

IMPROVEMENT OF MECHANISMS FOR IMPROVING THE EFFICIENCY OF EDUCATIONAL PROCESSES IN HIGHER EDUCATION INSTITUTIONS**Raxmatova Muxtasarxon Fazlitdin qizi**

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Independent research

ANNOTATION

At the same time, the conducted dissertation research revealed certain difficulties and unresolved problems of professional training of students in universities. These include: low prestige of individual professional and educational services of universities; insufficient state material and moral support; internal isolation and "self-sufficiency" of the process of professional training of students; weak investment attractiveness of the offered professional and educational services; insufficient development of scientific and applied foundations of professional training of students; staffing of the teaching staff that does not meet the requirements of state educational standards; insufficient educational and material base for conducting various types of practices, weak connection of universities with production, etc. These and many other unresolved problems indicate the need for further development of pedagogical foundations for improving the effectiveness of the process of professional training of students in higher educational institutions.

Key words: educational standards; insufficient educational, framework, school pedagogy

INTRODUCTION

The analysis of the source base carried out within the framework of the dissertation research shows that in higher school pedagogy, after a significant decrease in the number of scientific developments on various aspects of preparing university students for professional activity at the level of dissertations, monographs, scientific articles, there has recently been a steady trend towards their increase. Thus, the number of dissertations and monographs on the problem under consideration has now increased by 28% compared to the specified period, and published articles in scientific journals by more than 35%. The study of the problems of professional training of students today accounts for about one quarter of all pedagogical research carried out within the framework of higher school pedagogy. The study of the scientific works of these and other scientists made it possible to create a reliable theoretical and methodological basis for identifying the main historical and pedagogical trends in the formation and development of the process of professional training of students in the system of higher professional education, substantiating the essence and content of the process of professional training of university students, developing pedagogical ways to improve its effectiveness in modern higher education. At the same time, a special dissertation research at the level of a candidate's dissertation on solving the scientific problem of developing the essence, content, structure and pedagogical ways to improve the effectiveness of the process of professional training of students in higher educational institutions of Russia has not been conducted so far.

MATERIALS AND METHODS

The relevance, practical significance and insufficient elaboration of the scientific pedagogical task determined the choice of the topic of the dissertation. The scientific objective of the study was to develop and substantiate the essence, content, structure and pedagogical ways to improve the effectiveness of the process of professional training of students in universities, which is important for higher education pedagogy.

The object of the dissertation research is the process of preparing students in higher educational institutions of the Russian Federation.

The subject of the research is the essence, content, structure and pedagogical ways to improve the effectiveness of the process of professional training of students in higher education.

The purpose of the research is to develop scientific and applied pedagogical foundations for improving the efficiency of the process of professional training of university students.

Research objectives:

1. Based on the historical and pedagogical analysis of the domestic experience of professional training of students in Russian universities, to identify the main trends of the process under study, the current state, to substantiate its essence, content and structure.
2. To test experimentally the scientific and applied foundations of university students' readiness for professional activity as future specialists.
3. To identify and substantiate the main pedagogical ways to improve the effectiveness of the process of professional training of students in higher education and the conditions for their implementation.

In order to achieve this goal and solve these tasks, the hypothesis of the study was put forward that in modern conditions of functioning of higher professional education, qualitative changes in its organization, content and methodology, the requirements for the process of professional training of students in universities have objectively increased, scientific and applied ideas about its essence, content and structure have been corrected.

Nevertheless, the theory and the actual state of professional training of students in higher education do not fully meet modern requirements. They lack clear methodological and theoretical guidelines for reforming the system of higher professional education, there is an incompleteness of theoretical ideas about the structural components of the process of professional training of future specialists and pedagogical ways to improve its effectiveness at the present time. It seems that it is possible to resolve this contradiction in the following main ways: the development of students' motivation for vocational training, the development of its technological foundations, the improvement of the methodology of the task approach in the course of vocational training of university students.

