

## THE WAYS OF ORGANIZING STUDENTS' EDUCATIONAL ACTIVITY IN HIGHER PEDAGOGICAL INSTITUTIONS

**Sanaeva Surayyo Bobonazarovna\***

\*PhD,

Navoi State Pedagogical Institute,

UZBEKISTAN

Email id: surayyosb@mail.ru

DOI: **10.5958/2249-7137.2022.00648.6**

---

### ABSTRACT

*The article aims at the analysis of the effective organization of students' educational activity in higher pedagogical institutions and their preparation for various educational work and tasks. It should be specially noted that the modern instructor or educator must deeply feel that he/she is the creator of the future, the author, producer, researcher, user and promoter of new pedagogical technologies, theories and concepts.*

**KEYWORDS:** *Pedagogy, Education, Method, Student, Activity, Makhalla.*

---

### INTRODUCTION

At present the government of Uzbekistan is paying great attention to the youth education and upbringing and carrying out a lot of reforms to deal with these issues on the basis of modern, scientific and technological methods. It also aims at developing basic competencies and qualities in this field on the ground of today's needs.

A new, systematic approach to youth education and the formation of child's basic personal qualities require the full realization of the socio-pedagogical potential and opportunities of the family, preschooling, secondary education, vocational and higher educational establishments, makhallas (an urban division of Uzbek communities) and raising the scientific and methodological cooperation between those institutions and younger generation to a new level. [1]

It is common knowledge that the focus on reforming the higher education system in our country is improving day by day. Indeed, one of the actual problems in agenda is to advance the system of student preparation in pedagogical institutions for educational activities in accordance with modern requirements and standards. It should be specially noted that the modern instructor or educator must deeply feel that he/she is the creator of the future, the author, producer, researcher, user and promoter of new pedagogical technologies, theories and concepts. To achieve all this, higher education institutions must be open to creativity and possess modern outlook, as well as pay serious attention to the training of professionals who are competent enough in methodology.

Youth education and upbringing is a dynamic process, but at the same time, it is a very complex and holistic phenomenon. The process of moral education in higher pedagogical institutions includes the provision of moral knowledge to young people, teaching students the concepts and rules of teacher ethics, pedagogical and ethical beliefs, moral feelings, needs and the formation

---

of teacher-specific moral qualities etc. Moral education in higher pedagogical institutions plays a vital role in the spiritual development of young people. [2]

The main spiritual and moral qualities such as devotion to the motherland, entrepreneurship, willpower, ideological immunity, kindness, responsibility, tolerance, legal culture, innovative thinking, diligence etc. suitable to the age of students are determined to develop in the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated December 31, 2019 No 1059 "On the Concept of Continuing Spiritual Education" in accordance with the curricula, spiritual and educational plans of the higher education.

There are also some aspects in higher education that should be taken into account in the process of education and upbringing of young people which base on the spiritual and moral principles, they are as follows:

- to integrate students' knowledge, skills and abilities serving for the formation of the youth's spiritual indicators and competences to the process of education and upbringing through social and humanitarian sciences, spiritual and educational activities and to enrich it with the practical exercises, tasks and pedagogical case studies that allow them to apply in practice;
- to encourage young people to acquire modern knowledge, develop culture of media, introduce advanced pedagogical technologies and learn best practices of foreign countries;
- to strengthen their professional and spiritual skills and educate themselves by their own efforts;
- to build up civic stand;
- to form scientific, spiritual-moral, political outlook and healthy religious beliefs;
- to acquire specific knowledge, skills and capabilities necessary for a happy family life and upbringing of children;
- To increase confidence in the future and a sense of involvement in the ongoing reforms of the country. [1]

Students of higher education institutions rapidly develop the qualities of a perfect person, especially the assets of professional ethics and etiquette. During the student hood period, young people increase their interest towards various moral, aesthetic, socio-political issues and critical attitude to socio-spiritual values. During this time their opinions and views can be fair, but sometimes they may be superficial. Therefore, the importance of spiritual and moral education, the ideology of independence and the idea of national liberation grows in this time period. [2]

M. Ochilov, one of the scientists who has made a great contribution to the field of pedagogy in our country, presents the following views on the organization of students' educational work and the formation of their professional ethics:

The spiritual and moral qualities of future specialists are the qualities that are formed and developed in the context of pedagogical process of higher education. Only in this process, all the elements of education and professional training such as mental education, labor, moral, legal, economic, environmental, physical, aesthetic and other types of education integrate with each other and mutually develop. They cannot be developed in isolation. On the base of this we can

claim that the professional ethics of future specialists is formed as an integral part of universal and national-spiritual education. [2]

American pedagogues involve independent learning skills and their integrated diagnostics to the core objectives of educational process. Developed practical skills are needed to have an effective and responsible impact on society and political processes in the future. For that reason, these skills should be taught from the earliest stages of formation of individual personality and continued through all stages of education process. The educational procedure applied in the US teaching institutions is constructed on listening to the speaker very attentively and developing friendly, and at the same time, critical thinking towards his/her thoughts and ideas, resolving conflicts, reaching compromises and mutual consent. During this process, tutors conduct a number of social surveys using various electronic resources and their personal contacts. In this way, students are taught to take an active part in the reforms of their country.

