

EFFECTIVE MODELING OF THE EDUCATIONAL PROCESS BASED ON THE MECHANISM OF APPLYING EDUCATIONAL METHODS

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ABSTRACT

The development of pedagogical skills in higher education is based on enhancing the educational and upbringing process of future teachers. The core role belongs to the system of pedagogical sciences, including pedagogy, its theory and history, modern pedagogical technologies, pedagogical mastery, and psychology. These disciplines not only provide fundamental knowledge but also broaden the worldview and methodological competence of prospective teachers. Pedagogical skills are strengthened during teaching practice, where students acquire and test practical abilities. Social and pedagogical activity also plays a crucial role, as its scope and quality directly affect effectiveness. Ultimately, the most efficient way to achieve pedagogical mastery is through self-education, since teaching itself is a creative field that requires continuous exploration and innovation.

Keywords Pedagogical activities, self-education, upbringing technologies, methods, traditional methods and diagnostic methods, document analysis method, experimental method, questionnaire (interview) method, independent characteristics method, biographical method and pedagogical skills.

Introduction

In higher education, the mechanism and techniques of applying educational methods depend largely on the teacher's pedagogical mastery. As A.S. Makarenko stated, "students perceive the tutor's influence through their appearance, rich spirituality, oratory skills, the ability to apply intonation appropriately, and facial expressions." Education is a process carried out by the teacher within the system of interpersonal relations, determining the level of development of the student's personal qualities and characteristics. Based on the analysis of its results, the orientation and content of the key elements of educational technology are specified or adjusted. It should be noted that, at present, the educational process has not been fully reflected in pedagogical scientific literature, which complicates the implementation of upbringing technologies on a scientifically grounded basis. At the same time, both parents and tutors are often unable to provide sufficiently objective evaluations of its outcomes. As a result, students with similar characteristics may be assessed differently by various tutors. Without relying on scientifically developed theoretical foundations, it is impossible to resolve this issue. First of all, it is necessary to fully understand the essence of the concept of "being educated." Unfortunately, no dictionary defines this level directly as a scientific problem or provides a clear definition.

At the same time, a number of pedagogical studies emphasize that the social, biological, and geographical environment surrounding the individual, as well as the noblest personal qualities manifested in interactions with others, determine the level of being “educated.” On the basis of identifying this level, it also becomes possible to study the degree of development of a student’s personal traits and qualities within the system of interpersonal relations.

The main features of the process of determining the level of upbringing are defined through the application of special methodological systems developed not only in pedagogy and psychology but also in other sciences. Pedagogical scholars such as Ya.S. Turbovskiy, N.V. Kuzmina, L.P. Rachenko, V.P. Simonov, and A.V. Khristeva classify these methods into three groups: Mass methods, traditional methods and diagnostic methods.

As a mass method, the fundamental laws of dialectics are applied - transition from quantitative to qualitative changes in a person, the unity and struggle of opposites, and the law of negation of negation. Their main feature is that they are applied without exception to analyze all phenomena of objective reality, while at the same time requiring teachers to clarify only the final results and providing accurate information about the studied object.

The application of the traditional method of determining the level of upbringing allows for more precise results. These methods have already been sufficiently developed and are applied by various categories of tutors.

In practice, among the methods of upbringing, the method of observation is considered relatively more effective. This method involves studying the characteristics of a person’s individual activity by analyzing how they are manifested in natural conditions (scientific, play-based, professional activities, etc.). It aims at the systematic and purposeful collection of facts that describe students’ behavior, actions, and the manifestation of personal qualities, which make it possible to draw conclusions about their level of upbringing.

The most widely used method of determining the level of upbringing is the diagnostic method, in which the activity is carried out in the form of an individual diagnostic interview. From the pedagogical diagnostic perspective, this method consists of evaluating the student’s upbringing level on the basis of their own opinions, as well as the judgments of surrounding people and objective phenomena, followed by analyzing the content of these reflections.

Through the diagnostic method, the teacher not only gains a deeper understanding of the student’s inner world, views, beliefs, and ideals, but also supports their positive aspirations, directs them toward solving existing problems, motivates them for useful activities, and helps them correct shortcomings by drawing attention to them.

The final method within the group of upbringing methods is the analysis of activity results. In essence, this method studies the level of upbringing of students by analyzing their participation in social and other beneficial work activities.

This method presupposes that the professor or teacher in higher education takes into account students’ behavior and interests, their achievements and shortcomings in fulfilling various academic and social responsibilities. Such an approach makes it possible to draw conclusions about an individual student’s professional orientation, character, level of maturity, and other aspects of personal development.

