

## STRENGTHENING THE SOCIAL ACTIVITY OF YOUTH STUDENTS AS A KEY FACTOR OF IMPROVING THE QUALITY OF EDUCATION

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### **Annotation**

The search for new effective forms of training specialists of various profiles largely consists in activating the cognitive activity of students, which provides for an organic combination of deep knowledge of theory and possession of all the practical skills and abilities necessary for training and education. Skillful use of the full potential of the educational process, the use of informal, creative means and methods of familiarizing students with values - all this makes humanitarian training a promising form of personality development for a future specialist.

**Keywords:** student, cognitive activity, sociological decision, mechanism, social, management, university, qualification, questionnaire, motivation, learning activity.

Of particular importance is the process of training future specialists, their mastery of basic knowledge and skills in the field of science, the formation of the need for active knowledge and self-improvement of the individual. A separate place in this process belongs to the cognitive activity of future specialists, the activation of which is largely ensured by the relationship of training with professional training, the creative nature of training, instilling in the student cognitive interests and needs for a more complete and profound acquisition of knowledge, and improving the professional skills of erudition and culture. The problem of activating the cognitive activity of university students is becoming relevant and requires its own sociological solution. To solve this problem, it is necessary to develop comprehensive ways to increase the activity of student youth on the basis of improving the mechanisms of social, economic and pedagogical management of universities, taking into account the human factor.

At present, two approaches to understanding the essence of cognitive activity have been clearly identified. Some researchers consider cognitive activity as an activity, while others consider it as a quality of personal education. The teacher needs to remember that cognitive activity as a property of a person is manifested and formed in activity [1].

The modern concept of learning today is that the student must learn for himself. The role of the teacher is to manage his teaching, that is, to motivate, organize, activate, coordinate, advise his activities [2]. The formation of a creative personality is one of the main tasks of the concept of education modernization. The most important requirement for the modern process of vocational training is the active, independent, conscious activity of students, their purposeful

efforts to successfully complete tasks.

One of the most popular and intensively discussed topics in the teaching community (including in scientific and methodological publications) is the topic of increasing the efficiency of the educational process and improving the quality of training specialists at the university. The main emphasis is placed on the introduction of innovative methods of organizing the educational process with a wide use in various versions of computer technology.

However, even a very well-planned and organized educational process often stalls due to the inability and sometimes unwillingness of students to actively engage in everyday educational work. For a sufficiently large number of students, study is motivated not so much by the desire to master a certain amount of program material of the studied disciplines, but by the desire to fulfill the requirements of the curriculum for passing tests and exams with the least amount of labor and time. Hence, intensive study work by many students is planned only for the period of the session. The teacher is perceived by them only as a supplier of systematized and adapted information. In the modern paradigm of the university educational process, the teacher is considered not so much as a source of information to be studied, but as a person who organizes students' independent educational work [3].

As you know, the activity of students depends on their well-being and status position in society. In this regard, when considering the status position of students, the emphasis is usually placed on the “transitivity”, “marginality” of a group engaged in activities in preparation for highly qualified mental work, which is distinguished by special forms of social activity, characteristic not only for young people who study, but also for those detachments of the intelligentsia, to replenish which she is preparing at the university. In domestic works, it is not always taken into account that student years are a completely independent stage in a person's life, during which he has and forms his own development environment, participates in activities that today act as personality-forming factors and determines the model of social behavior of this social society. groups. Among the indicators of student status, one can single out a group of descriptive ones (sex, place of residence before the university, parental education) and acquired, achieved by a person by the present moment of his life. The gender distribution of students has remained almost unchanged for many years. In the study below, 47% are boys and 53% are girls: this is their share in the university on average [4]. Naturally, the predominance of young men in technical universities and girls among future humanities students. The process of feminization of higher education remains "spontaneously stable", although the situation of the social content of unemployment (the majority of the unemployed are women with higher education) has long been in need of regulation. As the study shows, in technical universities the influx of students from their hometown has become greater than before. More important are those status characteristics that develop during the period of study at a university. It is at this stage that the differentiation of students occurs, associated with their own activity in educational, research, socially useful, economic activities. The study of this

