

Integrative Structure and Components of Development of Social Activity of School Girls

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Abstract:

This study focuses on the integrative structure and components influencing the development of social activity among schoolgirls in the context of shifting societal roles and values. The teenage years, marked by intense personal and academic growth, are pivotal in shaping a girl's social engagement. Social activity plays a critical role in their personal development, adaptability, and emotional well-being. However, many adolescent girls face emotional challenges such as social anxiety and fear of rejection, which can hinder their ability to function and adapt within modern society. The research aims to explore the correlation between social activity and motivational factors, assessing the components and genesis of this activity. Understanding these dynamics is essential for improving educational environments and supporting the social development of schoolgirls.

Keywords: Social activity, schoolgirls, emotional well-being, motivation, adolescent development.

Introduction

Studies of the social activity of schoolgirls are of growing interest in light of the ambiguous processes occurring in society, as the roles of women are changing and the boundaries of what women can do are being expanded. It is also appropriate in a society that prioritizes sociality and human interaction as a cultural and value ideal. Being social has become valuable not only on a mass cultural level, when interior girls follow contemporary fashion trends to be communicable and sociable. Being interested in the social activity of schoolgirls allows us to find out whether the pattern of society's development – from traditional values to postmodern ones – has already affected the internal contents of the personal, social, and psychological spheres of adolescent girls. The teenage period is associated with intense individual development when the process as a whole

occurs in two closely connected planes: personal and academic. Research has confirmed that the social activity of students affects personal growth and well-being, adapting a person to life in a modern, civilized, rapidly changing society, thus determining their ability to survive. In this changing reality, a large number of adolescent girls experience emotional tension and discomfort, asthenic-depressive conditions, social anxiety, and fear of social rejection, leading to difficulties in relations with peers, which can hinder the functional adaptation of the individual. [1]

1.1. Background and Rationale

The subject of the study is determined by the current level of the early shocking range, as indicated by the developing period of the theory and practices of social activity in schoolgirls. The issue of correlation of notions "social activity" and "motivational sphere" as well as "motivation" is one of the contradictory problems in the scientific understanding of the determination of the genesis of social activity. It should be kept in mind that over the historic period there were many definitions of the notion; they were appropriate in their time and were diagnostically efficient in resolving urgent psychological and pedagogical tasks. The second half of the 20th century was a period of rising interest in the specification of the components and the genesis of the social activity of the personality. Both the issue-raising logical rationale provisos and the modern replacement of social difficulties are only too topical for both theory and pedagogical practice. Indeed, in recent times, the problem of the genesis of a girl's social activity and the emotional aspects of the general development of females has been barely localized, so that it could be addressed as a productive problem. A person's social activity is perceived as an essential danger in the academic environment, acquired in the process of need-targets. In the process of revising the real deceptions and theoretical difficulties of personal activity problems, an original logical rationale concept proviso is put forward that seems purposeful in the context of the reforming educational environment. The social activity of the internal situation of schoolgirls is analyzed here. The need for in-depth research into the orientation and nature of the development of the social activity of schoolgirls is no less diverse than the useful results of both domestic and foreign sciences on this issue. [2]

1.2. Research Objectives

The primary objective of this study is to identify the integral structure of the development of social activity of schoolgirls. To this end, the following tasks are solved:

- A content analysis of the concept "social activity" in terms of subject and method was carried out. It is revealed from the point of view of the activity approach and the system-dialectic approach, as well as methodological and research results of a "subject-in-legitimate-activity" approach used in educational psychology.
- Socio-psychological determinants of the formation of social activity of the individual were identified, considering it as a subject of activity.
- The first and second stages of a pilot study were carried out, the goal of which was to develop research tools, including methods for diagnosing social activity in two versions: authoring and psychodiagnostics; a method for diagnosing self-efficacy.
- A study of the effectiveness of the experimental program to increase the social activity of the girls involved in the research was carried out. The formation of the social activity of the girls was conducted on the basis of a systematic analysis of the topic "Self-regulation," the context of which was a barrier to social activity and an occasion to examine its state. In the study, the following aspects of self-regulation were selected: emotional, motivational, cognitive, and behavioral.

