

Problems and Solutions of Directing Students to Scientific Activity

Latipopov Rakhmon Ravshanovich

BDPI, 70112201- Master's student of the 2nd stage, majoring in the theory and methodology of physical education and sports training

Narzullaev Sayfillo Sadullaevich

BPI, 70112201 – Theory and methodology of physical training and sports training, II stage graduate student

Annotation: The article discusses approaches to the question of the modern educational model of the scientific activity of students of the Faculty of Physical Education.

Key words: Modern educational model, author's educational technologies, educational tools and methods, scientific activity, reproductive-stereotype, adaptability, creative-reflexive.

Of the Republic of Uzbekistan higher education the following priority directions for increasing the effectiveness of research activity in the institutions have been defined [4]:

1. To create the necessary conditions for comprehensive development and support of innovative and technological ideas, to increase the initiative of professors, teachers, young scientists and students in creating innovative technologies;
2. Conducting seminars and roundtable discussions on current issues with leaders, leading specialists, active entrepreneurs of economic sectors and organizations of social spheres, carrying out scientific and practical research aimed at identifying and solving problems;
3. To direct students of higher education institutions to scientific activities and to form innovative thinking in them.

The new model of modern education is based on the following educational technologies [1]:

1. Person-oriented education and systematic activity approach of educational subjects, humanitarian and democratic relations;
2. The change of the student's role: in the educational process, he has equal rights, independently conducts his educational activities with initiative;
3. Changing the role of the teacher: the organizer of the independent educational activities of the initiative learners, a competent consultant and assistant, who not only controls the knowledge, skills and competence level of students, but also corrects the deficiencies that are identified in time. to be able to use modern diagnostic methods for the purpose of mastering;
4. Changes in educational tools and methods:
 - interactive teaching methods based on the content of creative-research activities, aimed at identifying problems and finding solutions, creating problem situations in education, creating problem situations in education, becoming a tradition;
 - transition from frontal education to collective, group education (formation of creative groups);

- wide use of information technologies (software tools, applications) along with traditional educational tools;
 - students use educational materials only for independent study.
5. Change of pedagogical management tools and methods: the teacher should face modernity in his pedagogical activities and pretend to be an engineer, manager, able to identify problems, restore and develop ideas, make decisions and implement them. perform responsibly. The ability of the teacher to predict, to plan and design (scientific-methodical) not only his own pedagogic (time standard), but also the educational and cognitive activities of students, to achieve the expected results in educational activities and to develop the content and structural device of achieving the educational goal implemented in cooperation, to plan and organize independent educational (scientific) activities of students, to organize the educational process in the form of educational dialogue and polylogue (field).

It is natural to face a number of problems during the transition from a traditional to a modern educational model:

Firstly, the role of a design engineer in the activity of a teacher and the harmonization of modern pedagogical design tasks, the change of the nature of the research subject and the recognition of the existence of an artificial research subject as a result, the design of the student's educational and cognitive activities, in the areas of education there is a need to create innovative diagnostic tools.

Secondly, it is new and unusual for students to enter the role of an educational subject (in the philosophical sense, a person with consciousness and will), in this sense, in independent learning activities from interactive tools and methods offered by teachers. it is known in the lack of skills of practical use [3].

The conditions of the modern educational model require the acquisition of the following general skills and competencies in the first year [2, 4]:

1. Student's independent activity in lectures, practical and seminar classes: recording the main issues and conclusions in a schematic, sequential manner in the independent performance of educational assignments (tasks); information search, learning, understanding, critical evaluation and recovery as needed; presentation in the form of a report, summary giving meaning with the language of signs and symbols; creating a scientific authorship page according to the pre-set requirements.
2. Demonstration tools, information in the presentation of the completed educational assignment, scientific developments of the member of the scientific-creative circle (group) (essay, thesis, article, abstract, term paper, graduation qualification work, formalization of master's dissertation work) acquiring the skills to freely use technology tools;
3. Communicative skills: the initiator of educational cooperation with the teacher and other students, standing in one's opinion, reaching a compromise, entering into a dialogue (dialogue) on the topic, asking questions close to the essence of the issue, observing the rules of the circle (audience) active participation;
4. Competence of cooperation: mutual analysis and mutual evaluation in the solution of common tasks, culture of cooperation, collective planning (design) of cooperative activities for completing educational tasks, willingness and ability to act in a team;
5. Analyzing the problematic situation in problem lectures, finding creative solutions to educational tasks, developing ideas, making independent, collective decisions.