In addition to the methods described above, pedagogical and psychological literature also provides a detailed account of other approaches to diagnosing the level of upbringing. Each of these methods, while aiming at the same overall goal, achieves it by analyzing specific phenomena:

Document analysis method - the study of documents related to the student's personality (characteristics, reviews, recommendations, etc.);

Experimental method - the manifestation of required qualities in specially organized conditions, according to teachers' evaluations;

Questionnaire (interview) method - written or oral answers of students to pre-prepared questions;

Independent characteristics method - assessment and discussion of opinions expressed by other people regarding the student's level of upbringing;

Biographical method - highlighting earlier periods of a person's life and professional activity from a socio-psychological perspective.

It should be noted that the use of these general methods provides teachers with sufficiently comprehensive information to form conclusions about a student's level of upbringing. However, each of them separately cannot ensure the complete objectivity of the results. This indicator can only be improved through their systematic application under appropriate conditions.

Another important condition for increasing the reliability of diagnostics is the application of specialized methods, often used by professional psychologists within the field of psychological diagnostics (psych diagnostics). For this purpose, survey techniques are widely employed, in which the student's responses to specially designed questionnaires are analyzed to assess the level of upbringing. Currently, personality questionnaires adapted to national mentalities by foreign psychologists such as H. Eysenck, R. Cattell, J. Taylor, Ya. Strelau, as well as developments by local psychologists, are widely applied.

It should also be emphasized that in recent years, computer-based diagnostic tools have been developed and implemented, which significantly expand access to such methods. They can now be used not only by professional psychologists but also by various categories of tutors, and even applied in the process of self-diagnosis.

On the basis of the above considerations, it is essential that teachers, in their role as tutors, possess knowledge of the following processes:

1. Education as a Process

Education (upbringing) is the process of shaping an individual's personality, consciousness, behavior, and worldview based on specific goals and socio-historical experience. At all times and under any system, it has served as the foundation for defining and organizing social relations.

2. Education of the Younger Generation

The upbringing of the younger generation is organized with definite aims in different times and spaces. In the process of establishing social education, a number of tasks are addressed. The

goals and objectives of education are determined by the essence of the social system, the level of development, the nature of social relations, as well as citizens' worldview, aspirations, and ideals.

3. Understanding the Characteristics of the Educational Process

A deep understanding of the characteristics of the educational process and taking them into account in practice make it possible to achieve the set goals and successfully solve assigned tasks.

4. Teacher's Pedagogical and Educational Competence

In addition to knowledge of pedagogical technologies, the teacher must also possess knowledge of educational technologies: the algorithm of pedagogical actions, the forms of upbringing, and the ability to fully perform all operations of any educational method. Effective modeling of the educational process requires understanding its driving forces and the student's role within it. For this, teachers should:

- thoroughly understand the student's psychology,
- maintain regular contact with parents and involve them in educational conversations,
- avoid rude behavior without knowing the student's inner world and character,
- be forgiving of mistakes,
- constantly monitor the student's interests and environment,
- instill strict discipline and daily routine,
- nurture talents, abilities, and professional inclinations.

The educational process must be organized, directed, and controlled on the basis of carefully designed plans, not random actions. Teachers bear responsibility for preparing knowledgeable, competitive, and qualified professionals, which requires proper modeling of upbringing tasks.

General Educational Tasks in Independent Uzbekistan

Teachers and tutors are entrusted with the following educational tasks:

- a) Prepare students for social life, broaden their worldview, and foster purposeful approaches to personal life;
- b) Enrich students' consciousness with national ideology, universal values, deep knowledge, and broad thinking;
- c) Instill universal moral norms (humanity, modesty, mutual assistance, compassion, justice, respect for morality, etc.);
- d) Cultivate respect for legal and ethical norms, civic duty, and social responsibility;
- e) Develop a sense of responsibility for environmental protection and ecological balance;
- f) Foster patriotism, respect for other nations and peoples, and non-discrimination of their rights and duties;
- g) Teach students to evaluate the internal and external policies of Uzbekistan objectively and fairly;
- h) Uphold the value of human dignity, compassion, honor, rights, and responsibilities.

Content and Principles of the Educational Process

The main directions of upbringing include moral, intellectual, physical, ecological, economic, legal, and political education.

Teachers should model these goals within the framework of educational technologies, ensuring systematic implementation.

The educational process is guided by certain laws:

Purposefulness – education is always directed toward specific goals.

Collaboration – the process is effective only through active cooperation between teachers and students.

Complexity – education is influenced by internal (subjective) and external (objective) factors.

Long-term character – results of education are not immediately visible; forming a well-rounded personality requires time.

Continuity – the educational process is ongoing, requiring sustained, systematic interaction between families, educational institutions and communities.