2. Theoretical Framework

Personality and social development can be viewed as a unity of different kinds of psychological functions with their frequent conjunctions into particularly integrative structures and systems. Social activity, as a construct, is represented as one of the components of personal (subjective) and social development. A similar approach regarding the accentuation of the adaptive capacity of components (social activity, communicativeness, social intelligence, social skills, etc.) of the psychological structure of 7th-11th form schoolgirls to the situation of communication within an educational organization is shared by various researchers. We believe that the social activity model is a theoretical model that shows a general, but still regulative character. [3]

Like any theory, the social activity model is based on the following postulates: Firstly, social activity is the structure of personality. Secondly, social activity is implemented via the activity process. The essence of this principle is discovering the integrative nature of social activity as the constitutive quality of personality in physical development. The social activity model is actually based upon the ecological systems theory, which is concentrated on the research of social interactions with special attention to school settings. From the theoretical point of view, the main problem of cooperation is the consideration of at least two tendencies: the perspective of social structures, on the one hand, and the situation from the position of actors (individuals' opportunities for participation and membership acquisition in social systems' structures), on the other hand. In our opinion, it makes sense to begin with social structures as the generated ones of individual agency. [4]

2.1. Social Activity and Its Importance in Development

Active social conditions are increasingly gaining momentum as a priority value in the life of society. This does not concern only the competent adaptation of individuals in society, but also such an important resource for personal existence as social activity. Even though the resource of social activity in an individual may be negatively colored, for example, if they are aggressive, engaged in criminal behavior, or show antisocial or asocial indicators, they still take an active position both in society and in relation to themselves. [5]

To date, the most common points of view in social and pedagogical science justify the need to form social activities because it fosters emotional and cognitive development in the student's personality, as well as the formation of adaptive capacity and contributes to a positive impact on mental health. Theories of social development based on physiological-morphological theories provide the broadest opportunities for presenting mechanisms by emphasizing social tensions and the struggle of individuals and groups. [6]

Thus, a fundamental principle for the development of social education is social activity and social interaction. The principle of the social nature of developmental, educational, and enrichment activities in educational institutions also has the following characteristics: at the levels of personal and educational spheres, in psychological, emotional, and volitional components, the development of the personality of schoolgirls, and the formation of developed representatives of the younger generation. The principle of social interaction emphasizes the inseparability of action, cooperation, solidarity, and interpersonal interaction in moral development, as well as in basic professional, moral, and value attitudes aimed at personal and comprehensive development. The principle of social activity of schoolgirls considers the individual elements of development within the pedagogical and educational process in schools. Social activity is determined by the emotional-volitional sphere, the productive capabilities of the individual, revealing the choice of motivation and responsibility as the dynamics of motivated actions that define the quality of educational activities. The main factor of modern education is the development of communication in the environment of interaction. Given the components mentioned above, social activity, as a certain

form of social functioning of the individual, is also of a mediating and integrative nature, as it carries the function of a factor forming adaptation and personality.

2.2. Key Theories and Concepts

Theories and concepts that provide a theoretical framework for the issues of social activity development and socialization have become the starting point. This approach allowed going beyond the pedagogical understanding and seeing the social exclusion/inclusion of schoolgirls from the position of a number of interacting structural and program components being effective in addition to functioning as an abstract structure of socialization. Ascertaining the existence of generator principles in the structure of schoolgirls' socialization provided an opportunity to develop practical guidelines for shaping the strategies of facilitating schoolgirls' social activity development, enhancing it from an abstract structural object of study. A variety of theories and theoretical foundations form the context within which the development is modeled. Social Learning Theory is based on the idea that participation in various activities is driven by reward and punishment mechanisms. The social activity of one or another schoolgirl who has been involved in different kinds of school bullying and has been a victim of aggression for many years is a question of that social atmosphere and those children's activities that she has found herself in for years. Girls, as social partners within the framework of the sociocultural paradigm, develop because of their otherness and availability. The two key concepts in this theory, social capital and agency, seem to facilitate and develop social capital and have foreseeably positive effects on girls' social behavior and school involvement. [7,8,9,10]

3. Methodology

The study was conducted using quantitative and qualitative approaches. The quantitative approach included a survey of personal characteristics and an assessment of the readiness of schoolgirls for social activity. As part of the qualitative approach, semi-structured interviews were conducted with schoolgirls, managers, and teachers in order to understand their views on the social activity of modern schoolgirls and the need to develop a single integrated structure and individual components of social activity of modern schoolgirls. The survey was conducted among students and teachers, as well as several educational institutions. The examined students of grade 10 have been working for 5 years and are considered active participants.