The methodological and theoretical foundations of the research were epistemological provisions on the universal connection and development of phenomena and processes of the surrounding world; a dialectical approach that allows to reveal the essence of pedagogical phenomena in their interrelation and interdependence, based on a system of principles (objectivity, unity of historical and logical, theoretical and empirical, personality and activity) and general scientific approaches (systemic, complex, predictive, procedural and functional).

The analysis provided the collection and description of historical and pedagogical factors; their structuring and alignment into a certain process took place through logical analysis. The logical construction allowed us to present various facts, dependencies of the object under study in the form of a holistic theory.

The source base of the dissertation was made up of scientific works of domestic authors on the problem under study, historical archival materials and works of teachers of the period of tsarist Russia and the post-October period, advanced pedagogical experience and their own experience in the system of higher professional education. The curricula and programs of a number of experimental universities have been studied. The study also used national and departmental regulatory documents, memoirs, encyclopedic and reference literature, educational and methodological materials of universities, publications in the periodical press. Methods and stages of research. The solution of the research tasks was carried out using a set of theoretical and empirical methods and confirmed by the results of experimental work. The leading scientific methods were: theoretical analysis comparative analysis; generalization; modeling and design, etc. In the arsenal of empirical methods were actively used: questionnaires; pedagogical observation; conversations; analysis of documents and results of activities; expert assessment; experiment.

The experimental study was conducted in Russian New University, Moscow Institute of Humanities and Economics, Moscow State Social University and Moscow State Pedagogical University from 2000 to 2003. In addition, research material was obtained from other experimental universities and their branches.

In general, the study covered 36 departments, 180 teachers of various disciplines, more than 300 students, more than 100 young specialists who graduated from experimental universities. The basis of the experimental work was a pedagogical experiment, which was carried out in state and non-state higher educational institutions (2000-2003), in several stages. The basic experimental university was the Russian New University and its branches.

At the first (preparatory) stage - (2000-2001) - the study of university practice, various theoretical sources on the problem was carried out. The hypothesis of experimental work was determined and clarified, the necessary tools were developed and tested, and criteria for the effectiveness of the process of professional training of university students were determined. At the same time, the composition of participants in the experimental work was being determined: higher educational institutions, departments, teachers, students. Organizational work was carried out to form the composition of control and experimental groups, to train officials taking part in the experiment.

At the second (main) stage - (2001 - 2002) - a pedagogical experiment was carried out to introduce a special system of educational activities with university students to prepare them for professional activity. In addition, the search was carried out for ways to improve managerial, organizational, methodological and other mechanisms to ensure the quality of the process of professional training of students of experimental universities.

RESULTS AND DISCUSSIONS

At the third (final) stage - (2003), a comprehensive verification, processing and generalization of the results was carried out. The results of the experiment were discussed at meetings of Academic councils, scientific and methodological councils, educational and methodological commissions of experimental universities and their branches, deans and departments, in individual conversations with the leadership of other universities, employees of educational departments, teachers and students. The main conclusions were formed and practical recommendations were developed on the introduction of technologies for designing the process of professional training of students, on the substantive and methodological improvement of teaching teachers and students.

The total amount of work done. During the research, more than 300 literary sources (dissertations, monographs, scientific articles, textbooks, manuals, etc.) were studied, including more than 100 doctoral and candidate dissertations on various aspects of the problem under consideration. The qualification requirements for graduates in 10 specialties, 40 curricula, more than 90 programs and thematic plans for studying academic disciplines in various types of higher educational institutions are analyzed. 180 teachers, 26 heads of departments and heads of educational departments of universities, 300 students of various faculties, 100 specialists - graduates of higher education were interviewed in conversations, interviews, questionnaires. Several research works on the dissertation topic have been carried out. The research materials are reflected in a number of the author's publications.

The scientific novelty of the research is as follows: - the historical and pedagogical experience of the formation and development of higher professional education in the domestic pedagogical theory and practice is studied and generalized, its main trends are identified, its current state in higher education in Russia is characterized; the essence, content and structure of the process of professional training of students in higher educational institutions are substantiated;

- the criteria and levels of students' readiness for professional activity are defined and justified, the specifics of the professional training of future specialists in various courses of study at the university are revealed;

- the main pedagogical ways and conditions for improving the effectiveness of the process of professional training of students in higher education have been identified and tested by the methods of experimental work, practical recommendations for the implementation of scientific and applied research results have been developed.

