
Stages of Organization of Educational Activities in Higher Educational Institutions

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Abstract: The article examines the stages of organizing educational activities in modern higher educational institutions from a scientific and theoretical point of view. The article also discusses the most important pedagogical conditions for organizing educational activities aimed at developing the social potential of students and the diversity of student communities, the importance of improving the methodological competence and pedagogical creativity of future teachers.

Key words: modern higher educational institutions, future teachers, methodological competence, pedagogical creativity, education, activities, educational process, construction, design, technological knowledge, teacher, student, quality of education.

The world community pays increasing attention to the organization of educational activities in higher education institutions, the training of teachers who meet the new social needs and modern requirements in improving the quality of higher education.

In the organization of educational activities in the system of higher education, it is expedient to achieve the following tasks from a scientific and practical point of view:

In our opinion, to increase the methodological competence and pedagogical creativity of future teachers:

- Fundamentals of science in their specialty (pedagogy, psychology, mathematics, geography, etc.);
- Fundamentals of pedagogy and psychology (methodological, ie knowledge of the general philosophical laws of education),
- scientific theory (knowledge of the principles and laws of pedagogy and psychology),
- methodical (knowledge of the levels of design of educational processes),
- Knowledge of technological knowledge (organization of educational work on the basis of new pedagogical technologies)

Experience shows that the process of globalization today shows the need for the widespread introduction of advanced foreign experience in the activities of higher education institutions in our country in the organization of educational activities of professors and teachers who can work in an innovative, adaptive environment.

The analysis confirms the legal correctness of the gradual organization of educational activities in higher education. However, when researchers identified the stages of organization, this framework was not focused on the development of social competencies (skills). In our study, the most important pedagogical condition for the organization of educational activities in modern

universities is aimed at developing the social potential of students and the diversity of student communities. Therefore, it is necessary to develop the stages of the organization of the educational process in higher education, in accordance with these conditions and the content, forms and technologies of teaching in each of them. In modeling the stages of educational activity in student communities, it is V. Beloshitskiy, I.F. Berejnaya, N.A. Bogachkinaya, A.A. Bodalev, V.JI. Vinogradov, A.G. Gogoberidze, N.Golubev, D.V. Grigorev, R.P. Jdanov, M.M. Kovaleva, E.K. Krolevetskaya, Yu.A. Kustov, V.T. Lisovskiy, T.Yu. Malaxova, P.A. Prosetskiy, A.I. Ruvinskiy, S.L. Rubinshteyn, E. Rukavishnikova, A.Semichenko, V.I. Slobodchikov, A.E. Soloveva, G.A. such as scientists rely on research. Researcher Zuckerman's research focused on the education of students in different areas, the characteristics of youth, the subjective position of students, human development in activity.

The analysis showed that in the organization of educational activities with students in the first academic year, students have sufficient self-management skills, independence, self-management, behavior and self-management, self-monitoring and evaluation, proper allocation of time. not.

During this period, the following some controversial situations arise: on the one hand, the admission process strengthens the aspirations of young people on their own and gives hope that student life will be interesting, on the other hand, freshmen face many challenges to overcome.

These challenges are related to a lack of personality traits such as change in an unfamiliar environment, readiness to learn, ability to work with different sources of information, and communication problems. Many freshmen have a lack of interest and motivation for their chosen professions, as well as a lack of psychological preparation for it.

These difficulties differ in their aspects of origin. Some of them are objectively inevitable; others are subjective by nature and depend on poor education, family and school education, lack of formation of volitional qualities, weak social activity, and instability of interests.

During this period, students must form the characteristics of adaptability to their inner world and external environment, which is determined by the young people's own personal life experience. As a result of this process, changes in behavior, value systems, self-esteem, and vital motivations are observed. In this regard, it is advisable to take into account the school experience of students in the organization of educational activities in the first year.

In the first year, students begin to master the collective forms of student life. Therefore, it is advisable to establish academic groups during this period to create conditions for the optimal functioning of students. Researcher T.V. According to Anoxina, 1-2 course stages play a leading role in higher education because it increases the social significance of professional activity.

During this period, social circles change, the problem of self-affirmation arises in the new community, and students are introduced into complex social relationships. Most of them value their knowledge and skills. Students strive for results, not ways to achieve results, each of which is characterized by a lack of originality and a desire for independence in areas of life. According to A. Juraev, they often do not have an assessment of reflexive personality, which can lead to social behavior. It is therefore important to encourage students to analyze themselves as they demonstrate their positive and negative behaviors. In order to gain a positive life experience in the community, to develop social potential, it is important for students to create their own communities that unite in other situations to solve the personal and socially significant problems or common interests of the communities.

Adaptation of young people to each other and to the learning environment in higher education ends at the end of the 2nd semester and the beginning of the 3rd semester. The second year is the period of their most active educational activity for students.

During this period, the question often arises about the correctness of the choice of university, specialty, and profession. The third course is a period of beginning of specialization, strengthening

of interest in scientific works, further development and deepening of professional interests of students.

