International Journal of Pedagogics
(ISSN – 2771-2281)
VOLUME 04 ISSUE 01 PAGES: 58-65
SJIF IMPACT FACTOR (2021: 5. 705) (2022: 5. 705) (2023: 6. 676)
OCLC – 1121105677
Crossref doi Google Scholar WorldCat MENDELEY

Publisher: Oscar Publishing Services

Journal Website: https://theusajournals.com/index.php/ijp



Research Article

# FACTORS OF INCREASING STUDENT ACTIVITY IN HIGHER EDUCATION TRAINING SESSIONS

Submission Date: January 16, 2024, Accepted Date: January 21, 2024,
Published Date: January 26, 2024
Crossref doi: https://doi.org/10.37547/ijp/Volume04Issue01-12

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## ABSTRACT

In order to activate the educational activities of higher education students, to increase the quality and effectiveness of their training, the acquisition of knowledge, the formation of skills and abilities is a complex dynamic process, there are organizational forms of training as a result of the emergence of various tasks, ways, methods and tools of studying the educational material. today, one of the forms of education in the activity of modern educational institutions is the use of lectures, the organization of lecture classes is a very complicated and labor-intensive activity, and the lecture class is organized on the basis of the intellectual potential of an experienced teacher with a high level of pedagogical skills, only science is used in the lecture , without giving information about the basics of the subject, educate students from a socio-ideological point of view, the main goal of the lecture is to develop the students' independent thinking skills, to improve their knowledge and activity skills, and to improve their worldview, to increase the quality and efficiency of their training in order to activate the learning activities of their students. issues of organization based on the innovative approach and the use of modern technologies and methods are interpreted.

## KEYWORDS

Education, student, teaching, impact, activity, activity, activation, goal, innovation, creativity, approach, observation, organization, formation, process, result.

## INTRODUCTION

Modern life today cannot be imagined without the development of science and education, interest in science and scientific research is growing more and more. Today, the development of education is defined as the main task, and the future development of the country is closely related to its achievements in this field.

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Teaching activities in higher education institutions are further improved, and the quality of our people's pursuit of knowledge, which has been formed over the centuries, is being demonstrated once again. Our young people are trying to live a healthy and beautiful life, to have a permanent job in their profession, to take responsibility, to achieve perfection in general, and in this process they see education as the most important condition.

The changes that took place as a result of the reforms in the educational system, including higher education, are of great historical importance from the socio-political, legal, economic and spiritual point of view. The implemented reforms not only brought great positive changes in our country, but also brought the country's reputation to a new level in the international arena. A number of regulatory documents have been adopted in this regard.

It is important to develop the education system, increase the qualifications and prestige of pedagogues in society, raise the spirituality of the young generation, adapt the spiritual and educational environment to the needs of the times, increase the prestige of the teaching profession, educate new era pedagogues, develop the science of pedagogy, introduce innovative education and information and communication technologies into education. showed the need to seriously approach the issues of attention and, at the same time, increase the salary of teachers and encourage them, great work has been done on these issues

All conditions and opportunities are being created in higher educational institutions for the implementation of the state policy aimed at confidently solving all the issues put forward by modern science and industry. As with any sustainable developing society, we must admit that we have flaws. The opportunity of young people to get higher education and realize their constitutional rights has been increased.

In any country, the level of education of the population plays an important role. "The educational system is an indicator of the state's development, and its future fate depends on it" [4]. Therefore, in order for our country to take a leading place in the world, it is necessary to take care of the intellectual potential of the young generation, to eliminate existing problems in the field of education, and also to prevent problems in this regard. emergence of new problems. A state striving for development, striving to occupy one of the first places in the world, should take care of the literacy and education of its population.

Main part. In order to activate the learning activities of higher education students, increasing the quality and effectiveness of their training, acquiring knowledge, and developing skills and competencies is a complex dynamic process. There are various tasks, ways, methods and means of studying the educational material. As a result of this, there are organizational forms of training sessions, and today, one of the forms of education in the activities of modern educational institutions is the use of lectures. Organizing lectures is a very complex and labor-intensive activity. Lectures are organized based on the intellectual potential of an experienced teacher with high pedagogical skills. In the lecture, it is necessary not only to provide information about the basics of science and educational subject, but also to educate students from a social-ideological point of view. The main goal of the lecture is to develop independent thinking skills of students, to improve their knowledge and skills, and to improve their worldview [5].

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The lecture works as a means of activating the learning activity of students. Speech originated in Ancient Greece and was further developed in Ancient Rome and the Middle Ages. The university lecture is the main link of the cycle of didactic education. Its purpose is to create a basis for students' further mastery of the learning material.

The lecture performs the following functions: informative (provides the necessary information), stimulating (arouses interest in the topic), educational, developmental (events are evaluated, develops thinking), guiding (in the problem, in literature), explanatory (main scientific facts), persuasive or demonstrative ( with an emphasis on the evidence system), also helps the student's personal development, the formation of his general culture and knowledge.

