



## Self-Education of Students as An Indicator of the Quality of Training Specialists in Universities

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### ABSTRACT

Students' self-education in modern conditions of society development, in the age of rapidly changing technologies and the acquisition of massive amounts of information, are dictated by increased requirements for the level of training of specialists in higher educational institutions. One of the most important indicators of professional competence of a specialist in the modern period of time is his ability to self-education. The transition to the formation of specialists of a wide profile, combining deep fundamental knowledge and thorough practical training, requires the activation of cognitive activity of students. Of particular importance is the formation of the need for active cognition and self-improvement of the individual, which requires its own sociological solution. This is due to the improvement of the mechanisms of social, economic and pedagogical management of universities, taking into account the human factor. The skillful use of the full potential of the educational process, the use of informal, creative means and methods of introducing students to values - all this makes humanitarian training a promising form of personal development of a future specialist

### Keywords:

self-education, student, mechanism, social, management, knowledge, qualification, questionnaire, motivation, educational activity.

**Introduction.** A modern student needs to constantly work on improving the quality of their own knowledge and skills in the process of independent acquisition of knowledge. In this regard, today the problem of self-education of students is extremely relevant. A modern student today is valued not for the fact that he has encyclopedic knowledge, but for the fact that he has a logical mindset, and to find solutions of a very different nature, regardless of the degree of complexity, his ability to navigate situations where a professional approach is needed. That is why it is necessary to develop self-educational activities of students on the territory of higher education in order to prepare students of highly qualified specialists.

In recent years, large-scale measures have been taken in the Republic of Uzbekistan to

create a higher education system that meets the priority areas of socio-economic development and the requirements of international standards. The creation of new higher educational institutions in the regions, the opening of modern areas of education and training specialties, as well as correspondence and evening departments, an increase in admission quotas to higher educational institutions are important reforms in this direction. At the same time, a number of problems remain that hinder the improvement of the quality of education in higher educational institutions, ensuring the active participation of these institutions, large-scale reforms being carried out in the republic, transformations in the social and economic spheres, in particular:

the process of organizing training in the system of higher education, the system of assessing the knowledge of students does not meet modern requirements; the lack of effective public control over the educational process in higher educational institutions leads to the persistence of many problems, primarily cases of corruption in this area;

the participation and initiative of higher educational institutions in the large-scale and systemic transformations carried out in the country are invisible, their activities in this direction still remain unsatisfactory.

All these problems need to be solved in order to radically improve the quality of education in higher educational institutions, ensure their active participation in the large-scale reforms being carried out in the country, as well as the consistent implementation of the tasks defined in the new strategy and development of Uzbekistan for 2022-2026, which provides for bringing the education system to a level that meets international standards. It is obvious that in the process of training specialists at the university, the learning process cannot be limited only to the acquisition of knowledge, skills and abilities in certain disciplines, a serious qualitative restructuring of this process is necessary in the light of modern requirements.

Active motivators of self-education, as well as any other social activity, can be a direct, active interest in this activity and motives of moral, aesthetic and psychological satisfaction.

It is believed that the need is a sociological category expressing the costs of people due to the level of development of production and culture and the type of prevailing social relations.

**Research methodology.** Within the framework of the sociological approach, the definition of self-education as a type of free activity of an individual (social group), characterized by a free choice of occupations associated with increasing cultural, educational, professional, scientific levels and aimed at satisfying both the spiritual needs of the individual and the needs for its socialization and self-realization, is most relevant to the modern understanding [1, – p.145-155]. Here the concepts of socialization

and self-realization play a key role because it is very difficult to decide what to study, how to study, how effective it is, and how long this desire will last, because we live in an information age where the priority of interests is changing very quickly.

The change of educational paradigms has led to the consideration of self-education as a social phenomenon of great importance both for society as a whole and for individuals and individual social groups, communities. The increasing role of self-education, as the researchers note, is due, firstly, to global changes associated with the transition from a post-industrial to an information society, which assumes the work of a person with information as a leading activity. Secondly, in the conditions of modern market relations, the value of self-education as a tool of social mobility is actualized.

Thirdly, self-education is becoming one of the priority elements of the lifestyle of a number of social groups, contributing to a change in their place and role in the social structure of society.

And, finally, self-education is one of the main factors and indicators of personal improvement, and, consequently, of society [2, – pp.43-46]. As modern life demonstrates to us, in most cases the success of people depends on self-education.

From the standpoint of understanding self-education as a type of continuing education, the category of "informal education" proposed by B.S.Gershunsky should be used [3, – pp.144-146]. This, according to the scientist, is one of the effective channels for connecting the limitless educational potential of society to the system of continuing education through the daily life of a person (communication, reading, visiting cultural institutions, traveling, mass media, etc.). In essence, a person creates this sphere of education for himself, that is, he turns the educational potentials of society into effective factors of his development. Thus, self-education, as an element of continuing education, represents a qualitatively new level of personal development, which makes it possible to effectively solve modern socio-economic problems, reproduce the changing social and professional structure of society.

