

HUMANITARIAN FOUNDATIONS FOR THE EFFICIENCY OF STUDENTS' RESEARCH ACTIVITIES

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ABSTRACT

The article discusses the advanced approaches of cooperation between the faculty and students of physical culture and sports education to intensify research work, as well as social and humanitarian concepts that reflect the nature of attracting students to research work, draw appropriate conclusions and practical recommendations.

KEYWORDS: *Integration Of Science And Education, Research Activity, Humanitarian Technologies, Scientific Center, Educational Resources.*

INTRODUCTION

The educational process of the higher school fulfills the task aimed at forming the personality of the future specialist with its content. Scientific approaches to the organization of educational processes interpret the content of education as a certain level of development of knowledge, skills and abilities, views and beliefs, as well as the theory of knowledge and practical training[4,7].

One of the urgent problems of the process of training bachelors in higher education is research work, for the organization and implementation of which, various forms of traditional activities outside the auditorium and beyond the auditorium have become popular.

Subjects in the curricula of "Sports activities (by types of activities)", "Physical culture", "Psychology (sports)" of physical education and sports education at universities (compulsory: philosophy, history, psychology, pedagogy, foreign language, biochemistry and sports biochemistry, information technologies, sports medicine, anatomy, physiology, etc.) provides students with the introduction of scientific research activities into theoretical and methodological activities. Subjects based on student choice (statistical methods in pedagogical research, methods of mathematical processing of results, pedagogical research, methodology and pedagogical research methods, foundations, research activity of a physical education (sports coach) teacher, etc. Practices (professional activity in professional, pedagogical practice programs of educational and scientific research tasks in the facilities).

Attracting gifted students to the activities of scientific centers run by departments in the mentor-student tradition of the faculty, scientific-practical conferences, contests and olympiads involving representatives of the republic and other fields, magazines intended to increase the activity of student scientific publishing, and special types of students' initial from internal scientific research - increasing the effectiveness[6].

By incorporating contemporary forms and techniques of the efficiency of student-led scientific research activity into the educational process, physical education instructors, sports trainers, and other professionals may improve their professional and general scientific knowledge, skills, and capacities. It is successful to build talents.

The purpose of the article: It is to reveal the content of the professional significance of the scientific organization and implementation of pedagogical activity in educational institutions and sports schools of future physical education teachers, sports trainers, and the content of modern humanitarian concepts that justify the effectiveness of students' scientific activity. From this point of view, to collect theoretical data in order to have detailed information about the cooperation of professors and students in the fields of physical education and sports education, advanced approaches to activating scientific research and pedagogical possibilities. and the problem of analyzing their results based on social and pedagogical requirements was set. Of course, in the course of higher education, it is difficult to fully cover the scope of theoretical and practical research aimed at improving the quality of scientific research in one study. Nevertheless, based on the purpose of the research, we tried to analyze the scientific and educational characteristics of the field, the social and humanitarian concepts of involving students in scientific research, and draw appropriate conclusions and give practical recommendations.

Materials and methods. Among the professional (regarding scientific research activities) tasks of bachelors in the qualification requirements of "Sports activities (by types of activities)", "Psychology (sports)", "Physical culture" educational directions are the following regarding scientific research activities defined:

- identification of current problems in the field of physical education and sports;
- study of experimental programs of scientific investigations related to physical education and sports;
- to find and study scientific and technical information about physical education and sports published in the republic and abroad;
- participation in the process of scientific research under the supervision of scientific leaders in scientific laboratories and centers;
- carrying out research on determining the effectiveness of physical education and sports training in various research facilities using approved research methods, high reliability control tests, experimental programs;
- use of methods of mathematical statistics, methods of processing results of scientific investigation by means of information technologies, generalization and formation of conclusions;
- participating in the collection, processing, analysis and systematization of pedagogical observation data on the subject (assignment);
- participation in the process of implementation of scientific research results and developments in practice;
- purposefully search and find information about the latest scientific and technological achievements in the field on the Internet;

- within the scientific research and production team (corresponding to the profile of professional activity) should have the skills to solve professional activity tasks.