The Role of Higher Education Institutions and the Systematic Organization of the Educational Process

Although higher education institutions (HEIs) play a leading role in the upbringing of students, they are unable to exert continuous educational influence. This is due to the fact that students remain under the direct pedagogical impact of their professors only during scheduled academic activities, while the majority of their free time is spent within the family, in the community, and in public spaces. During autumn, winter, spring, and especially summer vacations, students are completely outside the influence of professors and tutors. Consequently, outside classroom-based educational activities, students become distanced from the supervision and guidance of their educators.

At present, in order to prevent students from losing connection with HEIs, additional educational institutions have been established in the Republic. These institutions provide opportunities for mastering specific subjects, foreign languages, technical fields, and the arts, as well as for acquiring practical skills and competencies.

Another fundamental regularity of the educational process is its systematic and holistic organization. Holism implies that the unity of goals, content, and methods of education serves to realize the idea of comprehensive personality development. It is well known that individuals do not acquire moral and spiritual values sequentially, but rather as a whole; therefore, pedagogical influence must also be characterized by integrity and systematicity. This holistic and systematic nature of education requires adherence to pedagogical principles and the establishment of close cooperation between teachers and students.

A further important regularity is that the educational process is based on two-way communication. In this process, the teacher exerts influence on the student (direct communication), while the student also responds and demonstrates attitudes toward the teacher (feedback communication).

According to the theoretical framework of pedagogical technology, students today are no longer considered merely as objects of education, but also as active subjects of the process. Therefore, teachers must take into account students' internal potential, the external influences they

encounter, and the sources of information surrounding them. Neglecting these requirements complicates the upbringing process and may render all educational efforts ineffective.

Conclusion

It should be emphasized that within the student community, alongside informal leaders, there also exist formal leaders appointed by teachers. Typically, formal leaders are composed of students who excel academically and actively participate in group activities, whereas informal leaders, despite not always displaying such qualities, are able to attract and influence their peers due to certain personal characteristics. The moral and ethical image of informal leaders exerts a significant influence on other students. Therefore, along with the group supervisor, the pedagogical team of the educational institution must identify such informal leaders and exercise direct supervision over their activities.

As mentioned earlier, pedagogical leadership of student associations is often carried out by the group supervisor. For this reason, the supervisor should be well acquainted with both the general and individual characteristics of each student in the group, taking into account any behavioral changes when guiding the collective. Possessing comprehensive information about informal leaders and maintaining regular communication with their parents significantly contributes to the effectiveness of pedagogical activities.

The teacher's ability to understand the interrelation and interdependence of all elements of educational activity, both theoretically and practically, allows the upbringing process to be properly directed. Particular attention must be paid to the forms, methods, techniques, and means of pedagogical influence, as well as to the formation of the "pedagogical tools" of educational technologies. A teacher must first and foremost be able to correctly assess the goals derived from the upbringing process.

When modeling the educational process, it is crucial to remember that student's lives and activities within educational institutions should be organized in a pedagogically sound manner, while also considering their sensitivity to external influences. Research by pedagogues and psychologists demonstrates that external factors primarily impact students through their interpersonal relationships. Therefore, when organizing educational activities, teachers and mentors must understand how students perceive, experience, and evaluate external influences, and what they internalize from them.

In modeling the upbringing process, it is important to develop not only the intellect but also the emotions of students, cultivating moral habits and behavioral patterns that align with the ethical requirements of society. This can be achieved through the simultaneous influence on students' cognition, emotions, and willpower. Teachers play a leading role in this process, guiding the educational activities of students within the institution, creating conditions for their active engagement in social processes, and encouraging them to participate voluntarily in educational activities. Through active involvement in social processes, students develop independence and creative initiative.

In this modeling, teachers must consider the interests and needs of the student collective. Once students develop a sense of responsibility to their peers for their actions and behaviors, they

cease to be mere executors and instead become active participants in collective activities. Such conditions help to overcome internal and external contradictions in the educational process. However, the rapid development of information and communication technologies has led students to devote considerable time to non-educational and non-upbringing-related content (mobile phones, the Internet, computers, films, etc.). Teaching students to use these tools wisely, prohibiting the use of restricted technological means, and monitoring their activities constitute joint responsibilities of teachers and parents. Addressing the problem of students' excessive engagement with irrelevant technological content can only be effectively managed through structured modeling. Consequently, teachers' educational plans must include discussions and activities on these issues. If this aspect is neglected, contradictions inevitably arise. Otherwise, due to insufficient understanding of moral norms and ethical requirements, students may become unstable in social relations, overly susceptible to random information, and easily influenced by external factors.

Ultimately, the goals, forms, and methods of the educational process, along with the aspects of self-education and re-education, occupy an essential place in shaping students' personalities.

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