At present, along with the supporters of the lecture presentation of the educational material, the opponents also present their arguments. As the main form of higher education, lecture classes are expressed as follows [6]:

- the lecture teaches you to passively accept the opinions of others and does not develop independent thinking;
- lecture reduces interest in independent education;
- if there are no textbooks, lectures are needed;
- not all students have time to understand the material during the lecture.

But abandoning lectures reduces the academic level of students' preparation and disrupts the consistency and uniformity of work during the semester. Therefore, the lecture is still the leading form of organizing the educational process in higher education. To a large extent, the above shortcomings can be overcome by advanced methods of presentation of educational material and its rational construction.

By mastering economic knowledge, one can successfully develop independent thinking and, above all, mental operations such as analysis, synthesis, comparison, and generalization. At the same time, the lecture has unused opportunities and internal reserves for solving this pedagogical task.

Effective lecture technology within the framework of the "Critical Thinking" project, American specialists D. V. Johnson, R. T. Johnson and K.A. proposed by Smith [3]. They distinguish three stages in the structure of the lecture:

1) preparatory stage, in which the teacher updates the existing knowledge of students, draws their attention to the problem under consideration and arouses interest in learning it;

2) the stage of implementation and understanding, in which new educational information is presented and a well-thought-out system of tasks for its critical processing is used;

3) the reflection stage, in which students analyze the content rather than the process of learning new things.

The presented lecture technology requires the use of methods to activate students' learning activities during the lecture. Having studied the methods developed and used in practice, the most appropriate ones for learning economic sciences are: the method of problem situations, the method of activating questions, the dialog method, thinking aloud, the visualization method, as well as the technique of developing critical thinking technology [7].

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Method of problem situations. A problem situation is a mental state of mental interaction between a subject (student) and an object of knowledge, a situation characterized by the student's need and efforts to search for, create and acquire new, unknown knowledge necessary to solve an educational problem.

A problem situation has a logical form of a cognitive task, which corrects some contradiction in its conditions and ends with a question (questions) that corrects this contradiction. Unknown is an answer to a question that resolves the conflict the student is experiencing as an intellectual challenge. Introducing students to the logic of solving these contradictions is an excellent school for developing students' independent, creative thinking and stimulating learning.

How to activate questions. To stimulate students' thinking and engage their attention, the speaker can ask stimulating and rhetorical questions to the audience. After the break, the teacher invites students to answer activation questions of their choice or calls on a specific student personally. It is more appropriate to offer at will, as the probability of getting a correct and complete answer is higher. Calling a particular student may be related to an educational aspect. The teacher should comment on the answers, in addition to guiding the students to the correct answers or, as a last resort, answering the question yourself.

Dialogue method. The dialogue in the lecture is based on the use of intermediate educational information presented at some stage of the lecture as an exchange of ideas between the teacher and the audience. Organization of communication, as a rule, is based on three questions:

- What information did we get?
- what are we striving for in our actions, is the available information sufficient to achieve the goal?
- how can you use the results obtained to achieve your goal?

It is necessary to ensure complete confidence in the organization of the conversation, to create a situation where each student wants to share his opinion with the teacher, even without fear of giving a wrong opinion. After all, the main thing in communication is to arouse interest in a given problem, to activate thinking mechanisms, and a teacher who has achieved this can easily correct students' wrong answers by briefly summarizing them, if necessary. explain the material in detail.

Visualization method. This method implements the principle of visual learning. It is known that visualization not only helps to more successfully perceive and remember the educational material, but also enables students to activate their mental activity and gain a deeper understanding of the essence of the studied phenomena. The study of visual thinking patterns shows that it is related to creative decision-making processes. The visualization method helps to form the thinking process by systematizing, summarizing and highlighting the most important elements of the analyzed data.

Visual information can be presented to students in the form of showing models, drawings, graphs, photographs, diagrams, histograms, films, animations, etc. This type of information can be created by the teacher on the blackboard or presented using posters [4].

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The well-known pedagogue V.P. Bespalko notes that the structural elements of the educational process are as follows [1]:

1) student;

2) the purpose of education;

3) content of education;

4) educational process;

5) teacher or technical means;

6) organizational forms of education.

At this point, it is worth mentioning that among the structural elements of the educational process, it is necessary to include the methods used by the teacher and the result of education. Therefore, without these two structural elements, the educational process cannot exist as a whole, as a whole, that is, as a system.

Such lectures, carefully prepared and organized from the point of view of interaction with students, not only convey new information, explain and organize complex concepts, but also analyze the connection between the development of creativity and the modeling of the problem-solving process, and create enthusiasm and motivation for learning different points of view.

During the lecture, the teacher, who uses the methods of activation of thinking and memory, learns to work in the mode of creative co-authorship, to be ready for conscious changes, to make non-standard and responsible decisions.