In this place, the cooperation of professors, teachers and students in scientific activities, the enrichment of the process of teaching the subjects of the new educational direction and specialty curricula with content (increasing the weight of laboratory exercises), physical education in our society and In order to increase the effectiveness of sports services, the establishment of the scientific center "Diagnosis and correction of physical education" in the presence of the faculty serves as a foundation for the activation of students' scientific work in addition to its practical significance.

1. Involvement of students in fundamental and experimental scientific research works in the fields of diagnostic technologies and correctional activities for the development of the quality of professional training in the field of physical culture and sports.
2. Preparation of scientific and educational projects, scientific researches and experimental developments in cooperation with students within the framework of the application of diagnostic and corrective technologies.
3. Creation of educational programs and development of resources for related higher education courses and master's specialties focused on the diagnostic and corrective educational process of the field.

The effectiveness of the scientific activity of students, professors and teachers at the faculty, the planning of new subjects, is achieved through the use of practical and demonstrative teaching experiences based on modern measurement tools, as well as the qualification requirements of the planned educational directions and specialties, educational plans, integrated subject catalogs, educational programs, textbooks and study guides, including audio, video and electronic textbooks, online classes, scientific seminars and a wide range of other scientific and methodological resources requires development in lam.

The main forms of scientific activity are research work of students - research work carried out individually or as part of scientific groups under the guidance of an experienced specialist, as well as departmental scientific conferences held at the initiative of departments, achievements of the higher professional training system within the framework of regional and republican international conferences, there are Some work is being done to publicize the problems and their solutions. In particular, among the scientific and practical conferences organized by the Faculty of Physical Culture of Bukhara State University every academic year, on April 29, 2022, at the conference held under the theme "Prospects of organizing physical education and sports training at the current stage of development: problems and solutions" Most of the criteria of theoretical and practical importance of scientific research cooperation between professors, teachers and students are considered to be an important step in increasing the efficiency of scientific activity at the faculty.

It is of particular importance for students to engage in scientific-research activities during the educational process, as it contributes to their professional development, activates independent learning, develops skills aimed at developing interest in the studied subject and creative abilities.

The purpose of higher education is to provide students with systematic knowledge of various disciplines, as well as to teach them the basic skills of independent acquisition, analysis and self-development of scientific knowledge necessary for future professional activities. will be done.

A student who has started his educational and scientific research activities in the conditions of higher education has already formed an idea about himself, and now by changing (clarifying) this idea, it is an important condition not only to successfully solve the problems of everyday activities, but also to develop himself. are listed [5,8].

Analyzing the process of training for research activity in higher education, it was found that students are not fully prepared for this activity.

In order to study the attitude of 128 students who participated in higher education in the fields of physical culture, psychology (sports), sports activities (by types of activities) on scientific activity, a mini was created based on the modified Makarova methodology. Survey conducted (see Table 1).

**TABEL 1 STUDYING STUDENTS' PERCEPTIONS OF SCIENTIFIC ACTIVITY
(N=128)**

№	Questions	1-“No”	2-more "no" than "yes"	3- I do not know	4-more “yes” than “no”	5-“Yes”
1	A – scale	78	12	14	15	9
2	B – scale	42	27	20	21	18
3	S – scale	25	12	8	42	41
Total answers are 394		155	51	42	78	68

Instructions for filling out the form:Carefully read the questions in the affirmative (emphasis) form and rate them based on your reasons for agreeing or disagreeing. Answer options: 1 – “No”, 2 – More no's than yes's, 3 – I do not know, 4 – more “yes” than “no”, 5 – “Yes”.

1. A – scale. Do you have an idea about the connection between professional activity and scientific activity of the field? 1 2 3 4 5.

2. B – scale. Do you think that you strive for a scientific understanding of the principles of science and the essence of pedagogical phenomena in the training of the main specialty? 1 2 3 4 5.