The following are submitted for protection: the main trends of formation and development of professional training of students of educational institutions of Russia are revealed: the formation of the content of the process of professional training of specialists in higher educational institutions of Russia in the middle of the XVIII century on a secular basis; the reform of the entire system of higher professional education in the 60s of the XIX century and the development of professional training of students in Russian universities; progressive interdependence of the appearance in Russia of famous scientists and public figures, discoveries and achievements in science and practice on the problems of the quality of professional training of specialists in higher education in Russia of the XVIII -XIX centuries; increasing dependence of professional training of students on the structure and content of

academic disciplines; strengthening of the preparation of university students mainly for professional activity in the period of the 20 - 50s years of the XX century; gradual humanitarization of higher professional education; the steady improvement of the organization, content and methods of professional training of students of Russian universities as the nature of the professional activity of specialists becomes more complex. A well-founded characteristic of the current state of professional training of students in higher education institutions of the Russian Federation, characterized by multilevel and multi-stage organization, standardization of requirements for professional qualities, skills and abilities of future specialists; the substantiated essence of professional training as a purposeful and organized pedagogical process for mastering the system of professional knowledge, skills and abilities by students, the formation of high personal qualities in them, the qualitative solution of professional tasks in accordance with the official purpose; its structure includes a set of subjects and objects, goals and objectives, content, methods and forms of its implementation, results, as well as ways to improve the efficiency of the process under consideration; developed and justified criteria of professional readiness of students: completeness, stability, expression of professional qualities; their volume, strength and flexibility. The revealed levels of students' readiness for professional activity: high, sufficient, medium, initial.

The specifics of the professional training of future specialists in various courses of study at the university;

- identified pedagogical ways to improve the efficiency of the process of professional training of future specialists in universities, including: the development of students' motivation for professional training, the development of its technological foundations, the improvement of the methodology of the task approach in the course of professional training of students.

The theoretical significance of the research lies in the fact that its results in their entirety contain the solution of a major scientific task of higher school pedagogy - the substantiation of the essence, content, structure and pedagogical ways to increase the effectiveness of the process of professional training of students in higher educational institutions. The developed scientific and applied foundations make it possible to more adequately reflect modern scientific ideas about the psychological and pedagogical characteristics of the process of professional training of students and can serve as a theoretical support for the study of problems related to the quality of training specialists in higher education.

The practical significance of the research is that it is aimed at improving the efficiency of the process of professional training of students in higher educational institutions. The materials of the dissertation, theoretical conclusions and practical recommendations can be used by state educational management bodies, the leadership of state and non-state universities, branches, faculties and departments as the basis for making scientifically sound management decisions on further improvement of state educational standards of higher professional education, qualification requirements for specialists, curricula and programs. Based on the scientific and applied results of the research, further development of modern technologies of the process of professional training of students, clarification of the content and structure of academic subjects,

as well as the preparation of higher school teachers for educational activities for professional training and education of students is carried out and possible.

CONCLUSIONS

The reliability of the results obtained is due to the consistency of theoretical and methodological positions, the completeness and systematic consideration of the subject of research in its structural, functional and procedural characteristics; the use of a variety of theoretical and empirical research methods in accordance with its conceptual provisions and the logic of the organization. The results of the study have experimental confirmation, have passed sufficient approbation and pedagogical expertise.

Approbation and implementation of research results. The theoretical provisions and practical recommendations were tested by the dissertation during the entire course of experimental work in the educational process of the Russian New University, the Moscow Humanitarian and Economic Institute, the Moscow State Social University, the Moscow State Pedagogical University and other experimental universities. The conceptual provisions of the study were discussed and approved at a number of All-Russian, regional interuniversity scientific and practical conferences and seminars, such as.

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