

HUMANITARIAN FOUNDATIONS FOR THE EFFICIENCY OF STUDENTS' RESEARCH ACTIVITIES

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Abstract: The article discusses advanced approaches aimed at enhancing the research work of cooperation between students studying in the direction of physical culture and sports education and the teaching staff, as well as social and humanitarian concepts that reflect the nature of attracting students to research activities, formulate the appropriate conclusions and practical recommendations are offered.

Key words: integration of science and education, research activities, humanitarian technologies, science center, educational resources.

INTRODUCTION

The educational process of higher education in its content implements the task aimed at forming the personality of a future specialist. 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 cognition and practical preparedness [4,7].

One of the urgent problems of the bachelor's degree preparation process in higher education is research work, for the organization and implementation of which various forms of traditional activities have become popular during classroom and extracurricular activities.

Educational disciplines philosophy, history, psychology, pedagogy, foreign language, biochemistry and biochemistry of sports, information technology, sports medicine, anatomy, physiology and a number of others provided in the curricula of educational programs in the areas of education "Physical culture", "Sports activity (by type of activity)", "Psychology (sports)", ensure the introduction of research activities by students into theoretical and methodological activities.

The selective educational trajectories of students include mathematical and statistical methods in pedagogical research, methods of mathematical processing of results, methodology and methods of pedagogical research, research activities of a physical education teacher (sports coach), etc.

The programs of the provided types of practice, including qualification and pedagogical practice, are aimed at the implementation of educational and research tasks in research objects of professional activity.

Attracting talented students to the activities of the scientific center organized under the leadership of departments in the system of traditions of the faculty "Mentor-student", conducting scientific and practical conferences, competitions and Olympiads with the participation of representatives of the republican and foreign directions of the industry, journals

aimed at increasing the activity of student scientific publications, as well as improving the effectiveness of theoretical and practical effectiveness of coursework and final qualifying works as special types of primary scientific research of students, – they are important components of the activation of their research work [6].

By introducing into the educational process modern forms and methods of improving the effectiveness of students' research activities, in particular humanitarian approaches, it is possible to achieve the development of professional and general scientific knowledge, skills, abilities and skills of future physical education teachers, sports coaches for the purpose of scientific organization and implementation of pedagogical activities in educational institutions and sports schools.

The reveal the content of the professional significance of the scientific organization of pedagogical activity carried out by future physical education teachers, sports coaches in educational institutions and sports schools, as well as to reveal the content of modern humanitarian concepts that justify the effectiveness of students' scientific activity. In this regard, the task was set to collect theoretical data in order to have detailed information about the cooperation of teachers and students in the field of physical education and sports training, advanced approaches to activating research and pedagogical opportunities, as well as to analyze the results based on socio-pedagogical requirements. Naturally, in the higher education system, it is quite difficult to fully cover the entire scale of theoretical and practical research aimed at improving the quality of research work within the framework of one study. Nevertheless, based on the purpose of our research, we tried to analyze the scientific and pedagogical features of the direction, social and humanitarian concepts of student involvement in research work, draw appropriate conclusions and offer practical recommendations.

MATERIALS AND METHOD

In a number of professional (in terms of research activities) tasks of bachelors in accordance with the qualification requirements of the areas of education "Sports activity (by type of activity)", "Psychology (sport)", "Physical culture" in research activities, the following are noted:

- identification of actual problems in the field of physical education and sports;
- study of experimental research programs in the field of physical education and sports;
- search and study of scientific and technical information on physical culture and sports published in national and foreign publications;
- participation in the process of scientific research under the guidance of scientific supervisors of scientific laboratories and centers;
- conducting research to determine the effectiveness of physical culture and sports training in various research objects using proven research methods, control tests of high reliability, experimental programs;
- the use of methods of mathematical statistics, methods of processing the results of scientific research by means of information technology, generalization and formation of conclusions;
- participation in the collection, processing, analysis and systematization of pedagogical observation data on the topic (task);

- participation in the process of introducing the results of scientific research and development into practice;
- purposeful search and finding of information on the Internet about the latest scientific and technical achievements in the field.

The composition of the research and production team (corresponding to the profile of professional activity) must have the skills to solve the tasks of professional activity.

At the same time, the cooperation of the teaching staff and students in the field of scientific activity, the enrichment of the content of the process of teaching subjects and special curricula provided for in new areas of education (increasing the proportion of laboratory classes) in order to increase the effectiveness of serving physical culture and sports to our society, as well as the creation of a scientific center at the faculty "Diagnostics and correction physical education" along with practical significance also serve as a foundation for the activation of scientific work of students.

1. Involvement of students in fundamental and experimental research in the field 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 research and experimental developments together with students within the framework of the use of diagnostic and correctional technologies.
3. Creation of educational programs and development of resources of related areas of higher education and master's degree specialties focused on the diagnostic and correctional educational processes of the industry.

