

**REGULATORY, LEGAL AND METHODOLOGICAL FOUNDATIONS FOR ORGANIZING
EDUCATIONAL ACTIVITIES IN HIGHER EDUCATIONAL INSTITUTIONS**

<https://doi.org/10.5281/zenodo.10589128>

T.A.Abullaev

Assistant at Karakalpak State University named after Berdakh

Preparing students of higher educational institutions for organizing educational work in the process of improving their preparation for educational activities is considered today as a pressing problem, indicating the need to solve many problems related to human activity in the education system. It goes without saying that these tasks can be realized as a result of the creation of a new learning theory associated with changes in the scientific and technical process, the achievement of practical indicators with a creative approach to the educational process. From this point of view, the education of qualified personnel is a long, complex process, the successful completion of which requires the use of highly effective teaching technologies in the educational process and the achievement of efficiency in the use of a wide range of information⁷⁰.

Therefore, in higher educational institutions there is an obvious need to implement changes related to the educational process, radically reform the system of organizing educational activities, infusing it with the national spirit, creating new ones and enriching the content of the process of its application in practice while maintaining effective traditional methods. In developed countries, the process of “education”, “upbringing” is recognized as a key factor ensuring sustainable development, and in the new concept of education established by international organizations and most countries of the world until 2030, the urgent task of “improving the process and tools for assessing the quality of education, introducing into practice of mechanisms to identify achieved results”.

The Decree of the President of the Republic of Uzbekistan dated October 8, 2019 No. PF-5847 “On approval of the Concept for the development of the higher education system of the Republic of Uzbekistan until 2030” stipulates the following areas: “improving activities in organizing spiritual and educational, O.T. Gurbanov, Sh.Z. While Taylanova’s research developed a technology for developing students’ spirituality [2] in the process of extracurricular activities, Sh.N. Taylagova improved the spirituality of students based on the media [2] (on the example of television programs, radio programs and Internet messages), in the scientific research of which the issues of improving the technology of developing the value system among students of pedagogical universities are scientifically and theoretically illuminated.

⁷⁰ Педагогик технология: муаммо ва истиқболлар (замоновий педагогик технологиянинг илмий-назарий асослари). Муаллифлар гурӯҳи. / Т.:ОЎМКХТРМ, 300 бет.

Based on the idea that the features of educational activities at a university are largely determined by changes in higher professional education, we studied the research works of foreign scientists. Changes in higher vocational education have been analyzed in numerous studies, including in the process of studying the Bologna experience of Russia, V.I. Baidenko, V.B. Kasevich, R.B. Svetlov, A.V. Petrov, A.V. It was studied by such scientists as the CIB. The transition of education to a multi-level system based on a competency-based approach is found in the studies of people such as O.V. Akulova, G.A. Bordovsky, V.A. Kozyrev, N.F. Radionova, A.P. Tryapitsina, N.L. Shubina.

The university is witnessing a transition of education to a multi-level system within the framework of the Bologna Agreement. This is explained by the fact that the competent approach becomes the leading one in education. Scientists-teachers O.V. Akulova, N.F. Radionova, A.P. Tryapisinty highlighted graduated educational features associated with changes in the educational process in a modern university.

It is worth noting separately that in universities, student success is determined using a credit and point-rating system. Based on the analysis of our scientific observations, we can say that such an organization of the educational process contributes to the development of students' independence, responsibility for decisions made, choices made, as well as for the results of their own learning, academic mobility of students develops. According to the provisions of the Bologna Declaration, it is desirable for each student to spend a semester at a foreign university. On the other hand, our universities are more actively accepting foreign students into their programs[4; 196].

Knowledge-based economic processes today impose new requirements on graduates and, based on them, they must have innovative thinking and know the future competitive advantages of the profession. This requires a non-linear organization of the educational process, which allows "to fully implement a new design and research model of the teacher: a model of practical training" [199, p. 84]. This learning model involves dialogue, knowledge sharing, and students' independent search for solutions to various problems. Active processes of knowledge deterioration lead to the need for lifelong learning.

The educational environment of the university is expanding and updating, and cooperation with employers who form a professional image for work in a particular field is becoming closer. The goals of educational programs are determined not only by the university, but also by society as a whole, employers, and students themselves. The interaction between student and teacher is changing significantly at the university. Interaction with students does not imply the transfer of ready-made knowledge by the teacher, but the joint solution of an educational task. Students become subjects of the educational process. This is reflected in their active participation in the discussion of problems related to education reform, when making decisions that take into account the opinion of students.

