University students training and their organization

UNIVERSITY STUDENTS TRAINING AND THEIR ORGANIZATION

FORMACIÓN DE ESTUDIANTES UNIVERSITARIOS Y SU ORGANIZACIÓN

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abstract

This paper has been dedicated to Higher Education Student Organization Based upon the work by I.A. Zimnei, T.I. Ilina, V.V. Kraevsky, G.M. Kodjaspirova, I.Ya. Lerner, I.F. Kharlamov and other researchers. The authors analyzed the concept of training students of a university and its components. They also clarified the national and international experiences systems in organizing students training in a higher education institute. This paper also provides a complete set of training conditions, contributing students' higher education organization. It includes the following parts: Modifying student values in the training process of university; developing cognitive activities of students and developing educational process in university given the regulations of a personality-oriented approach.

Keywords: Education, students, students-oriented approach in education, students' cognitive activities, evaluation of university students.

Este documento ha sido dedicado a la Organización de Estudiantes de Educación Superior Basado en el trabajo de I.A. Zimnei, T.I. Ilina, V.V. Kraevsky, G.M. Kodjaspirova, I.Ya. Lerner, I.F. Kharlamov y otros investigadores. Los autores analizaron el concepto de formación de estudiantes de una universidad y sus componentes. También aclararon los sistemas de experiencias nacionales e internacionales en la organización de la formación de estudiantes en un instituto de educación superior. Este documento también proporciona un conjunto completo de condiciones de capacitación, contribuyendo a la organización de educación superior de los estudiantes. Incluye las siguientes partes: modificar los valores de los estudiantes en el proceso de formación de la universidad; El desarrollo de actividades cognitivas de los estudiantes y el desarrollo del proceso educativo en la universidad dadas las regulaciones de un enfoque orientado a la personalidad.

Palabras clave: Educación, estudiantes, enfoque orientado a los estudiantes en educación, actividades cognitivas de los estudiantes, evaluación de estudiantes universitarios.

Introduction

An introduction to the problem:

Organizing Education is one of the most intense scientific and practical problems of modern education. Students learning activity is the source of their personality exclusive development which not only affects the system of various values but also has the attitude towards society, job, people and self.

In the modern conditions of transition to multi-variable training, related to categorizing educational programs and strengthening the individuality of their call, the training opportunities of Education increases. Therefore, training students is of crucial importance in the lifetime learning phase (Baholskaya, 2017; Sarantsev, 2016).

In the condition of self-direction for continuing education and self-learning, the need for cognitive activities form in which professional training and achievement are not impossible.

Urgent and fundamental problems:

The necessity of organizing students training in higher education is determined by some of contradictions:
1- Firstly; the educational duties by university instructors are usually an extra burden and prevent them from teaching special academic subjects.
2- Secondly; there is a mistake that Educational processes are performed in parallel while they act simultaneously in the process of comprehensive education.
3- Thirdly; there is a misunderstanding in the procedure of education as asset of particular events that shall be conducted separately from educational process of university by someone other than instructor.

It is worth noting that through learning national and global science and culture, the students may develop their personality as a subject of life activities. Awareness of social value of Education affect the person's activity and motivation (Bogomolova, 2009).

Studying problem:

Historical and educational analysis from various references indicate that there is a correlation problem in long-term education with the thought of phenomenology. Therefore, even Plato argued in the "The Rules" that the most important issue is appropriate education.

Later, there were some efforts to define parents and learning, separate these processes and analyze their relations.

The concept of "Educational training" was introduced by Education Organization which noticed training as the main tool of Education.

At the same time, he highlighted Education and Training as the particular processes of goals, meanings and results (Goncharov, 2004).

In Russia, from the second half of nineteenth century to the early twentieth century, Education was noticed for the continuity of education in the works of Russian scientists and teachers as the main tool of training a spiritual and moral personality (KD Ushinsky VP Vakhterov PF Kapterev). Therefore, it is the subset of a defined educational procedure (Zimnyaya, 2003).

In this study, we rely on the ideas of I.Ya Lerner. As a unit procedure, Education includes attracting knowledge, skill, experience of creative activity and emotional training by students.

Moreover, if the first three components determine the level of a person's intellectual progress, a set of mentioned components form the content of person's spiritual growth in general (Polyakova & Lushkina, 2011).

The authors of paper point out that the domestic and foreign researchers try to give the actual sense to the educational training in such a way that there is no need for teaching in education. The authors also say that it refers to the mechanism of their interaction in whole process of personality development. These conditions led to the selection of paper subject (Ahmadi et al, 2014).

