



APPROACHES TO PREPARING STUDENTS FOR EDUCATIONAL ACTIVITIES IN EDUCATIONAL INSTITUTIONS

F.X. Ibragimova

Doctoral Candidate at National Institute of Pedagogy named after Kari Niyazi, Uzbekistan

ABOUT ARTICLE

Key words: Spiritual-educational work, students' educational activity, spiritual-moral principles, systemic approach, activity-oriented approach, synergetic approach, hermeneutic approach, psychotherapeutic approach.

Abstract: This article describes systematic, activity-oriented, synergetic, hermeneutic, and psychotherapeutic approaches to preparing students for educational activities in higher education institutions.

Received: 02.11.2024

Accepted: 07.11.2024

Published: 12.11.2024

INTRODUCTION

Education and upbringing form the foundation of personal development. While upbringing is closely linked with education, it also follows its own unique principles. Education and upbringing are part of a unified process. However, they are not identical. The unity of education and upbringing is primarily based on the commonality of their goals.

Ya.A. Komensky, the founder of pedagogy, said: "Just as every craftsman studies the properties of the material suitable for making a product, a teacher who aims to nurture a person must also know the qualities of their student." The essence, content, and principles of upbringing are expanding due to changes in the socio-economic relations in our country.

Various spiritual and moral activities and events are held in higher education institutions. However, behavior that contradicts ethical standards can still be observed among students. This indicates that the educational work carried out in higher education institutions does not always yield the expected results. In some institutions, educational work remains limited to sporadic events at the university, faculty, or group levels, lacking connection and consistency. Often, only the most active students participate in such activities, while others who might benefit from guidance remain on the sidelines. Another reason for the sometimes limited effectiveness of educational work is the one-sidedness of moral influence on young people.

Preparing for educational activity involves creating the necessary conditions to help students realize their subjective position, actively engage them in the academic and community activities of the educational institution, encourage them to take initiative in independent activities related to mastering professional skills and assessing their own abilities, and involve students in the development of

innovative educational projects, programs, and educational technologies with social significance. The educational process shapes students into new active subjects within society.

In our country, significant emphasis is placed on improving pedagogical education, preparing highly qualified specialists who can contribute to the socio-economic development of the nation, and incorporating modern educational technologies. The Development Strategy of the Republic of Uzbekistan emphasizes “improving the quality and effectiveness of higher education institutions through the introduction of international standards for assessing the quality of education and teaching,” along with further development of pedagogical education to create a new generation of educators who are well-versed in methods of education, teaching, and assessment.

Developing students’ spiritual-moral qualities within higher education is a multifaceted and complex process. It requires a coherent and continuous approach to education and upbringing, where moral influence is implemented through a well-defined and complete system that ensures effectiveness.

A comprehensive system of educational work helps avoid unnecessary repetition, prevents contradictory influences on students, and enables a unified and consistent approach to requirements. The “Concept of Continuous Spiritual Education” highlights aspects that must be considered when fostering spiritual-moral values in students within higher education institutions:

- Integrating knowledge, skills, and competencies that contribute to spiritual education through social-humanitarian sciences and spiritual-educational events.
- Encouraging the acquisition of modern knowledge, development of media literacy, and the adoption of advanced pedagogical technologies.
- Strengthening professional-spiritual skills and promoting self-discipline.
- Reinforcing active civic positions.
- Forming a scientific, spiritual-moral, and political worldview along with healthy religious beliefs.
- Instilling the necessary knowledge, skills, and values for a happy family life and child upbringing.
- Building confidence in the future and a sense of involvement in the country’s reforms.

Today’s fast-changing conditions demand that students be adaptable and flexible. Therefore, developing students’ competence in educational activities is one of the essential conditions for reforming the higher education system and elevating it to a new quality level.

Using contemporary approaches to organizing the educational process is particularly important in preparing students for educational activities. Among these modern approaches, the systematic, activity-oriented, synergetic, hermeneutic, and psychotherapeutic approaches hold particular significance.

The systemic approach views the educational process as an integrated system that reveals the integrity of the object and the mechanisms supporting it. It identifies various types of complex relationships and synthesizes them into a unified theoretical model. The systemic approach suggests that the uniqueness of a complex object (the educational system) lies in the interconnection between its components.

The activity-oriented approach, rooted in behaviorist theory, considers education as a social pedagogical influence that affects a person’s behavior. Its distinctive features include the existence of an ideal and an educational program, an organized educational system, and the importance of discipline. The synergetic approach, based on the theory of self-organization in complex systems, studies systems composed of numerous interacting parts. It emphasizes that education cannot always be managed by targeted control because it exists within the realm of uncertainty. This approach allows educators to understand the educational process as nonlinear and recognizes that small, momentary influences can lead to significant changes in students’ value-motivation systems.

The hermeneutic approach views education as addressing the psychic experiences or “life world” of the subject, reflected through personal reflections. This approach considers that both the educator and the student can only comprehend others’ states based on their own lived experiences. Educational practices based on hermeneutics involve interpreting children’s emotions, dreams, memories, and creativity, accepting these expressions as individual values without judgment.

CONCLUSION

In conclusion, implementing a competency-based approach in higher education to prepare students for educational activities includes: recognizing the uniqueness of professional education, abandoning stereotypes, systematically creating diverse educational subjects and objects in higher education, harmonizing traditional educational forms with innovative project-based technologies, maximizing the use of media tools and technologies, and developing competency indicators that can be applied in each student’s practical activities.

REFERENCES

1. O‘zbekiston Respublikasi Prezidentining 2017 yil 7 fevraldagi “O‘zbekiston Respublikasini yanada rivojlantirish bo‘yicha Harakatlar strategiyasi to‘g‘risida”gi 4947-son Farmoni
2. O‘zbekiston Respublikasi Prezidentining 2020 yil 27 fevraldagi “Pedagogik ta’lim sohasini yanada takomillashtirish chora-tadbirlari to‘g‘risida”gi PQ-4623-son Qarori
3. Ochilov M., Ochilova N. Oliy maktab pedagogikasi. Darslik. T.: “Aloqachi”. 2008