

Pedagogical Characteristics of Organizing the Student Community in the Organization and Management of Educational Work Processes in Higher Education Institutions

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Abstract: This article analyzes the pedagogical features of organizing the student team in the organization and management of educational work processes in higher education institutions.

Keywords: Higher education, educational work, student, pedagogue, example, traditions.

The most effective way to educate the student community in the organization and management of educational work processes in higher education institutions is to set requirements and set a perspective based on their common interests.

The requirements will have a positive result only if they are carefully developed pedagogically:

1. Pedagogical requirements for the student should be combined with respect for each member of the team. This is an important part of pedagogical etiquette, which every group leader should not forget. More demands are placed on the best students of the group, that is, of the team, thereby giving them special trust and respect.
2. The team of pedagogues sets the requirements taking into account the specific conditions of a particular group. Every year, it is decided what requirements to impose on students in a certain quarter, semester or academic year. It is necessary to demand from students not what has been achieved, but what has been set as a task.
3. The requirements are clear and the possibilities of fulfillment are taken into account. Students should clearly understand what is required of them. It is to familiarize students with the content of the requirements and monitor their importance on a regular basis. It is very important to set perspectives in educating the student body. If the team does not have an interesting, clear goal, it is impossible to find a way to organize and consolidate it. There are two main ways to define prospects:
 - A. The teacher himself puts the main pedagogical requirement before the students. In doing so, he shows ways to solve these tasks and tries to interest team members;
 - B. Team members promote interesting activities, the team leader supports this initiative, and helps to find implementation methods. The first method is set at the initial stage of forming the student team - it is called the perspective for the near future. The second one is a medium-term perspective put forward by the group's activists at a much higher level. If all members of the team agree on the set prospects, it is called long-term prospects and means that the team has been formed. As the student body grows and strengthens, medium and long-term prospects are set before the team. For example: making toys for the adopted kindergarten, holding a harvest festival, organizing a summer trip around the beloved country, etc.

In order for the team to always move forward in its activities, it is necessary to put new, interesting perspectives in front of it. If the community life is not vibrant, then it will be very difficult to restore these ties. Traditions play an important role in the formation of the student

community. Nothing can strengthen the team traditionally. Forming traditions and preserving them is an important task of education. A school without traditions cannot be a good school. Existing traditions can be conditionally divided into two groups:

A) daily life traditions,

B) holiday traditions Daily life traditions include various types of mutual support of students in their educational activities, work activities - taking care of young fruit seedlings, feeding animals, helping the elderly who live alone, and includes other tasks. Holiday traditions include Nowruz, Independence Day, graduation night, and Literacy Day. In any case, the holidays should be bright, fun, cheerful, festive. The main goal is that the students understand the moral content of the event, and only if they have a conscious attitude, then its effect will be strong. During the stages of development of the team, in the process of various activities of team members, unique traditions arise in each HEI. These new traditions will be connected with the educational activities carried out in this higher educational institution, will enliven and decorate its life. Therefore, students are given great opportunities to actively participate in the origin of the new tradition. Teachers should not impose this or that extra tradition on the student body. Their task is to explain to team members the need to create traditions, to work together in preparing and carrying out traditions, and to teach students to continue these traditions, without making them feel or breaking their initiative. It is always necessary to introduce innovations that reflect new pedagogical requirements and increase its educational value. Traditions increase from year to year and gradually establish the uniqueness of OTM. Thus, perspectives and traditions related to learning activities are important at all levels of community development. At a high level of development, when there are authoritative activists in the group, a healthy social opinion, such perspectives and traditions can cover the activities of students in the classroom and outside of the classroom, and have diverse, sometimes complex forms. . Implementation of these perspectives and traditions increases the team's reputation in the eyes of students, other groups of students, teachers, and parents. In many family educational institutions, group teams prepare themed school evenings and science weeks with knowledge and entertainment programs every year. Only a strong team can do this. Each member of the team is usually busy preparing these events. A special educational effect of such perspectives and traditions is that the group community connects with their communities through it. It is necessary to systematically educate people in the spirit of the community, to create comradely and mutually helpful relations among them, in order to suddenly destroy the relations and habits that have been formed in people for several centuries. The main issue in community spirit education is to raise the consciousness of all people to the level of requirements for the construction of our new society. Based on the above, it is possible to indicate the following as the main factors of educating young people in a team spirit:

- to give examples from the work experience of the most advanced enterprise teams, from the lives of families and parents who are exemplary in unity, unity, mutual support as a team and comrades;

- to explain, on the basis of comprehensive examples, how people should be a community in their lives, live in a friendly brotherly relationship with each other, work and create, and open a great way for their lives and marriages to always be beautiful and happy. . On the contrary, if people live their lives without properly evaluating the community and its requirements, it is expected that marriage will pass without heart, joy and spiritual wealth. Philosophically and pedagogically, he interprets these characteristics and principles of the community in a wide and deep way. Community and individual relationships are important. A person's personality is related to his relations with other people, society, homeland, and all opportunities. So, a person is a biological concept, a personal social concept. In the example of the Shura society, we can see that people's natural needs are condemned and turned into social mechanisms, nature is also politicized, and people are devalued by ideological oppression. The general interest of the team and the personal interest of the students are combined and harmonized. And in this case, students

learn that the goal and interest of the team is more important than personal interest, that one person thinks about everyone (everyone in his team), and everyone (the whole team) thinks about every person in this team, care understanding the need to do will increase students' consciousness. More importantly, the mutual respect of team members turns into friendship. Now the teenager realizes that life without friends is very boring and meaningless.