The effectiveness of the scientific activity of students, teaching staff at the faculty, is achieved through the planning of new subjects, the use of practical and demonstrative learning experience based on modern measurement tools, which undoubtedly requires the development of a wide range of qualification requirements of planned educational directions and specialties, curricula, integrated subject catalogs, educational programs, textbooks and educational materials. manuals, including audio, video- and electronic textbooks, online classes, scientific seminars and other scientific and methodological resources.

The main forms of scientific activity are research work of students - research work carried out individually or in scientific groups under the guidance of an experienced specialist, as well as scientific conferences held on the initiative of departments, republican and international conferences reflecting the achievements of professional training in the system of higher education within the framework of the existing problem, a certain activities to popularize urgent problems and their solutions. In particular, the criteria for the theoretical and practical significance of research cooperation between the teaching staff and the majority of students achieved during the April 29, 2022 conference on the topic: "Prospects for organizing physical culture and sports classes at the present stage of development: problems and solutions" in a number of scientific and practical conferences organized annually by the Faculty of Physical Culture of Bukhara State University is considered as an important step in improving the effectiveness of scientific activities at the faculty.

The involvement of students in research activities in the learning process is of particular importance, as it contributes to their professional development, activates independent learning, forms skills aimed at developing interest in the subject being studied and creative abilities.

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

A student who started his academic and research activities in a higher school has already formed an idea of himself, and now an important condition is not only the successful solution of the tasks of everyday activity, but also self-development by changing (clarifying) this idea [5,8].

The analysis of the process of preparation for research activities in higher education allowed us to establish that students are not fully prepared for this activity.

In order to study the attitude to scientific activity of 128 students studying in higher educational institutions in the following areas: "Physical culture", "Psychology (sport)", "Sports activity (by type of activity)", a mini-survey was conducted on the basis of the modified Makarova methodology (see Table 1).

Table 1.

Studying students' ideas about scientific activity (n=128)

№	Questions	1 – “no”	2 – rather “no” than “yes”	3 – don't know	4 – rather “yes” than “no»	5 – “yes”
1	scale– A	78	12	14	15	9
2	scale– B	42	27	20	21	18
3	scale– S	25	12	8	42	41
Total responses 394		155	51	42	78	68

Instructions for filling out the form: Carefully read the questions in the approval form (underscores) and evaluate them based on your reasons for agreeing or disagreeing. Answer options: 1 – "no", 2 – rather "no" than "yes", 3 – "I don't know", 4 – rather "yes" than "no", 5 – "yes".

1. Scale A. Do you have an idea about the relationship between professional activity and scientific activity in this field? 1 2 3 4 5.

2. Scale B. Do you think that you are striving for a scientific understanding of the laws of science and the essence of pedagogical phenomena when studying in your main specialty? 1 2 3 4 5.

3. Scale S. Would you have started working if you had good opportunities to engage in scientific activity, flexible conditions with the goodwill of teachers at the faculty? 1 2 3 4 5.

128 students studying in the areas of education "Physical culture", "Psychology (sports)", "Sports activity (by type of activity)" gave 394 answers to questions of three categories (155 – "no", 51 – "yes" rather "no" than "yes", 42 – "I do not know", 78 – rather "yes" than "no", 68

– "yes"), on the basis of which the lack of formation of ideas about scientific activity among most students was revealed, but the presence of interest and desire for it, which requires a revision of the content of the relevant activity.

The analysis of the content of the existing research activities of students is limited to writing term papers, final qualifying work, officially approved as mandatory forms of displaying the level of formation of qualification skills in the educational process of the university, therefore, the problem of preparing students for research activities is one of the most important, still not found its final solution, didactic tasks of higher educational institutions establishments.

Unwavering attention to the processes of linking the content of education with the peculiarities of science in the field of physical education and sports training, constant updating of the content of the resources of the taught subject based on the requirements of integration (interdisciplinary communication) practical application of best practices to activate the research work of students are the criteria of professional competence of future specialists.

Education and science are factors that ensure the consistency, competitiveness and sustainability of the development of developing countries. It is the integration of science and education that supports the priority of these factors and is considered an urgent necessity and a 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 culture and sports.

In order to accelerate the integration of science and education, it is necessary to identify approaches that support the activities of the teaching staff and students involved in the research activities of the university, for this it is necessary to identify the peculiar management mechanisms inherent in humanitarian technologies that are gaining popularity in the Commonwealth countries.

There are different approaches to the concept of "humanitarian technology" in literary sources, and the following interpretation of this concept is proposed: a set of technologies aimed at creating, educating, processing or changing the rules and foundations of communication and relations between people on problems of the external (both social and natural) environment [1].

Humanitarian technologies are a set of technologies of educational influence on a person or a group of people. They are also often called "soft" impact technologies aimed at orienting activities [2].

Such interest, in our opinion, lies in the fact that the humanitarian technologies being developed in the near future will allow teachers of disciplines to increase the effectiveness of solving various pedagogical tasks, systematize recommendations for improving existing pedagogical systems, it is hoped that they will be considered as a field of knowledge and will provide scientific justification and maximize the possibilities of academic subjects for subjects of education.