Forms of scientific research work carried out with students in higher education institutions are mainly carried out in two directions:

1. The form of educational scientific-research work based on the curriculum of educational areas.
2. Forms of scientific and research work of students conducted under the guidance of professors and teachers.

This type of work of higher education is carried out within the framework of the compulsory educational process and covers all forms of the educational process:

Writing abstracts on specific topics in the process of learning 3-block general professional sciences, 4-block specialized sciences and 5-block additional sciences of physical culture education

2. In the course of practical, seminar, laboratory and independent education, perform tasks and tasks that have elements of identifying problems in the field of physical education and sports, searching for solutions.

3. Carrying out individual tasks that have the essence of inspections and research during the practice of various qualifications.

4. Development of methodological materials (task sheets) related to the use of research methods (questionnaire, pedagogical observation, chronometric and pulsometric analysis, testing, pedagogical control, mathematical analysis).

5. Preparation and defense of coursework and qualification work related to the research problems (problems) planned in the departments;

During the academic year, students are required to master the tasks due to the gradual complexity and deepening of the scientific knowledge methods of the educational field in accordance with the higher education DTS, curricula and science programs.

In the direction of students' educational and research activities, a number of authors, by summarizing their experimental data, have the following possibility and determined the levels of student self-development [2,4]:

1. Reproductive-stereotype (the solution of the problem is carried out in accordance with the algorithm of reasoning, activity and relations that has been mastered in advance). Students turn to the teacher to get a closer understanding of the research tasks and the activity algorithm. They strive to achieve a quick result by spending less time. They do not seek to develop the educational and research culture, especially the personal qualities.
2. self-development, which has personal value in their educational and research activities There is no stability of aspirations such as carrying on, consciously engaging in activities .
3. Creative-reflexive (students can understand the nature of the problem and model the research situation, options and solution methods by actualizing their personal, valuable, creative potentials. Based on reflection, students critically analyze the results of their creative achievements they do, in general they can identify and eliminate obstacles that oppose their intellectual, cultural and scientific development.

At the initial stage of gaining experience in scientific activity, the tasks of introducing future specialists to the methods, methods and types of scientific investigation, the study of the essence of special expressions and terms related to scientific activity by students, and the rules of sorting data for abstracts and presentations are solved.

During the second year, students will individually determine the topic of scientific research and have a complete information base on the work of the scientific and creative circle of students and the professional activities of the departments of the faculty.

In the third year, students conduct independent research in accordance with course work tasks (projects) prepared in advance by professors in academic subjects, in addition to abstracts. Most students' works of this category are of reference nature, and in some cases, they can acquire a practical essence. It is able to create the first innovative conditions in the field of physical education and sports based on the course work performed by talented students, the original creative research connecting the theory and practice of science.

By the fourth academic year, the level of preparation of students is formed, which is sufficient to carry out coursework of both theoretical and practical importance, to conduct independent scientific research. Pedagogical practice, which is one of the requirements of the educational direction, has a positive effect on the effectiveness of students' educational and scientific research work, preparation and defense of graduation-qualification works brings them closer to the level of professional training.

Applying individual educational tasks to the process of educational work is one of the manifestations of innovative educational technology. Apart from this type of audience, the individual work of students has the characteristics of training, research or design, and is carried out during the period of mastering the program materials of the training course, as well as forms of assessment of student knowledge (final control, exam, test) ends with . In the higher education system, the individual educational and research tasks of students are to study part of the program materials, systematize, deepen, generalize, and strengthen knowledge, as well as independent research through the practical application of the knowledge acquired in the course. aimed at developing skills.

Common among students' individual research tasks are: synopsis according to the recommended plan (or independently developed) on a specific topic (module); an abstract on a topic (module) or narrow problem; calculating on the topic (module) or creating and solving practical tasks suitable for various pedagogical situations; development of a theoretical or practical functional model of events and processes suitable for pedagogical situations; reading and annotating additional literature specified in the scientific program, bibliographic description, retrospective search.

The individual study-research activity of students is evaluated by the subject teacher (who reads the lecture). In the last session, after studying the content of the individual educational activity of the students (oral, written report of the student), the assessment is made. The grade assigned to the individual research activity of the students is taken into account in the final grade of the subject, its weight can be from 30% to 50% depending on the content and complexity of the completed task.