In the USA educational doctrine, responsibility, self-governance, and respect for everyone are mandatory for all. To this end, students develop their socially oriented qualities such as openness, respect for others, obedience to the law, a critical assessment of reality and tolerance.

Almost all Australian educational institutions also prioritize the formation and development of socially oriented personality traits e.g., tolerance, aspiration to preserve the multinational heritage of the country, initiative, benevolence, along with respect for the democratic heritage based on civic ideas such as honesty, self-awareness, entrepreneurship and initiative.

In the UK educational doctrine, it is vital that each person has an individually oriented personality trait. Hence, they pay special attention to such personal merits as being responsible for one's own actions, caring about oneself and the future of others, thinking about how one's actions affect others, thinking first, then making decisions, defending one's point of view.

The following qualities of a socially oriented person play an important role in overall success and the spiritual advancement of any society: to be in concern for the development of society, the desire to resolve conflicts, readiness to work in a team for the common benefit, acceptance of others' ideas and thoughts, a responsible approach to one's own actions, to have a feeling of concern for themselves and others, to think about how their actions affect others, the ability to respond adequately to the unexpected consequences of one's actions, to have a feeling of responsibility and tolerance, the political effectiveness of the individual etc. [4]

Speaking about the strategy of educational activity, the Journal of American Indian Education claims that the formation of a "good person" is primarily depends on the integral development of such skills as information literacy, enlightenment, development of consciousness, overcoming contradictions, criticism, creative activity, independent decision-making in political, cultural and economic spheres. [5]

The components of the organization of students' educational process are formed on the basis of certain types of educational activities. The emotional component is usually acquired through the perception of realities related to educational activities, the study of art, literature and samples of creative activity. Devotion to ethics and executive discipline ensures the formation of a behavioral component and serves to reveal individual abilities. Analysis of various sources related to the process of education, creation of samples of students' work, participation in various charitable events stimulate the formation of one's mental component.

In the organization of students' educational activity in higher pedagogical institutions special attention should be paid to the method called a project work. With the help of this technique teachers can develop freshmen students' abilities to work in a team and make quick decisions in non-standard situations. Also 2-3 year students begin to study social design technology. The final output of using this method is the creation of a project work, which is of great practical importance for the students. Moreover, sophomore students, together with their group instructors or coaches, can work on the following projects in the teacher-trainee system: "Active house" - children's creative studio, "Give children a smile!" - children's club, "Advertising a scientific-technical library in the recreational areas of the university (institute)" and others. In the 3rd year, students have the opportunity to participate in the activities of the "Educational laboratory", which gives them a brilliant opportunity to engage in various social activities, to demonstrate their knowledge, skills and practical experience gained in the process of cooperation with a teacher (coach). The participants of such laboratories usually become the organizers of different projects such as the "Student Puppet Theater" and the "Football Tournament", most popular in higher education institutions. [3]

In conclusion, it should be noted that each type of educational activity organized in higher pedagogical institutions serves to build students' knowledge, creative, social and personal experience.

## REFERENCES

1. The Concept of Continuing Spiritual Education. / Appendix 1 to the Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated December 31, 2019 No 1059 "On approval of the concept of continuing spiritual education and measures for its implementation" // National Database of Legislation, 03.01.2020, No. 09/20/1059/No4265.
2. M. Ochilov, N. Ochilova. *Олий мактаб педагогикаси* (High school pedagogy). Course book. - T., "Aloqachi", 2008. p 304.
3. S.B. Sanaeva. *A teacher who wants to be in the center of competence development improving the preparation of children for educational activities* (Improving the system of preparation of future teachers for educational activities on the basis of a competency approach): PhD thesis. - Samarkand, 2020. – p 122.
4. A.V. Fakhruddinova. *General and specific approaches to civic education in the US, Canada, Australia and the UK* (General and specific approaches to civic education in the USA, Canada, Australia and the UK)/ A.V. Fakhruddinova // Education and self-development. - 2011. - № 4. - p. 215-220.
5. Tate D.S. *Increasing the retention of American Indian students in professional programs in higher education* / D.S.Tate, C.L.Schwartz // Journ. of American Indian Education. - 1993. - Vol. 32. - P. 21 - 31.
6. S. Bobonazarovna. *Development of methodical competence of the teacher of preschool educational institution*. European Journal of Research and Reflection in Educational Sciences Volume 7, Number 9, 2019