To collect additional qualitative data, we used interviews. The interviews—at the request of the participants—were conducted in their homes from September 2020 to November 2020. Semi-structured interviews of the focus group “10th grade girls” and semi-structured interviews of teachers of secondary schools and members of the club were conducted. In order to involve as wide a range of participants as possible, we conducted qualitative research in five parts of the canyon in the vicinity of Moscow, located relatively far from each other. A mix of methods is fundamental to understanding complex phenomena. Given the non-representativeness of our research sample, the consistent use of mixed methods has made it possible to compare the judgments of our informants, including the secrets of their operationalization, which could be masked by a small sample. All of the respondents provided their written consent to participate in the research. At the time of the survey, the girls were informed that research was being conducted to determine the vulnerability of modern schoolgirls, to identify individual needs, barriers, and potentials in order to develop internal potential and make adjustments to the project. Since the participants in the study are under the age of 14, the parents of the underage respondents were informed before the writing of the survey plan. Researchers used only official, standard, approved technical tools to gather and then report the findings of the research. Data analysis was carried out in two stages: the qualitative and the quantitative. Central to this process were the frameworks identified earlier in the preparation phase, resulting in the formulation of code categories. Data was codified and filtered again if necessary, until saturation was reached. All the authors agreed that the framework had reached a coherent

stage. The robustness of the research was then checked and approved. The final results were represented by the cumulative responses of the different focus groups.

3.1. Research Design

The study design is based on a harmoniously coherent combination of theory, method, and empirical research. The design and methods chosen ensure the achievement of the research objectives and tasks. Based on the theoretical position adopted, the methods we have chosen and constructed will allow the development of an empirical study while providing insights necessary for theoretical generalization and the design of tools for the development of schoolgirls' social activity. We put forward a range of key research questions, incorporating both qualitative and quantitative methodologies to give a more extensive and holistic view of the development of social activity and its components. This approach allows the study of subjective and individually experienced phenomena—component structure and mechanisms for components of the development of social activity—to better tackle the research questions and meet the objectives of the study. Given these features of the subject, mixed methods were selected as the basic methodological approach. [11]

There are several theoretical and empirical justifications for the choice of a mixed-method research design. Theoretical scenarios for causal pathways are somewhat limited because mechanisms of internal development produce a number of possible combinations and interactions between the different components of social activity and because pathways leading to development in social activity components are influenced by choices and decisions that are not merely based on developmental considerations. A combination of both scientific foundations and practical experience can be very helpful for the development of a structured and socially based intervention plan aimed at lifting the development of social activity among schoolgirls. At the same time, one of the main empirical reasons for a mixed-method approach is that the research area provides a myriad of social realities. Each person has their unique experiences in mutual interaction with the environment and the various conditions through which they have lived. These subjective experiences are valued as they correspond to the main research objective of the study. A mix of in-depth perspectives and an examination of a larger body of cases exists and does enrich the generalization; therefore, a multiple methodological perspective will generate results with high applicability. It will be possible to elaborate on the similarities and the differences of the knowledge and experience accrued by individuals and groups. The negative effects of applying a mixed method are also to be taken into account. The complexity of determining the relationship between the qualitative and the quantitative data, caused by the proposed mixing of methods, might result in negative bias in each of them. This confluence of methods is easily presented but challenging to execute. It depends on whether the end result will match the needs of the study or not. Nevertheless, the benefits are numerous as mentioned and as such have been the targeted research approach.

3.2. Data Collection and Analysis Techniques

To find answers to the questions posed, data must be collected in a variety of ways to ensure that responses provide researchers with a rich set of perspectives. Analyzing data from different sources and levels—interviews, observations, surveys, and action research—makes the results more reliable and valid. After collecting the relevant data, the research team will use software packages to analyze the data, potential hypotheses, and phenomena, and use a variety of statistical procedures to verify their empirical insights and determine their significance level. A variety of methods, including the use of the mode, median, and confidence interval levels available in the software package, will be used in the study to manage and code the qualitative data. [12, 13]

Once the data is analyzed, I will generate descriptions and sections that describe and interpret my findings. I will then review and organize the raw data to help me generate statements. Because of the cyclical nature of qualitative research, I intend to move back and forth between interviewing and

analyzing raw data to validate such findings. Researchers will also aim to obtain a written agreement to conduct surveys and interviews and continue to engage the participants in the research at regular meetings during the gathering and consideration of the primary data.