Hypothesis:

Students' education is discussed in the execution of a set of following educational conditions:
Modifying students' values in the educational procedure of university
Developing cognitive activities of students
Making educational process in university with the requirement of student-orientated approach

Methods

Developing the ideas of training students based on the principles of cohesion, activity, coherence, individuality, feedback, merging at the level of interfiled relations, feedback activities and problems. The work is based on the following methods: theoretical-analysis, synthesis, systematic, modeling, experimental-dialogue, observation, qualitative and quantitative analysis of research results, experiment (Ardashkin et al, 2015; Arokiasamy et al, 2013).

The Main Part

Based on the works by GM. Kodjaspirova I.A. Zimney I.F. Kharlamov and other researchers, we are sought to discuss education as leaning process, in which the goal is achieving an excellent relationship between students, having knowledge and skill, dominance on experience from creative experiments and forming a valuable emotional relationship with the world, and each other.

The authors of the paper have been persuaded that a comprehensive approach of Education in the learning process includes all components of educational process: goals, content, methods and forms of organizing education and its results, educational guidance (Bakholskaya et al, 2018).

Merging the functions of individual components of education is not a measure but a novel qualitative phenomenon, the nature of which is stated in the mutual effect and dynamicity of education in a unit process.

Determine the properties of components of students' higher education:

1- The goals of higher education

The structure of training community is based on merging the goals addressed to the personality, student and teacher. The convergence of instructor and student's goals depends on the level of education of students. The dynamicity of education and its procedural direction in the flow of executing educational programs is determined given the quality of innovation, mental factors especially the value of instructors and students' attitude towards cooperation and common activities. Setting the goals of education is a monitoring process. The instructor updates educational goals based on relationship, perspective, continuity and the approach to the goals. The effectiveness of whole educational process depends on precise timing and educational goal setting besides the learning goals.

2- The content of educational training

The main goal of educational training content majorly includes provisioning cognitive principles for developing the personality of student, dominance on knowledge system integrated skills and encouraging the students to continues self-learning. Through educational content, dominance on scientific knowledge system, the students who are involved in social culture, development, civilization feel the development of science and technology.

The future of social development is close to what young generation trains. The educational content is also a basis for formation of scientific world and the beliefs of students and introduces them to historical-social experience of activities and relationships of people in different civilizations. The ideological educational performance of educational content also determines the educational value in education and training of our time given the revision of scientific knowledge content, achieved by students and increasing continuously. Academic education has turned to the important factor of social importance. Given it, the problems of merging scientific knowledge, a combination of theoretical and particular knowledge, studying scientific concepts, theories, basic rules of nature and society, science methods enable the person, as a value in the system of person-person, to change the reality. Dominance on modern knowledge system led us to educational direction and contributes the development of professional quality of students. Attitude towards world, recognizable through the content of educational articles, not only is related to the wisdom but also involves person's emotional and moral domain as well tough the level of understanding is not always coordinated with moral criteria and level of evaluation. Without the formation of knowledge unity and the attitude towards them, regardless of evaluation about the study subjects, the students do not activate the necessary criteria for evaluating the social phenomena and self-evaluation of the facilities for entering the public life. The ability for analysis and evaluation of new realities, working on previously acquired knowledge in the new conditions, deeper and more public conclusion ensures the feely choice in difficulties of life.

3- The methods of educational training

The cognitive activities of students, in which cognitive and educational activities are performed simultaneously, depend on choosing teaching and related educational methods. The educational performance of teaching methods is through promotion of available professional knowledge by developing an active, creative and cognitive development. For example, Cognitive Dialogue is converted to a discussion method on moral problems. A difficult situation causes cognitive activity and moral activity and the mutual questions of teacher and students, interested in knowledge. It also strengthens the research abilities and skills.

Educational methods are compatibly related to the environment because the learning activities of students is created not only given self-knowledge but also based on personal experience of students, the level of education and their values on knowledge, working, profession and self-learning. Merging the teaching methods in a united educational process enables us to investigate the methodological problems of science with more students, related to teaching and real problems of life.

4- The form of Education Organization

Educational functions reveal the forms of

organizing educational activities profoundly. If the instructor succeeds in rewriting the behavior norms in the experience of students relations, the combination of teaching forms through formation of the experience of human relations between students and between teachers and students. It is necessary for our study that intellectual Education Organization establishes the friendly relations of luckiness, major diversity in combination with efficiency of students. Being serious allows educational efficiency for students significantly not only in terms of knowledge acquiring but also in terms of meeting the needs of communications.