Researchers in our country and abroad recognize that the XXI century can be called the "humanitarian" century, therefore, there is a steady trend of increasing attention to the higher

professional activities of physical education and sports teachers and sports coaches whose professional activities are directly related to the subjects of education [2].

According to the author, "humanitarian technologies today determine a promising vector of innovative development of education, as they allow to increase the effectiveness of advanced pedagogical activity" [Solomin, 2011, p. 126]. In this regard, it is necessary to enable teachers of disciplines to master and implement the experience of developing humanitarian technologies and their use to solve scientific and educational problems accumulated in various fields [10]. It should be noted that in the 1990s, humanitarian technologies were created to solve political problems. With regard to humanitarian technologies, V. Osipov and M. Karizhsky recognized that this is a set of impact technologies. Moreover, unlike harsh means of coercion and violence, these measures of positive change in human activity are mild and humane in nature. [2].

Although humanitarian technologies were created to solve political problems, they gradually began to be used in other areas. It is necessary to understand why today they are becoming relevant in education for solving pedagogical problems in physical education and sports training. The analysis made it possible to establish the following.

For a long time there was no need for the use of humanitarian technologies by teachers of academic subjects due to the dominance of the authoritarian-team management style in education. In the context of the implementation of a personality-oriented approach, coercive methods are not only ineffective, but there is also a negative attitude towards them. Teachers needed new means to regulate the behavior of schoolchildren and students, activities to acquire knowledge, the time has come for humanitarian technologies to provide conditions that form a new perspective for the integration of science and education in the educational process, solving the problems of expanding the circle of all its participants, subjects of education, that is, partner participants.

The student's reflection reflects his own state of mind, a tendency to analyze his experience. At the same time, reflection (from the Latin *Reflesio* — going back) is considered as a process of cognition by the subject of his own (internal) mental experiences and states. In the literature on philosophy and pedagogy, reflection is the process of comprehending changes in a person's own consciousness, in the interpretation of the science of psychology, reflection is not only the cognition and understanding of the subject himself, but also the identification by other people of his personal qualities, feelings, sensations and cognition (cognitive) representations [8].

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

In education, the result obtained with the help of other (traditional for this activity) means other than humanitarian technologies began to manifest itself because the discipline teacher was not satisfied with the result obtained, or traditional teaching and upbringing technologies did not work. In this case, it is possible to understand the effectiveness of humanitarian technologies,

focusing on the factor of "human capital" and considering the only way to increase the effectiveness of activities through changing the relationship of cooperation between teachers of disciplines and students, rationally regulating their behavior.

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

When analyzing the publications published to date on the use of humanitarian technologies, one can observe different opinions of the authors. In our opinion, in order to understand the mechanism of action of humanitarian technologies, we need to know the most important resources:

- mastering resource-intensive technologies that ensure the realization of human interests and improve the quality of life;
- resource demand technologies are understood as: ethics, values, interdisciplinary knowledge, ideas, polyethnic, multicultural, interreligious, transprofessional and interpersonal interactions, tolerance, responsibility and their translation into 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 studied advanced approaches, it should be noted that the characteristic features of humanitarian technologies can be reflected in the following features:

- the process of developing humanitarian technologies in the field of pedagogy requires large information resources;

- it is possible to use humanitarian technologies for constructing pedagogical events and processes in such a way that the contacting person can communicate with others;
- regardless of what kind of activity a person is engaged in, the applied humanitarian (humane) technologies will be equally effective.

Recommendations: The main purpose of the organization of scientific and creative activity of students is to increase the level of professional and creative training of students by developing their scientific, pedagogical and creative abilities, developing ways to involve them in scientific research by means of humanitarian (humane) technologies, for this it is advisable to use existing research centers, and it is also necessary to support, form and develop new, to develop mechanisms for the widespread use of the results of scientific research in the educational process.

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

- identification of talented students who have the desire and opportunity to engage in research activities, involving them in scientific research, creating organizational, methodological and logistical conditions for their manifestation scientific and creative abilities by teaching them to perform research work individually and in a team;

- ensuring the broad participation of students in scientific research carried out at the departments, creating effective mechanisms for the development of various forms of scientific creativity of young people;
- improving the activities of educational and scientific laboratories, centers, various scientific and creative circles by equipping them with modern measuring equipment that allows developing and implementing scientific and creative abilities of students at departments and faculties;
- ensuring the integration of training sessions and research works of students, the organization of various active educational and research processes within the framework of independent work, course project, qualifying graduation work, master's theses.

Improving the level of professional and creative training of students by developing their scientific, pedagogical and creative abilities, improving the system of their involvement in scientific research, supporting existing scientific schools and research centers, the meaningful development of their involvement in the educational process, the formation of mechanisms for the widespread use of theoretical and empirical research models in the educational process are undoubtedly of great importance value.

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