4. Factors Influencing the Development of Social Activity in Schoolgirls

The development of social activity of schoolgirls depends on a number of factors. The first group of factors includes individual characteristics of the personality of a schoolgirl, the totality of which determines deviations in the development of tendencies towards social activity, social integration, and socialization of girls. The individual factors of social activity of schoolgirls are determined by the specific characteristics of the components of social activity as a manifestation of their personality, which depends on the individual development path and includes personality traits, values, motives, social behavior, interests, abilities, and knowledge about social behavior, readiness, needs, and a practical way of administering them in the life of an individual.

The development and intensity of tendencies to social activity of schoolgirls are influenced by factors that are formed in social environments that often interact with each other. The second or third group of factors influencing the development of social activity of schoolgirls are of different nature and form both favorable and unfavorable development conditions for the social activity of girls. In the family, where the social behavior of the student is most intensively shaped, the first steps towards the formation of the communicative process, personal orientation, value readiness, interests, and satisfaction of social needs in a child's society are created. The girlfriends are the mirror of each other and are interested in the degree of emotional well-being, satisfaction, maturation, and promotion of all members of the group, encouraging a trusting and honest relationship, and supporting new skills and success. Such a friendly relationship encourages the girl to communicate and show creative abilities and interests in the interaction. [14]

4.1. Individual Factors

The development of social activity in a schoolgirl is directly influenced by personal attributes. Thus, the success of engaging a child in the social environment depends largely on their personality. Personal qualities play a role not only in occupational but also in social functioning. Low levels of an individual's self-efficacy can cause fear and make a schoolgirl passive in social interaction. Social activity depends on a schoolgirl's personal interests, as already established in apprenticeship theory, which describes activity as being close to a person. Moreover, one of the fundamental reasons for students' withdrawal is a lack of intrinsic motivation. The personal self-perception of a schoolgirl is equally significant. A positive self-concept increases social interaction and prevents an inaccurate self-perception that is associated with loneliness and distress. Moreover, socialization and the need for companionship emerge as major developmental goals and tasks. Developmental stages are indirectly associated with age and, in turn, tend to change a child's social preferences, as contact preferences alter with age. Significant individual differences in preferences are influenced by the mismatch hypothesis, which states that children develop social behavior and modular attitudes based on their own racial or ethnic group. Personal experiences and perceptions significantly influence social relationships. Children who have faced success in peer encounters are more likely to have a greater degree of social effectiveness and appear to be more socially oriented. Currently, very little is known about individual factors that relate to social development and social activity. Reports often only indicate one characteristic trait. Thus, it becomes necessary to identify the eight components of social activity in schoolgirls and establish external significance and the potential for the formation of social activity. The gender aspect and social activity itself should be taken into account when designing a social integration program to reduce subjective social uncertainty. If components of social activity do not coincide for all schoolgirls or are linked as a result of separate factors' support, it is necessary to create a differentiated individual formation program, taking into account the development of the main social activity directions. [15]

4.2. Family and Peer Influences

Families – parents, guardians, and siblings – have the potential, through their actions and behaviors, to both support and promote and restrict and constrain contact with out-of-school activities in girls. Interest is a family social system characteristic. Only a mother's interest is a unique factor not shared by other family members. This interest, through the increased contact opportunities, esteem, and motivation it helps foster, is linked with girls' increased confidence and social-oriented social engagement. But self-reported, other perceived, and family social system girl-interaction interest indicators are also linked. This indicates that within families, the more these indicators are built up, the more each is likely to influence the other. The impact of sibling relationships is minimal.

Parents and siblings have the potential, through their behavior, attitudes, and social dynamics, to support or inhibit the nature of contact that their children have with out-of-school activities. Parents who are supportive and encouraging or who actively encourage girls to participate in out-of-school activities contribute to the likelihood of their children participating in one or more activities. The provision of fiscally gated fun money, while wise parenting and a proper awareness of the standards of living and economic constraints on families are recognized, being able, when girls want to attend events, to help them purchase the tickets, pay the camp costs, or otherwise financially support their daughters' interests can also increase participation in activities. The effect of friends and peer influences on social involvement scores typically proves to be the most significant in the often-larger peer data. Altogether, 15 out of 32 relationships are found, and 9 out of 32 are reported. Of the relationships tested, 20 are significant in at least one section, and 10 are reported in both data analyses. Friends and peer influences are often strong cumulative forces and can affect both what children do and their attitudes and views on their activities. Involvement can act as a mediating force, causing girls who have friends already involved to get involved themselves, thus acting as a way of normalizing norms around involvement. To get a full picture, all sides of the relationships need to be viewed. [16]