In accordance with the curriculum of the educational field, it is important to prepare coursework and graduation qualification work in the educational and scientific research activities of students. The student takes the first independent step in the path of scientific research to complete the course work , learns to work with scientific literature, and develops the skills of critical sorting and analysis of the necessary information on the topic. By increasing the coursework writing requirements from course to course, a true creative process environment is provided.

Diploma work in higher education institutions is the final stage of education and is aimed at in-depth study of the subject chosen by the graduate, strengthening and expansion of theoretical knowledge. During the period of pedagogical practice, most students form a clear idea about the topics of their professional work, in addition to the analysis of the preliminary literature, the scientific value of the work is enriched based on gaining personal and practical experience.

An abstract on the topics of seminars and practical training can be used for students' educational and scientific research work, provided that it is based on several scientific articles (thesis) and sources.

Consulation

Young researchers actively participate in scientific-practical conferences with the achievements achieved in their scientific work. Through similar performances (presentations), students learn to formalize their achievements, oratorical skills are formed. In a special environment (audience), participants will have the opportunity to evaluate their work, analyze their achievements and shortcomings based on their opinion. All topics planned in the program of the conference, as a rule, pass through creative debates, new thoughts and ideas arise in the natural process, students learn the basics of scientific culture and learn how to follow them. The activities of the scientific-practical conference mainly discuss the practical nature of the topics, problems and solutions. According to the scope of its implementation, scientific and practical conferences are organized at the faculty (co-educational direction is inter-faculty), higher education institution (in cooperation with other institutions of the society), republican and international level. The organization of traditional scientific-practical conferences at the faculty level every academic year can be an effective tool for important educational and educational issues. In our society, education and training is recognized as an extremely important, complex and rapidly changing phenomenon. Over time, the essence of problems and practical solutions changes, sometimes serious defects are observed in the management of activities due to unilateral decision-making.

In the new era, it is more difficult than ever to implement the effectiveness of the educational system of the society in the legal-regulatory, scientific-methodical directions without systematic and cooperation. For example, before the students of "physical culture" go to teaching practice, a scientific-practical conference dedicated to the problems and solutions is organized.

The conference is planned in the basic general education school base of the region (city or district), professors-teachers, employees of the public education department, secondary-special, vocational education system, physical education teachers are invited. . In the traditional scientific-practical conferences held every academic year , there are mainly topics related to the programmatic-normative, management foundations of the educational system, educational methodical and scientific organization of physical education and pedagogical activity. If the problems and solutions are analyzed collaboratively, the practical students will expand their imagination of applying their initial theoretical knowledge in practice, and as a member of the circle, they will better understand the essence of scientific research of the chosen topic in a real situation.

The activity of artistic and creative groups of students is organized in a unique way, regardless of the direction of education: activities of creative groups and studios (art, composition, directing, sculpture), at the educational institution, regional, republican and international levels. participation in various concerts, contests and presentations, appearances on radio, television and social networks, stage scripts, preparation and presentation of plays, shows, thematic evenings, etc. The direction of the artistic and creative group of students serves to work in close cooperation with other creative organizations, amateur teams, to demonstrate the solution of current problems in the development of society with artistic means and skill in different social layers with social activity.

REFERENCES

1. Davydova L.N., Razlichnye podkhody k opredeleniyu kachestva obrazovaniya / L.N. Davydova // Kachestvo. Innovation. Education - 2005. - No. 2. - S. 5-8.
2. Kadyrov Rashid Khamidovich . Students scientific research activity efficiency humanitarian basics . science . AND INNOVATION INTERNATIONAL SCIENTIFIC JOURNAL VOLUME 1 ISSUE 5 UIF-2022: 8.2 | ISSN: 2181-3337 . <https://doi.org/10.5281/zenodo.7005986> .
3. Khazova S.A., Bguashev A.B. AKTUALNYE PROBLEMY I SOVREMENNOE SOSTOYANIE NAUCHNYX ISLEDOVANIY V SPERE FIZICHESKOY KULTURY I SPORTA // Sovremennye naukoemkie tekhnologii. – 2016. – No. 12-3. - S. 637-641.
4. Ishmuhamedov R., Abdukadirov A., Pardaev A. In education innovative technologies (education pedagogical teachers of institutions for practical recommendations). - T.: Talent , 2008. - 180 p.