

The introduction thus analyzes women's and girls' social activity in global and national contexts, considering historical, economic, and philosophical dimensions, which establishes the theoretical and practical foundations of the research.

## **Materials and Methods**

The study materials included scientific literature from Uzbekistan and internationally, gender studies, psychological and pedagogical articles, as well as official statistics and national studies from the last 5–10 years [1,3,5]. The practical component of the research covered higher education institutions and schools in Tashkent, Samarkand, and Fergana regions.

Research methods included:

### **Analytical method:**

By reviewing and analyzing scientific sources, pedagogical and psychological methods for

fostering women's and girls' social activity were identified. Over 50 scientific articles, monographs, and government statistical reports were analyzed [2,4].

#### **Survey and interview:**

During 2023–2024, a survey of 500 women and girls (school and university students, young professionals) was conducted. The survey focused on:

Interest in social activities;

Motivational factors (personal development, professional growth, social recognition);

Effectiveness of pedagogical and psychological encouragement methods;

Gender stereotypes and their impact on social activity.

Survey results were analyzed using a 5-point Likert scale. For example, the question “I want to actively participate in social projects” received an average score of 4.3, indicating high motivation [6].

#### **Pedagogical experiment:**

The experimental part of the research tested three pedagogical methods:

Mentoring and coaching;

Project-based learning;

Role-playing and simulations.

Participants were assessed based on social activity, communication skills, leadership potential, and personal motivation before and after the intervention [3,5].

#### **Statistical method:**

Data were analyzed using SPSS and Excel. Mean values, variance, correlation, and percentages were calculated, and results were presented in tables and diagrams.

**Table 1**

Effectiveness of pedagogical and psychological methods for promoting women's and girls' social activity:

Method Type	Description	Number of Participants	Average Effectiveness (5-point scale)	References
Mentoring and coaching	Guidance and individual support from experienced mentors	150	4.7	[3,6]
Project-based learning	Participation in practical work and social projects	180	4.5	[4,7]

Method Type	Description	Number of Participants	Average Effectiveness (5-point scale)	References
Role-playing and simulations	Practicing various social situations	120	4.3	[5,6]
Seminars and trainings	Developing communication and leadership skills	100	4.2	[3,4]
Online platforms and forums	Activities on social and professional platforms	80	4.0	[6,7]

The table shows that mentoring and coaching have the highest effectiveness due to individual attention and the development of personal motivation. Project-based learning and role-playing are important for practical skill development.

Research showed that social activity levels are related to age, education, and previous experience in social activities. For example, university-educated girls showed 20–25% higher participation in social projects compared to school graduates. Groups motivated through mentoring and project-based methods showed 30–35% higher social activity than control groups [6,8].

The methodological approach indicates that the integration of pedagogical and psychological methods is most effective in increasing women's and girls' social activity, taking into account motivational, socio-cultural, and psychological factors.

## Results

The results indicate that women's and girls' social activity is directly related to personal development, motivation, and opportunities in society. Survey and interview data showed a high level of interest in social activities, with an average score of 4.3 for willingness to participate in social projects [1]. Education level and prior social activity experience significantly affect social activity; for instance, university-educated girls showed 20–25% higher engagement than school graduates [2].

Pedagogical experiments showed that mentoring and coaching methods provide the highest effectiveness, with an average score of 4.7 for 150 participants. Project-based learning received 4.5 from 180 participants, role-playing and simulations scored 4.3 from 120 participants, seminars and trainings scored 4.2 from 100 participants, and online activities scored 4.0 from 80 participants [3,4,5].

Statistical analysis revealed that integrating pedagogical methods with psychological encouragement significantly enhances participants' social activity. Groups encouraged through mentoring and project-based methods showed 30–35% higher results compared to control groups [6]. Self-esteem, social support, and stress resilience were positively correlated with social activity [7], indicating the necessity of integrated pedagogical and psychological approaches [8].

Gender stereotypes remain a major factor limiting social activity. Beliefs such as “certain jobs are suitable only for men” restrict women's and girls' leadership and participation in social

projects [9]. Therefore, pedagogical methods should focus not only on developing knowledge and skills but also on enhancing motivation and self-esteem [10].

## Discussion

The findings show that combining pedagogical and psychological approaches is the most effective way to enhance women's and girls' social activity [1]. Mentoring and coaching are particularly effective in fostering personal support and motivation [2]. Project-based learning and role-playing develop practical skills and the ability to manage social situations [3]. Seminars, trainings, and online activities enhance communication and leadership skills [4].

Psychologically, self-esteem, motivation, and social support are key factors in shaping social activity [5]. Experiments revealed that groups with higher motivation and support significantly increased their participation in social projects [6]. However, societal gender stereotypes negatively affect social activity, highlighting the need for pedagogical approaches to address both skill development and stereotype reduction [7].

Philosophical analysis emphasizes that a woman's societal role is determined not only by economic or political factors but also by personal freedom, self-realization, and creative potential [8]. Strategies to enhance social activity should therefore integrate pedagogical, psychological, and philosophical foundations, focusing on personal values and self-development [9].

Advanced pedagogical technologies, psychological support, and strategies to reduce societal stereotypes collectively enhance social activity [10]. In Uzbekistan, increasing women's and girls' social activity aligns with state policy priorities, enabling practical application of research findings [11].

## Conclusion

The study concludes that women's and girls' social activity is essential for societal development, ensuring gender equality, and strengthening democratic institutions. Pedagogical and psychological methods, including mentoring, project-based learning, role-playing, seminars, and online activities, significantly enhance social activity. These methods effectively develop motivation, personal growth, leadership potential, and communication skills.

Psychological factors—self-esteem, stress resilience, and social support—are critical determinants of social activity. Philosophical analysis shows that women's societal roles are defined not only economically or politically but also through personal freedom, creativity, and self-realization. Hence, strategies for increasing social activity should be based on an integrated approach combining pedagogical, psychological, and philosophical methods.

Addressing gender stereotypes and societal limitations is also crucial. State and non-governmental gender policies, pedagogical approaches in education, and opportunities for active participation in social projects significantly contribute to fostering women's and girls' social activity.

Based on the findings, practical recommendations include systematically applying pedagogical and psychological methods, developing mentoring systems, implementing interactive and project-based methods, and reducing societal stereotypes. This approach maximizes personal and social potential, enhances women's and girls' roles in society, and ensures active participation in democratic processes.

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