**Analysis and results.** During the sociological research, a survey was conducted in the form of a questionnaire, in which there were 17 questions, of which 6 closed questions, 4 semi-closed questions and 7 open questions. When analyzing the questionnaire on self-education, it turned out that half of the surveyed students consider themselves to be an "average" group of students in terms of academic performance, 37% attributed themselves to a "strong" group and 10% to a "weak" one.

The attitude to study, during the period of study at the university, the students, basically, did not change and remained good. As for preparing for exams and tests, most of the students, according to them, prepare for questions before going to the exam, 4.3% of the students surveyed go to the exam or test, thinking that they will be lucky and the teacher will give them a positive mark.

As for the reading of books by students to prepare for classes, PC and IC, the analysis of the sociological survey showed that respondents mostly read only occasionally, preparing for exams and only in certain subjects. Only 8.5% of respondents never read.

To the next question about the understanding of the term self-education, most students believe that self-education is self-realization, therefore, they have no idea about the concept of self-education at all. Most precisely, 3.1% defined the concept of self-education. By self-education, they understand reading books independently, preparing for classes, completing assignments on the subject.

Also, the majority of respondents believe that students should engage in self-education, and the attitude of students to self-education in most cases is positive. On the question of understanding the concept of an abstract, students' opinions differ. Most of the students mean by the term "abstract" a written report or a speech on a specific topic, which contains information from one or more sources. In second place, under the concept of "abstract", students understand independent research work demonstrating knowledge on a particular problem.

Thus, it can be concluded that students have a positive attitude to self-education, but in practice they devote a small amount of time to their own self-education. And they are engaged in it only in individual subjects.

**Conclusions and recommendations.** Thus, in the work done, an important component was studied – self-education from a sociological point of view is not only the improvement of a person's knowledge system, but also the improvement of his activity, i.e. the ability to manage it, change it and rebuild it, even improve the motives and goals of this activity.

People's attitude to the world is diverse, and it is based on practice. Modern science distinguishes two most important forms of mastering reality – practical and scientific-theoretical. The scientific and theoretical form can manifest itself in a variety of ways: this is organized teaching, self-education, and the study of reality, etc. The attitude of students to self-education may be different.

It is necessary to establish clear criteria to make a conclusion about the types of such an attitude. Let's define four such criteria: 1) the need for self-education as an internal necessity of cognition and its satisfaction; 2) the degree of systematic self-education; 3) the content of self-educational reading, its intensity; 4) the ability to work independently.

Students of the 2nd and 4th courses evaluate the interfering factors differently. This can be explained as follows. First-year students are helped to study by the increased nervous tone that is created in applicants during the period of admission to the university. In the process of further study at the university, this increased tone weakens, the knowledge gained in secondary school becomes insufficient, the volume of new knowledge increases. There is a growing need to organize their cognitive activities correctly, but it is the knowledge of self-organization that students lack during this period. Therefore, the influence of the fatigue factor appears and increases, which means that the level of academic performance decreases. The ability to acquire new knowledge should replace the old, still school-based, knowledge that has exhausted itself. But often, at the end of

the first or the beginning of the second year, those qualities that are associated with the organization of independent activity and the ability to work with literature, i.e. to generalize and highlight the main thing, analyze and compare, turn out to be insufficiently formed. These skills occupy a large place in the professional activity of a specialist, therefore, special attention should be paid to their formation [4, – p.25].

Summing up, it should be noted that an important condition for the effectiveness of independent work is the positive attitude of students towards it. Understanding the necessity and importance of this type of activity for the development of creative qualities of a person and simply for expanding horizons stimulates the development of independent cognitive activity. The implementation of the main provisions of the study set out in the introduction gives grounds to draw the following conclusions and suggestions [5].

1. One of the most important attitudes of teaching and educating students is the formation of their conscious ideas about the essence of self-education, the role of self-educational reading, the development of the ability to speak correctly, write, read, make plans, theses, notes.

2. It is necessary to write textbooks that enable students to establish their own level of ability to work with a book, which is for them the main source of study, self-education and an indispensable assistant to a future specialist.

3. At the very beginning, students, as a rule, highly appreciate their ability to work with a book, only 6-7% of the first-year students surveyed admitted that they do not know how to work with a book. The manual will allow many students to be convinced of the need to improve the technology of intellectual work.

4. The process of self-education is individual, and if students proceed from their own interests and needs, then teachers should build their work based on both today's interests of students and tomorrow's needs of graduates. The incentives and motives for learning and self-education should merge together. The pedagogical effect can be achieved only if the guidelines of the manual are implemented in the

course of lectures, seminars, practical classes in all disciplines studied.

5. Each subject has its own specific content and, accordingly, a specific function in the development of students' need for self-education. When studying different disciplines, the possibilities of stimulating reading are different. Therefore, the efforts of all teachers are important and necessary. The existing organization of the educational process, when a student has about 40 hours of classroom lessons per week, does not leave enough time for self-education.

6. In modern conditions, the university should not only stimulate self-education, but also allocate students some time for it. Therefore, it is necessary to streamline the system of independent tasks, determine the amount of time needed to perform independent work on each subject. The new attitude to education in connection with the transition to the credit system imposes additional requirements on the university library.

7. The process of organizing self-educational reading is effective only if the library has the necessary number of copies of mandatory and additional literature.

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