5- Educational leadership in the educational process

The effectiveness of educational management in the process of education depends on the professional preparedness of instructors for executing educational duties as well as the style of relations with students. The relationship between instructor and students, which is the personal basis for educational interactions, has an internal and external party. The external one appears in the way of creating the demands in the individual approach to the students and so on. the internal one is represented in understanding and sympathy in the process of activity, the adequacy of development driving force, the instructor's direction on students' measures, evaluations, judgements and personal achievements and the values of their life.

6- The results of educational training

Given the results of learning, it shall be noticed that parents are completely related to the comprehensive development of the person. The students learn the multi-dimensional knowledge, acquire public cognitive skills and develop a creative attitude towards their future professional activity. Meanwhile, achieving the scientific knowledge has been enriched with moral content. Learning means the depth of humanity, obtained in all diversities of integrated personality of student. Therefore, educational training not only includes the students of university, attracting knowledge about nature and society and behavior norms, but also there is a need for a personal attitude towards ideological and moral concepts. Based on this system, a system of attitudes which motivates the behavior principles, is created. This goals can be obtained by the interaction of all components of educational training: goals, content, methods and forms of organizing education and its results, the educational guidance.

In our point of view, the higher education will be effective on university given the following educational conditions:

Modifying students' values in the educational procedure of university

Developing cognitive activities of students

Making educational process in university with the requirement of student-orientated approach Consider more details:

- Academic education provides a set of basic values for students, reflected in it. it teaches them and then evaluate.

In terms of education, the values shall be considered which are useful for student life and contribute the development and improvement of his personality. Value can be the appearance of external world (thing, event, practice) and the thought reality (idea, image, scientific concept). You need to clearly imagine that any field is basically a part of values of whole set of scientific, artistic, moral and aesthetic values, created for human being and prevent working with students. The importance of it shall not be ignored. All of them are basically related to one human principle and their goal is to develop the experience of comprehensive life, high culture and mutual perception with other people.

Cognitive activity, as an educational phenomenon, is a mutual bilateral process in which cognitive activity is a kind of self-organization and self-realization. On the other hand, it is considered as the result of special efforts of instructor in organizing the activity of different students in cognition. The degree of professional activity of future is very dynamic and variable in educational process.

In this case, we can discuss the different levels of authors' cognitive knowledge activities in learning activities. Cognitive activities of students are explained in the following levels: relative active level of executive manager, active level and creative level. The tactic of educational interaction between instructor and students has been developed, refined and experienced in each level and the guidelines were published for university instructors.

However, it is worth noting that implementing the conditions above is feasible if the personality of students is focused based on global attitude and the experienced of subject. Therefore, for successful organization of education in university, we need to rely on the principles of personality-oriented approach. The personality development of students is not a collective subject but it is firstly as a person with exclusive experienced. We notice that executing the education, based on knowledge needs the development of such educational content that includes not only scientific knowledge but also metacognitive knowledge, techniques and scientific knowledge methods.

However, implementation of conditions above is possible if the personality of trainees is relied in the universal attitude and experienced of their subjects. Therefore, to organize Education and Training successfully, we have to rely on the

principles of personality-oriented approach because it provides the condition for student development based on natural data and personal benefits.

In form of personality-cognition approach, recognizing the individuality, the identity of each person, his growth, not as a collective subject, but majorly as a person with his exclusive personal experience. We particularly notice that executing knowledge-based education needs the development of such content which not only includes scientific knowledge but also metacognitive knowledge, techniques and methods of scientific knowledge.

An experimental study was conducted with the aim of investigating a selected set of educational conditions in natural conditions of university educational process in 2017-2019. The participants included the students of periods 1-4 who were totally 200. 16 instructors who were professional and expert also participated.

Conclusion

As the summary of the study, we can notice the following cases:

The importance of innovation- the theory of this study includes the explanation of training university students and analyzing its components.

The scientific importance of proposed work is that a set of measures have been developed in internal and external system of education in a higher education institute, based on which some measures have been developed and contribute creation and if necessary modification of students' values and the levels of cognitive activity based on personal tendency to self-learning activities.

All cases above lead us to the following conclusion: teaching and training students is conducted while their values are modified in the educational process of university. Development of students' cognitive activities and making educational process in an educational institute given the obligations of a personality-oriented approach, confirming the discussed hypothesis by the authors.

Conflict of Interest

The authors confirm that proposed data do not have conflict of interest.

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