Results and Discussions. It is important for students to acquire practical skills and competencies in the activation of educational activities. Because they carry out a number of scientific researches in the process of studying in higher education institutions (educational activities, organization of independent education in the auditorium and outside the auditorium, course work, activities aimed at preparing bachelor's and master's theses). It, in turn, requires students to have research skills and competencies.

Among the subjective factors affecting the development of students' learning activity, two aspects are important. They are:

1) pedagogical capabilities of the teacher;

2) personal capabilities of the student.

Pedagogical opportunities represent the presence of the teacher's knowledge, high professional competence, creativity, the ability to take a technological and creative approach to the selection of educational materials and the formation of didactic tasks; age, psychological characteristics, physical capabilities of students, motivations for learning, mastering learning and learning subjects, interests, educational goals, ability to master the skills of consistent organization of learning and learning activities organized in order to achieve these goals, describe the personal capabilities of the learner [10 ].

Educational activity is ensured by the following actions and operations: 1) action aimed at knowing the educational material and mastering it; 2) an effort to process educational material [2].

R.S. According to Nemov, the closer the educational material is to practical and professional activity, the higher efficiency is achieved in mastering it. Only then

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will students' motivation and learning activity increase [9].

T.I.Shamova's research has formulated the requirements for the organization of education aimed at the activation of educational activities in higher education institutions. They are: the theoretical (meaningful) block of science must be composed of the main intellectual and practical actions of students; means of activation should be directed to the activity of the algorithm of knowledge acquisition and activity methods; the choice of means of activation should create an opportunity for each stage of knowledge to be carried out based on a specific goal, affecting the components of education [11].

It is important for students to acquire practical research skills and abilities in the development of educational activities. Because they carry out a number of scientific researches (coursework, activities aimed at preparing bachelor's and master's theses) during their studies at higher educational institutions. It, in turn, requires students to have research skills and competencies.

According to the well-known scientist N.A. Muslimov, the uniqueness of the educational activity is determined by the fact that it is directed by the students to master new knowledge, skills and abilities, to understand the objective existence. However, there may be characteristic differences in knowledge acquisition [8]. In our opinion, it is precisely this that differentiates the purpose of different forms of educational activity.

The following aspects are noticeable in the study of each educational subject: 1) information aspect - assimilation of information; 2) personal aspect - acquisition of methods of activity.

The main types of learning activities of students in training sessions are: observation, experience, working with books, systematization of knowledge, etc. They are interconnected.

In our opinion, defining the levels of educational activity as follows provides an opportunity to differentiate and more accurately evaluate students' practical actions in this regard based on their nature: 1) reproductive (productive, effective); 2) heuristic; 3) research; 4) creative.

Based on the above-mentioned ideas, the concept of "activating learning activities" can also be defined. According to our opinion, the development of educational activities is a process that represents the growth of students' low-level knowledge, skills and qualifications to medium and high levels in accordance with established criteria.

In the conditions of the traditional educational process in the institution of higher education, the lecture remains the main form of students' learning. However, the attitude towards it has changed significantly in recent years. The emergence of computers and other didactic tools allows the use of electronic textbooks, as well as quick repetition of lecture texts.

Students put the lecture on educational forms in the fourth place after practical training, practical and laboratory training and independent work. They believe that e-textbooks for the course can reduce the waste of taking notes on the lecture material and increase the time for practice. Unfortunately, the "average" lecture has some costs that reduce its effectiveness. Educational information, as a rule, is

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transmitted verbally, without sufficient use of visual aids and with minimal intellectual activity of students.

It is known that knowledge is not formed in an additive way, that is, by simply adding information to existing information. Intensive mental activity is required to understand, process and systematize the material. Unfortunately, many students in their intellectual development stop at the level of passive repetition of received knowledge without criticism, they cannot express their opinion on the problem, they cannot compare alternative opinions, they cannot summarize the material and draw conclusions. Students will have the opportunity to increase the effectiveness of the lecture by using pedagogical methods that activate their thinking.

## CONCLUSION

Thus, managing students' learning activities during lectures is one of the main problems faced by the teacher. This problem includes the tasks of stimulating cognitive and professional interest in students, activating the work of students during the lecture, managing this work and organizing independent work of students based on the lecture materials. All these problems are solved using a whole set of methodological methods. All methods that activate the learning activity of students should be used depending on the content of educational information, the composition and readiness of the audience, and the environment. In a general sense, learning activity is a unit of emotional perception, theoretical thinking and practical activity. It is realized in various activities, social relations, as well as various subject-practical activities in the educational process at the life stages of a person. However, only the knowledge in the educational process will have a unique description of the individual learning activity. Understanding on the basis of education has a specific form in the person's educational and cognitive activities, for example, conducting experiments, building, designing, and performing subject-practical actions in solving research problems during the educational process.

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