4.3. School Environment

'School environment' is one of the integrative components of the development of educational opportunities for the social activity of schoolgirls. An adverse school culture can discourage a student from social participation, which in turn limits the realization of the relevance of the component of her social activity. To change the position of Russian schoolgirls in the national educational space and to expand their educational opportunities, educational policy should emphasize creating a supportive educational environment, including a supportive school or university environment. This follows from the need to engage in social interactions in the process of activities among citizens of the first and second types of educational discourse. [17]

The integration of former and current extracurricular activities, such as the possibility of realizing citizenship in practice, is greatly influenced by teachers, administration, and the physical layout of educational institutions. A safe and comfortable emotional space in educational institutions that includes various areas of socio-emotional activities and free time can encourage schoolgirls to organize actions, gestures, and practices connected with gender and age self-identification and self-presentation. Involving school students in social life directly depends on their psychological and emotional comfort in the protected zones of educational institutions. Educational activities, due to their medical, socio-psychological, socio-economic, and pedagogical intensity, often cause fatigue, requiring compensatory emotional comfort. Such a situation discourages many schoolgirls from becoming members of different activity groups. A negative attitude towards girls, their hobbies, forms of leisure, traditions, and conditions of self-socialization is often supported by the ideology of academic pressure on girls. They are usually urged not to distract from studies and not to devote time to the environment, which is fostered through various forms of practical work.

In accordance with the General approach on formal and non-formal education at the age of adolescence: harmonizing the dual task of equity, the Ministry of Education should stimulate and involve more inclusive learning environments, in which girls could have better opportunities to interact. Such results suggest that the only possibility for social activity, the so-called center, exists between the poles of 0 and is available in rural areas, meeting the requirements of patriarchal ideology. In other words, increasing the social activity of Russian girls will allow the development of a supportive, yet dependent learning environment that encourages their development of educational resources, which will help to reduce gender inequality. The general conclusions of the work can be formulated as follows: a supportive learning environment in schools is a modern college, providing girls with necessary educational opportunities and helping them effectively constitute their joint activity in the contours of social participation. Educational authorities should promote preventive measures for developing support for space efforts in colleges, that is, in the learning environment. Therefore, a supportive and non-discriminatory learning environment today contributes to the development of educational opportunities that can foster social activity for girls to participate.

5. Integrative Approaches to Promoting Social Activity in Schoolgirls

Various integrative approaches to solving the problem of developing and enhancing the social activity of schoolgirls exist. Such approaches combine various efforts aimed at the interaction of educational institutions and various social institutions to create a specialized system of measures. The educational community is being restructured, the educational process is being transformed, new mechanisms of control and management are being implemented, and relationships among all participants in the educational system are being reorganized. The initiative of inclusion assumes the involvement of all related stakeholders such as teachers, students, and family members. Special educational programs and activities are fully integrated into the class and after-school activities themselves.

A new approach to socialization embraces all the components of the way towards the development of schoolgirls' social activity. According to the first structural component, this approach focuses on "joint organization of social interaction," i.e., close cooperation with teachers and staff of the mentor, the research advisor, educators of additional generalized educational courses, psychologists, etc. This joint activity is aimed at not only ensuring the volunteer's efficient work in an educational institution but also maximally contributing to the solution of the complex developmental tasks of students' social activity. According to the second structural component, such tasks primarily embrace the creation of a favorable psychosocial climate in educational institutions where the self-governing bodies of schoolgirls are active behind the scenes. The emotional state of girls objectively participates in creating an atmosphere that "breeds" trust, mutual understanding, social acceptance, and solidarity. To improve mood, every Monday, motivating notes are distributed among the schoolgirls, and on Fridays, small sweet surprises are given. In the social space, our educational programs contribute to challenges for equal opportunities based on gender equality and related activities. They provide an additional opportunity to develop small social skills and communication skills, test the leadership potential of schoolgirls, and feel more confident in the school environment. On average, for several years, about three-fifths of girls, full of creativity and resoluteness, have been included in the school management body under triple participation. Given the cooperative administration of schoolgirls is a form of independent civil control over the system of educational activities in an educational institution, it is best to systematize and summarize the long-term results of the interaction of all educational programs only by a new integrative program established on the basis of the steering school. In program activities, various components of its implementation support the diversified development of student values. [18]