3.S – scale. Would you like to start working if there are good opportunities for you to engage in scientific activity at the faculty, and flexible conditions with the kindness of teachers? 1 2 3 4 5.

128 students from the fields of physical culture, psychology (sports), sports activities (by types of activities) gave 394 answers to questions of three categories (155 "no", 51 "yes" based on more "no", 42- "I don't know", 78- more "yes" than "no", 68-"yes") scientific activity of most students is correct the lack of formation of ideas about education, but the presence of interest and aspirations on the part of students, requires a revision of the content of the relevant activity.

The analysis of the content of the existing scientific research activity of the students is limited to the writing of the official course work of the higher education process, the graduation qualification diploma. Therefore, the problems of training students for scientific research

activities are one of the most important didactic tasks of higher educational institutions that have not yet been solved.

Constant attention to the processes of connection between the content of teaching and the scientific features of the field in the areas of physical education and sports education, integration of the content of the resources of the taught subject (interdisciplinarity) constant updating of requirements, practical application of best practices of students' activation of scientific research work are the criteria of future professional skills. Education and science are factors that ensure sustainability, competitiveness and stability of the development of developing countries. It is the integration of science and education that maintains the priority of these factors and is considered an urgent necessity and condition for obtaining new scientific knowledge adequate to the requirements of the time. The prospect of ensuring the integration of science and education as a condition for the development of society requires the acceleration of innovative processes in the field of humanitarian technologies, including physical education and sports.

In order to accelerate the integration of science and education, it is necessary to identify the approaches that support the activities of professors and teachers participating in scientific research activities at the university, and the specific management mechanisms of the humanitarian technologies that are gaining popularity in the countries of the Near Commonwealth.

In the sources, there are different approaches to the concept of humanitarian technology - as a set of technologies aimed at creating, nurturing, processing or changing the rules and foundations of communication and relationships between people according to the problems of the external (both social and natural) environment. given [1].

Humanitarian technologies are a set of technologies for educational impact on an individual or a group of people. They are also often referred to as "soft" influence technologies aimed at directing activities [2].

Such interest, in our opinion, is that humanitarian technologies developed in the near future will allow science teachers to increase the efficiency of solving various pedagogical problems, systematize recommendations for improving existing pedagogical systems, provide scientific justification and maximize the abilities of educational subjects. it can be hoped that it will be considered as a field of knowledge.

21st century by researchers from our country and abroad. it is recognized that it can be called the "human" century. Therefore, there is a steady trend of increasing attention to the higher professional activity of physical education and sports teachers and sports trainers, whose professional activities are directly related to educational subjects [2].

In the opinion of the author, "today humanitarian technologies define a promising vector of innovative development of education, as they allow to increase the efficiency of advanced pedagogical activity" (Solomin, 2011: 126). In this regard, it is necessary to enable science teachers to master and implement the experience of developing humanitarian technologies and their use in order to solve science and educational problems accumulated in various fields [10].

It should be noted that in the 1990s humanitarian technologies were created to solve political problems. In terms of humanitarian technologies, V. Osipov, M. Karijskii recognized that it is a

collection of technologies of impact. Moreover, in contrast to the harsh means of coercion and violence, these measures of positive change in human activity are gentle and humane [2].

Although humanitarian technologies were created to solve political problems, they gradually began to be used in other areas. In order to solve pedagogical problems in physical education and sports education, it is necessary to understand why they are becoming important in education today. The analyzes made it possible to determine the following.

For a long time, there was no need for the use of humanitarian technologies by teachers of educational subjects due to the dominance of the authoritarian-command style of management in education. In the conditions of implementation of the person-oriented approach, coercive methods are not only ineffective, but negative attitudes are reported. Teachers needed new tools to regulate the behavior of pupils and students, the activities of knowledge acquisition, to provide conditions that form a new perspective of the integration of science and education in the educational process, and to educate all its participants. It is time for humanitarian technologies to solve the problems of expanding the range of subjects, that is, partner participants.