The implementation of the competence approach involves a change in the role of the teacher and the emergence of new roles. O.V.Akulova notes that "the traditional roles of

teachers no longer allow us to achieve a new quality of education" [4,7]. L.A.Vitviskaya identifies several positions in the interaction of teachers with students. The essence of the teacher-consultant position is that a teacher is someone who helps students solve specific tasks. At the same time, he can interact with students in real and remote mode. The activity of the teacher-moderator is aimed at revealing the capabilities and abilities of the student. The moderator organizes the process of free communication, the exchange of ideas, leading students to make decisions. He identifies the problems and expectations that students have. In the process of interacting with students, the partnership creates an atmosphere of cooperation. The teacher - tutor provides pedagogical support to students, organizes a group discussion of any problems, analyzes the interests, needs and intentions of students, thinks over methods of motivation and options for fixing achievements, determines the directions of project activities. The peculiarity of the teacher-facilitator position is that the teacher builds an open, emotionally intense relationship with the students, in which all participants learn. The facilitator adheres to the individual interests of the students, tries to maintain their interest in themselves and the world around them. It creates an atmosphere of trust and creativity, mutual respect and freedom of expression.

One of the main components of the process of organizing educational activities at the university is the change in the educational process, determined by the appearance of students with the opportunity to independently choose and structure the educational direction. At the university, the teacher also acts as an academic consultant. It helps students to plan educational directions based on the life and professional plans of young people.

O.E.Pavozkova, based on the analysis of changes in the organization of the educational process at the university, identified the following trends in the interaction of teachers and students:

- 1) changing the nature of teacher-student interaction;
- 2) enriching the content of interaction, as it includes the subjective experiences of the teacher and students;
- 3) orientation to support and assist students in the educational process, the relationship between teachers and students is based on mutual respect, trust, understanding, empathy;
- 4) expanding the scope of forms of interaction between students and teachers [4].

Human education is always aimed at the formation of certain values, which are considered as the basis of education.

A.D. Aliyarov, A.A. Akramov, A.A Alimov, S.A. Dzhumaeva development of spiritual values among students of higher educational institutions ⁷¹, personality-oriented

⁷¹ Алиярров А.Д Олий таълим муассасалари талабаларида маънавий қадриятларни ривожлантириш. П.ф.б.ф.д. (PhD) илмий даражасини олиш учун ёзилган дисс. Тошкент 2020– 134 б. Акромов А.А. Шахсга йўналтирилган таълим технологиялари асосида бўлажак ўқитувчиларда фуқаролик позициясини ривожлантиришнинг

educational technologies of akokuga improvement of organizational and methodological foundations for the development of the civic position of future teachers, personality-oriented technologies of future teachers of professional education of akokuga the problems of preparing teachers for innovative activities are scientifically and theoretically investigated.

N.S.Kiyamov in scientific research the formation of musical culture among students of higher education⁷² with special emphasis on the issue of establishing educational activities through G.V. Mardieva stressed the importance of educating students of such qualities as organization, mobility, dynamism, constructivism, in improving the technology of social adaptation of myaccacu students, in ensuring the place of our independent republic among developed countries, in educating the younger generation as a perfect person and a qualified specialist.

N.S. Mannapova stressed the importance of familiarization with universal moral values, the establishment of humane personal relationships in improving motivation to form a healthy lifestyle among students of higher educational institutions.

B. B. Adamurov analyzed the principles and directions of diagnostics of pedagogical activity of future teachers on the design of the educational process based on the acmeological approach, the issues of manifestation of students' independent thinking skills in the design of the educational process, the ability to apply the acquired knowledge in non-standard situations are highlighted in detail.

In a university student, his ideas that life, activity and communication on a certain value-based basis at a certain age period, in a particular country are at the center of the educational process, are considered very important. OTM can determine the values that will be instilled in students. In particular, these are values such as a person, creativity,

ташкилий – методик асосларини такомиллаштириш. Педагогика фанлари доктори (DSc) олиш учун ёзилган дисс. Тошкент 2018

Алимов А.А Бўлажак касб таълими ўқитувчиларини шахсга йўналтирилган технологиялар асосида инновацион фаолиятга тайёрлаш. Педагогика фанлари бўйича фалсафа доктори (PhD) илмий даражасини олиш учун ёзилган дисс. Тошкент 2018

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⁷² Киямов Н.С. Олий таълим муассасаси талабаларида мусиқий маданиятни шакллантиришнинг педагогик асосларини такомиллаштириш. Педагогика фанлари доктори (DSc) илмий даражасини олиш учун ёзилган диссертацияси автореферати. Самарқанд 2019

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personal and public well-being, and professional competence [8]. The system of human attitude to the universe is considered as a mechanism for the formation of values [7].

From this point of view, the main purpose of education is the development of values, content, attitudes, subjective traits (independence, activity and responsibility) and individuality for moral choice.

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