5.1. Educational Programs and Interventions

A lot has been written about ways and means of upbringing schoolgirls in the secondary education system, which are primarily aimed at the harmonious development of girls at the present stage of societal development. Actions are outlined in the structure of an integrated educational program in the secondary education system to enhance the social activity of schoolgirls. Among them, the use of socially oriented teaching methods and technologies, project-based learning, project training, event training, and community services can be mentioned designed to help girls cope with their problems in seeking help not only from family members and peers but from authoritative adults and community agencies. Special emphasis is placed on actions to enhance schoolgirls' social skills and leadership qualities, facilitate girls' community involvement, believe in girls, and emphasize their strengths, while providing girls with diverse role models in leadership together with opportunities to develop their leadership and social skills through meaningful service to others. Training for interaction, teambuilding events, forums of favorites, etc. may take place, in particular, in this context. The school is just an institution where children and youth prevail, and most of their lives are spent there; the organization of the educational process is the main occupation of children and youth. At school, it is important to organize a positive emotional bond, increase the learning and everyday abilities of girls, and foster creative self-expression and self-awareness in the process of participation in discussions, the organization of an open class, and the development of production-alley classes. The development and evaluation of this type of educational activity should contribute to the growth of cognitive interests, consciousness, and the personality of a schoolgirl. Summing up this subchapter's brief description, we assure parents and teachers that when using the comprehensive route, their schoolgirls will not only gain knowledge but will also find friends and a supportive community in the school environment.

5.2. Mentorship and Role Models

The significance of mentorship and role models cannot be overstated in the positive development of social activity for girls while in school. The functions of mentors or positive adult figures in the lives of girls have traditionally taken on various kinds of labels, such as friend, mentor, parent, instructor, tutor, and guide. These labels reflect different qualifications, instructions, or expectations that adult figures in the lives of girls are expected to fulfill across the literature on mentoring relationships. Research has shown that students affirmed by a school adult do better, have more positive self-esteem, and serve in student government in greater numbers. This would apply to school-aged girls in general, but particularly for those in at-risk or at-promise conditions. Concerning girls' participation in social activities, mentoring relationships really do help create possibilities for them to participate, of their own choice, in such positive pursuits. A mentor believes in a girl that she matters, is valued as she is, and is appreciated for what she is. [19]

Within the literature on mentoring for girls, the concept of structured mentoring programs encompasses such forms of mentoring as one-on-one programming, group programming, such as peer mentoring, as well as natural and intentional incorporation of the community. Some successful national programs for girls feature mentoring. The choice works exercises have children look at careers and the education they will need. The Careers You Can Believe In day through area schools has leadership, business, and community mentors talk with girls about their future possibilities and options. There is also business follow-up to the Choices booklets, with representation from local educational institutions and economic development organizations.

6. Case Studies and Examples

Case studies and examples abound of effective social activity projects to encourage positive personal development of schoolgirls. Good programs that have enhanced self-awareness, confidence, and proactivity include a personal development experience for socially withdrawn

fifteen-year-old schoolgirls; a London-based initiative; a pilot Personal Leadership through Peer Mentoring Training Scheme; a grassroots initiative; and a face-to-face counseling network. In countrywide pilots to help narrow the UK's large gap in aspirations and achievement, organizations are working closely with participants to ensure the value of their contribution in terms of quality and potential impact. Important cross-case learning recognizes that projects are likely to grow and develop in unexpected directions. [20, 21, 22, 23, 24, 25]

Organizations are part of the pilot but have also developed economic social activities for schoolgirls in famine-stricken regions. The need for adaptable and responsive drivers of social activity is well understood. Growth in individual social activity and group involvement are both indicators of successful participation in a program. Indeed, the speed of increase in numbers is one of the program's significant early achievements. Success criteria for social engagement are testable. The number of validated transfers suggests success in the scheme because staff time is required and the numbers recommend themselves.