A student's reflection means that he reflects his own mental state, tends to analyze his experiences. At the same time, reflection (from the Latin *Reflesio* - return) is considered as the process of knowing the subject's own (inner) mental feelings and states. In the literature on philosophy and pedagogy, reflection is the process of thinking about changes in a person's own consciousness ..., in the interpretation of the science of psychology, reflection is not only the knowledge and understanding of the subject himself, but also his personal qualities, the feeling of others and knowing (cognitive) means that he can determine his knowledge and understanding [8].

In fact, due to the fact that the teacher always had control over the student's behavior in the educational process, it can be said that the special characteristics of humanitarian technologies were always present in the pedagogical activity, but they were unsystematic. therefore, in modern conditions, there is a need to technologicalize the content of students' education and the process of mastering qualification requirements by involving them in scientific research work.

In education, the result obtained with the help of other (traditional for this activity) tools, different from humanitarian technologies, began to be manifested due to the fact that the science teacher was not satisfied, or the traditional educational and educational technologies did not work. In this case, it is possible to understand the effectiveness of humanitarian technologies by paying attention to the "human capital" factor, which is considered to be the only way to increase the effectiveness of activities by changing the cooperative attitude of science teachers and students, by rationally regulating their behavior.

In the essence of the conducted research, the following ideas were put forward: humanitarian technologies, in fact, are related to the technologies of increasing the efficiency of activities in the process of using educational resources, assimilation of humanitarian knowledge about the person (interests, needs, motives) [1,2].

In the analysis of publications dealing with the application of humanitarian technologies so far, it is possible to observe different opinions on the part of the authors. In our opinion, we need to know the most important resources for understanding the mechanism of action of humanitarian technologies:

- mastering resource-demanding technologies that ensure the realization of human interests and improve the quality of life.
- resource demand technologies mean the following: ethics, values, interdisciplinary knowledge, ideas, multinational, multicultural, interreligious, transprofessional and interpersonal interaction, tolerance, responsibility and transfer them to the category of professional activities, programs, projects and technological solutions;
- availability of specialists armed with creative ideas and professional ethics capable of developing and implementing development projects and programs.

CONCLUSION: Based on a number of advanced approaches that have been studied, it is worth saying that the peculiarities of humanitarian technologies can be reflected in the following features:

- the process of developing humanitarian technology in the field of pedagogy requires a lot of information resources;
- it is possible to use the humanitarian technologies of constructing (designing) pedagogical events and processes so that the person in contact can communicate with others;
- if the applied humanitarian (humanitarian) technologies are equally effective, regardless of what kind of activity a person is engaged in.

Recommendations: The main goal of organizing the scientific and creative activities of students is to develop the level of professional and creative training of students through the development of scientific, pedagogical and creative abilities, to develop ways to involve them in scientific research by means of humanitarian (humanitarian) technologies, to support existing scientific centers. it is necessary to support, form and develop new ones, develop mechanisms for wide use of the results of scientific researches in the educational process.

In terms of organizing the scientific and creative activities of students and training young scientific and pedagogical personnel, educational directions should occupy an important place among the main tasks of the educational process:

- to identify talented students who have the desire and ability to engage in scientific research activities, to involve them in scientific research, to realize their scientific and creative abilities by teaching them to perform scientific research work individually and as a team creating organizational, methodical and material and technical conditions for;
- to ensure wide participation of students in the scientific-research works carried out in the departments, to create effective mechanisms for the development of various forms of scientific creativity for young people;
- to improve the activity of educational-scientific laboratories, centers, various scientific-creative circles, equipping them with modern measuring equipment, which enable the development and realization of scientific-creative abilities of students in departments and faculties;
- ensuring the integration of educational activities and scientific-research works of the requirements, organizing various active educational-research processes within the framework of independent work, course project, qualified graduation work, master's theses.

Raising the level of professional and creative training of students by developing their scientific-pedagogical and creative abilities, improving the system of involving them in scientific research, supporting existing scientific schools and scientific centers, and meaningfully developing their involvement in the educational process. It is important to form mechanisms for the wide use of theoretical and empirical research models in the educational process.

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