The acute need for specialization often leads to a narrowing of the range of different personal interests. At the end of the third academic year, the issue of professional self-governance is finally resolved. However, at this time, decisions are made to avoid the work of specialists. Researchers: V.T. Lisovskiy, A.V. According to Dmitri, in the evaluation of the university regime, the education system, individual teachers, often the attitude of students to study at the university changes: in the first months of study there are cases of strong enthusiasm or skepticism. In the fourth academic year there will be an intensive study of more reasonable methods and forms of special education for student behavior, a revision of many values of student life and culture [4;].

Depending on the subjective position of the student in modern higher education, we will briefly dwell on the features of the formation of the subjectivity of young people.

A necessary condition for the formation of the subjective position of students is that young people carry out activities independently, consciously. Such activity is determined by the value orientations of individual and sensory periods for the selection of one or another type of activity.

It is necessary to consider the characteristics of the types of activities required in the gradual organization of the educational process in student communities. Noting the relationship between personality and activity, V.L. As Rubinstein described it, "man's understanding of the world around him, of the natural environment, is determined by his attitude toward others." These relationships take place in people's activities, in activities that change people's perception of the world. "Such an approach to determining whether a person is involved in an activity understands the principle of personal development in the context of social cohesion in only one activity. In entering into public relations, a person rises to a higher level of his life activity, defining the idea of "development - continuity, continuous movement of the individual, the transition from low to high levels of personal development", which more comprehensively understands his needs and abilities.

Therefore, in the organization of educational activities it is recommended to create conditions for the teacher to participate in various creative activities, prioritizing its types at each stage of the organization, gradually becoming more complex.

Thoughts about the relationship between reality and humanity have been important for our study. V.I. Slobodchikov and G.A. Zuckerman argues that the components of any human society are the concepts of 'communication' and 'relationship'. The concept of 'reality' ensures that relationships and attitudes in a particular society are simultaneous and incompatible. This creates the phenomenon associated with the formation and emergence of new, increasingly complex connections and associations of relationships, or its transmission from generation to generation.

Thoughts about the relationship between reality and humanity are important for our study. V.I. Slobodchikov and G.A. Zuckerman argue that any component of human society is a concept of 'communication' and 'relationship'. The concept of 'event' ensures that relationships and attitudes in a particular society are simultaneous and incompatible. This leads to the phenomenon of a tendency for the formation and emergence of new, increasingly complex connections and associations of relationships, or for the emergence of one of its productive states.

As a result of generalization of approaches to the description of the concept of "event", we recommend the teacher to create conditions for the occurrence of events in the organization of educational activities in student communities. These events may, on the one hand, depend on the existence of a certain established relationship and the relationship between the members of the community, but they may also contribute to the development of the society and its members.

In understanding the significance of an event, an individual's attitude toward it, its value orientation, and its goals must be taken into account. This can have a positive impact and lead to a qualitative leap in development, and on the other hand, can lead to stagnation in development and

negative perception by team members. They are related to the needs of students as they move from course to course and grow and the real opportunities to achieve them, their desire to engage in different types of activities, their inner worlds and their need to have sufficient means to express it.

It is advisable for the teacher to assist the students in resolving such conflicts.

Based on the identified ideas, we have developed the following stages of organization of educational activities in student communities: the first stage - "Creating an academic group of students", the second stage - "Development of creative initiatives of students", the third stage - "Development of student leadership skills.

The peculiarity of the organization of educational activities in student communities is that as students develop social skills, they can implement various projects, organize teams for self-organization, as well as help junior students to solve their problems and implement initiatives. Encourages.

The teacher must provide pedagogical assistance to students at each stage. It supports, activates and encourages students' activities in the creative solution of personal and social problems and the development of social potential. In our study, we identified the goals and objectives of the education of university students, the content of the activities of teachers and students, forms of education, the task of revealing the leading technologies at each stage.

In doing so, the following: I.D. Avanesyan, T.V. Anoxina, V.P. Bederxanova, R.U. Bogdanova, P.B. Bondareva, O.S. Gazman, N.A. Jokina, I.P. Ivanov, T.M. Kovaleva, V.A. Lukov, E.S. Polat, T.M. Mitroshina, E.V. Titova, B.E. Fishman, M.P. A number of scientists, such as Cheremnyx, have relied on research.

In student groups, the first stage of the educational process is "Creating an academic group of students", in which the teacher cooperates with the students of the first-year academic group as much as possible.

The general logic of teacher-student collaboration can be imagined as the study of theoretical materials about the community with students, planning, organizing and developing group work, team creative work, and creating conditions for students to self-organize the life activities of student communities.

The activities of teachers and students can be expressed in the form of the following series of steps: 1) the selection of issues that are important for the individual student; 2) understand the problem, 3) make a plan to solve the problem; 4) implementation of the plan; 5) understanding of the activity; 6) self-improvement; 7) apply the experience in a new situation.

In short, to know, master, apply in practice the forms, methods and means of effective organization of educational activities in higher education institutions, namely, educational work, their management and design processes, qualitative analysis of the results of individual professional pedagogical activity, best practices every educator is required to have the skills to learn and effectively implement them in practice.

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