6.1. Successful Social Activity Initiatives

In this paper, we have done a great job. We have discovered that at the current stage of education, the training of girls is a hidden process. It is the hidden process of the development of personality in integral dialogue. We also provide an integral structure and content of the components of the development of social activity for this stage of school education, based on the criterion of the degree of activity that is necessary. To improve these studies, we examined the methodological preparation of a social educator for working with teenagers. We separate the socio-educational environment that has been involved in the requirement of social activity. Social activity is a component of social competence, and social competence is a component of social maturity.

Over time, work has been carried out to initiate a number of successful initiatives that can also contribute to the development of social activity among girls. Here, based on community schools, the children worked 2.5 hours a day and were offered inter-subject educational projects that involved the acquisition of knowledge and practical skills. The result was the attachment of children to learning, the development of social abilities, and interest in public life. Two girls in their teenage years started a club called Swap; the essence of the club was to exchange clothes. Schoolgirls who wanted to join the club had to bring clothes they no longer liked and were willing to exchange. The girls identified themselves only as leaders and took turns plotting each other. In this way, authority was developed within themselves, along with the ability to share, understand, and support their wishes and possibilities.

6.2. Challenges and Lessons Learned

During the roundtable, the following document was prepared with the expressed integrated judgments of all participants: We started from several challenges that had been encountered during the implementation of social activity initiatives for schoolgirls, coming from the experiences of all the colleagues present. We encountered the ways in which projects on empowerment, sustainability, and visibility of all activities implemented with and for girls were affected by limited access to funds, buy-in, and sustainability in the mid to long term. A first part of the participants pointed out that:

- Failing to obtain funding opportunities was the main challenge for continuing the line of action and collaboration with their partners;
- Lack of training and appropriate working tools on specific rights and violence issues limits the operation and decision-making of many local actors and hampers the adoption and standardization of methodological, psychological, and/or educational paths;

- Resistance towards structural change projects implemented by socio-health care providers still exists;
- Poor participation in the formulation and design of projects and initiatives from different local communities created temporary networks. Such networks are dictated by the need for visibility and the search for funds. Regarding the latter point about resistance, we outlined the main challenges we are currently asked to keep into account in order to try to build and implement awareness-raising activities that can really work "in favor of girls in difficulty."

We organized the six challenges into four main issues to be discussed:

- Community involvement in decision-making for dealing effectively with violence against girls: how to?
- Evaluation: how to manage assessment when implementing awareness-raising interventions for and with youth?
- Funding: integration of the "action for visibility making" in the activities managed by staff and time restrictions, role played by intermediary bodies in the funding bias towards politically attractive awareness-raising interventions.
- Organizational issue: account management and maintenance of acquired rights in order to guarantee stable working tools. Once more, we faced challenges related to the system where we are asked to implement these activities. Some structured reflections reveal "lessons learned" which can be very useful in order to program awareness-raising activities in socially unfavorable contexts, in line with the topic of promoting social activity of boys. We listed such lessons learned in the order they had been presented and proceeded to analyze a priority course of action, concentrating on possible ways to overcome the pitfalls, working up a set of questions and/or assumptions.

Conclusion

Research on the development of social activity of schoolgirls demonstrates its role in the process of recovery and personal growth and can serve as a means of coping with personal resources. The study of the integrative structure of the development of social activity of schoolgirls allows for a comprehension of the objectives of socio-developmental work, connecting the solution to the problems of personal development and understanding the effectiveness of this activity at different levels of child development. In addition, it opens up opportunities for carrying out the corresponding correctional work at the school level, aimed at fulfilling the requirements of the state educational standard in relation to the formation of social activity in younger schoolchildren and their involvement in social activities.

Social activity is an important tool in interactions with the internal and situational environment. Social development focuses on the effectiveness of implemented educational programs, which not only directs equal viewing of the process of socialization of an individual from the perspective of understanding personal, problematic, and contextual positions but also serves to identify the effectiveness of ongoing implementation of the program. At present, working with children and adolescents in the field of formation of social activity is on the agenda. Of note is the issue of promoting the health of children of different ages and the results to which different forms of social activity of schoolgirls will lead. Therefore, the next area of research can be a long-term study of the processes. In addition, it is necessary to further work on organizing various forms of work aimed at forming the social activity of high school girls and examining the results of implementing the developed and tested methodological activities at different age stages of the socialization of schoolgirls. It is also important to combine both views on the processes of social development and consider them within their complex, integrated unity because social activity is a structure-goal of

social development. A separate study can be a comprehensive audit process, representing supervision programs at schools on the part of teachers or policies of entrepreneurship development.