differentiation is important because its structure partly predetermines the future social status of specialists and is a prototype of the distribution in the social structure of the population group with higher education. It is clear that the traditional and new layers of our society are already being reproduced with the participation of these young people. A feature of modern students is that the process of their inclusion in public life goes not only through educational activities and professional training, but also through the formation of independent material and living conditions, new forms of manifestation of one's own activity and through the choice of forms of social interaction. The process of formation by young people of a financial, property and housing status independent of their parents has two "nodal points": 16-17 years old, when more or less mass inclusion in adult economic life begins, and 21-22 years old, when the first experience of implementing material everyday intentions of students. The main source of income for students is still help from parents and relatives. 3.8% of the students surveyed do not have family support at all, and one in four, without denying the existence of such, simply does not consider it essential. The second most important source is a scholarship, but its size is such that only 1/3 of the students can name it as the main source of livelihood (the differences between universities are not significant here). A very significant source is wages, which today have 33% of students. The organized work of students is losing its importance as a source of livelihood. Their role today has become comparable to the profit from the resale of goods, shadow business and other "new" types of income, although officially every eighth student is recognized as having one-time earnings. Significant gender differences. Every fourth person has additional income, but among boys it is 30%, and among girls - 17%, i.e. almost half as much. Various earnings in addition to scholarships, allowances, help from relatives help, on average, to hold out half of the students, which is typical for 52% of boys and 45% of girls. Unlike previous years, when summer work in various institutions and in private areas could provide funds for several months of a normal life, today the main thing for young people is to find a steady income already in the university period and maintain labor relations during the period of study. In order to remove the negative consequences of the necessary disconnection from studies in order to earn money, one can pay attention to the connection of additional work with the training received at the university. More than half of the "working" students do not have such a connection. Only 8% of respondents unequivocally indicate the possibility of working in a similar specialty, another 10% use their professional knowledge partially. It is interesting that in those institutions of higher education where students go to work less often, they are more in line with their future profession. The expenses of students, of course, are associated with the satisfaction of primary needs, which include: food, recreational activities, and the purchase of clothes. Every second student has the main part of the funds to pay for housing, every fifth student - to purchase educational supplies. At the same time, the trend of enrolling local youth in universities turns out to be that 1/5 of the

students do not need the cost of housing, the purchase of durable goods, and the financing of summer vacations, because they rely on the support of the parental family.

It is difficult to unambiguously identify and evaluate such items of expenditure as "leisure" and "holidays". Without a special analysis, it is not clear whether this is due to the content of the leisure activity program or the fact that free time is spent not on entertainment, but mainly on extra money, which is indirectly confirmed by a significant number of those students who do not have any expenses for free time at all. The development of the material and everyday status of students is connected with their attitude to the object-thing world, which is always essential in the self-consciousness and well-being of students. Judging by the results of the study, every twelfth student already has his own housing (apartment, private house). This is natural, because about 30% of the respondents live with their parents, having the right to housing, and another 2% are direct owners of housing. To the question about "private property", more precisely, about the presence at one's own disposal of certain items - durable goods, acting in this case as "status marks", the following answers were received: from among the prestigious things that symbolize the status of an individual in modern youth subculture, they noted that they had at their disposal a car, video and television equipment, and a computer. Young people have not bypassed new forms of "investment of capital": less than half of the students surveyed have securities and jewelry (expensive jewelry, etc.), which more than a third of all students consider to be a necessary attribute of material status. A number of universities use credit cards when receiving scholarships through bank deposits. The fact that the material and everyday status of a student is in the process of formation and formalization is obvious. With purely youthful "egoism" the student is oriented so far only to himself. This is evidenced at least by the fact that such an item of expenditure as assistance to parents is at the bottom of the scale.

At the same time, self-determination in the domestic sphere for some students is associated with the presence of their own family. Student families (that is, families in which at least one of the spouses is a student) need support - this is an indisputable fact. Poor social well-being of a significant part of students is caused by unsolvable social problems. The degree of anxiety of female students is much higher than that of male students. Everyone is equally worried about the poor financial situation. But in terms of prospects - possible unemployment, poor care for leisure, for each other - the mood of girls is noticeably worse than men, who, in turn, are more worried about additional earnings. However, it should be noted that some university students do not really believe in the future, as they may expect a lack of work in their specialty. Thus, ensuring cognitive activity and increasing its level in the structure of students' educational activities appears as a complex task that requires a special systematic approach. The latter is associated with stimulating a high level of students' motivation, their understanding of the need for further self-development, awareness of the goals, ways and methods of the corresponding cognitive process. Skillful use of the full potential of the



educational process, the use of informal, creative means and methods of familiarizing students with cultural values - all this makes humanitarian training a promising form of personality development for a future specialist.

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