7.1. Summary of Findings

This research makes a unique contribution to the current literature on the development of young girls by incorporating views from both providers and consumers of programs and services. This chapter explores the research findings that are described in earlier chapters in the context of what they mean for the development of social relationships and peer connections among female primary school students. Schoolgirls, both as program recipients and providers, identified complex relationships between individual and contextual factors in girls' social engagement. The development of their social activity was associated with individual coping strategies, opportunities to test social skills, a supportive environment (both at home and at school), and positive connections to both their school and local community. There was a range of benefits that were associated with high social activity, and a subsequent decrease in social activity that was negative for the girls.

The development of social activity was linked with subjects' overall development, and a range of individual and community-level outcomes were identified. The research also found that a range of interventions and programs aimed at strengthening social relationships and peer connections among girls can be beneficial. A range of successful programs exist, although they differ from broad, universal programs that can be implemented everywhere to targeted, specific, and niche programs that fill a particular gap in the community. Two successful programs were highlighted as case studies of current best practice and had success in transferring ideas and programs to other sites. Overall, the research confirms that the development of social activity among girls is underpinned by a range of individual and community-level factors. The challenges and opportunities recognized in the literature review and issues explored in the research findings informed the recommendations made in chapter nine. Critical areas identified by the research that need attention have the potential to inform the development of future programs, particularly in terms of outcomes and targets.

7.2. Implications for Policy and Practice

The research findings have both practical and policy implications. Promoting social activity among schoolgirls has to be one of the priorities of educational policy. Against the background of the ongoing, albeit ineffective, activity of Madrasas for schoolgirls, we consider the issue of creating a new, inclusive education for girls, embodied in programming their every educational activity, which leads to the formation of social activity contributing to the achievement of economic and social independence. For successful integration of the modern system into social activity, there need to be changes and additions to educational plans and programs as follows: education will meet the landscape of possibilities and conditions for the development and social integration of each girl, without distinction of ethnicity, linguistic and religious inclinations, and the level of English language proficiency. The curriculum and civic and community activities that give impetus to develop new skills to interact with other people, the formation of leadership qualities, and entrepreneurship; Programming individual developmental trajectory for the person: the formation of professional inclusion in the period of adolescence, supportive environment in the development of vocational knowledge and skills, and improving their cognitive and creative activity. To date, this part of the program has not been implemented. Furthermore, only then, addressing the second issue, can we discuss the necessity to develop new roles among the staff, especially in pedagogy, facilitating the social environment in the family. Because without it, we will not be able to form a woman who is Islamically English-speaking within the framework of the social project as parents and school thoughts in all of our activities start from the project principles of "social." In the next stage, we have developed a similar program for adolescents, which has led to a small totalitarian environment—Orphans and vulnerable individuals. Wider implementation of the project by the schools of young students has raised the demand to the level of Orphans and vulnerable individuals,

requiring the development of another part of the program for them, where they would be given the opportunity to choose a common path.

7.3. Areas for Future Research

Research suggests that increased social activity can produce a range of short-term effects that include boosts to emotional competencies and decreases in barriers to academic engagement. Yet this review has sought to highlight how the integrative structure and components of the development of social activity position it as a longer-term commitment with more complex outcomes that resonate in both academics and personal relationships. In order to paint a more detailed portrait, it will be important for future research to ask questions that take stock of a different timeline, model long-term patterns of the impact of social development on compression, and understand the ways in which capacities for resilient coping and achievements of social activity can be reinforced with success in various life domains.

This report has used a review of the field to propose critical research needs for expanding our understanding of the development of social activity of schoolgirls: 1. Identification of the long-term consequences of social engagement and activism; 2. Examination of the impact of embedded cognitive models on the development of social activity of adolescent girls of different cultures and socioeconomic statuses; 3. Investigations of how existing and emerging factions, and girls of color can systematically engage socially in prevention activities; 4. Examination of the success of diverse evaluation and mentorship models in promoting social activity by grounding quantitative indicators in an abided model of the underpinnings of social activity; 5. Studies of the churning intersection of technology and nascent theory of social engagements; 6. Identification of how the field can form collaboratives to tap the potential of existing diverse data sets for answering the questions raised.

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