So, the fate of our Motherland is, first of all, the fate of all working people. It is everyone's duty to fight for it. Patriotism is a moral characteristic of a person, it is an unrelenting desire to become a worthy citizen of one's motherland. Therefore, since ancient times, it has been understood to love one's country on the basis of patriotism. Interethnic harmony is also one of the main features of society. The idea that education of students in the spirit of inter-ethnic harmony is carried out on the basis of teaching literature, foreign language and other subjects is wrong. The child is brought up in the spirit of patriotism, first, in the family from the very early age, and then from the first group of the school. In the family, all the big and small children are together and listen, watch and discuss together the broadcasts of students of different nationalities on the radio and TV. This is of great educational value. In addition, group and extracurricular activities carried out in the school community are also a powerful tool that influences the education of students in the spirit of inter-ethnic harmony. In particular, the fact that children of Uzbek, Russian, Ukrainian, Belarusian, Georgian, Armenian, Kazakh, Tajik, Turkmen, Azerbaijani, Tatar, Karakalpak and other nationalities study and live in harmony with each other in the school community is a testament to this interethnic harmony. strengthens and plays a big role in the further development and strengthening of friendship between them. So, the characteristics of inter-ethnic harmony education in the community are manifested as follows:

1. When educating students in the spirit of inter-ethnic harmony, they must pay attention not to the customs and characteristics of one nation, which are different from the other, but to the general traditions that unite and bring together representatives of different nations for a common goal.
2. In conversations dedicated to educating students in the spirit of inter-ethnic harmony, give examples from the lives of peoples of different nationalities, show their struggles for peace, work, freedom, equality, brotherhood and happiness.
3. To inculcate in the minds of students the universal human values that have arisen among nations as a result of the struggle for unity of the peoples of all nations of the world. For example, introducing students to national traditions such as the hospitality of the Uzbek people and respect for parents.
4. The first task of international education is to educate students in the community in the spirit of mutual friendship, brotherly relations, mutual support and mutual respect. Another feature of community education is peer support. The feeling of comradely mutual support is first instilled in the family, in the school environment, in the process of working as a team. Everyone in our society begins to feel the need to help each other as comrades from a young age. It is necessary for teachers and parents to support this feeling, to help its wider formation with all means and pedagogical skills. Social sciences are the closest assistant to students in this field. Students learn about mutual assistance between people, communities, and countries and understand their meaning. It is an excellent resource for educating people, students, in reading letters and in mutual relations, the feeling of sharing and helping. In addition, the next form of peer support is the constant attachment of students who are good learners to students who are not learning. Likewise, attaching to a group, group, etc. is a form of mutual aid. Another form of peer support can be seen in preparing lessons as a small group. Friendly mutual support of students is seen in art lovers, preparing students for sports competitions, helping them in the work of leaders. Friendly mutual support is a way to actively participate students in Saturday and Sunday classes. Efforts to have a conscious attitude to work, organization of Saturdays and Sundays in our country are especially important. It should be said that it is the main source of education of public feeling in the community - students. Any team, no matter how it is, no matter what

specific task is set before it, must use it as a source of education for students. The student community serves as a source of one or another component and qualities of students' education.

Thus, the fact that the team is the source of educating students' sense of community can be clearly seen in the fact that students participate in social and useful activities as a team, go on trips as a team, participate in summer labor and recreation camps, and participate in various competitions and competitions. . As students participate in these events, they develop moral qualities such as working together for the common good, caring for the benefit of the community and putting the common good above personal benefit, mutual help, cooperation, unity, and harmony. In some cases, some students may develop negative moral manifestations, such as individualism and selfishness, which are against the public. In our opinion, it is necessary to take into account the above situations when determining that the community is a source of education of the sense of community in students. So, community education is primarily intended to be a joint team, to work for the benefit of the majority, to subordinate one's personal interest to the common good, and to inculcate in the minds of students to help each other impartially and as comrades. In the process of education, there are various ways and means of education in the spirit of community and comradely support. For example, engaging them in social work, sports competitions, trips, debates and conferences, group lessons, group meetings, individual and group conversations about comradely mutual aid, radio and broadcasting. are the most basic means of education. It is very important to educate students in the community spirit and to hold discussions based on the specific goal of applying their knowledge about the community to practical life. It is known that the group leader, the organizer of the educational work, from time to time has discussions among students on various topics, with the tasks and form set before him, to some extent differs from the discussions. About a month before the debate, the topic of the debate is chosen and brought to the students' attention. It provides information about the conditions and requirements of the debate, from whom to consult for preparation for the debate, what kind of literature to read, as well as the approximate plan and guidelines for the topic of the debate. For discussion, topics are chosen that help to convey the meaning of more team, comradely mutual support. It is appropriate to hold discussions on the following topics during four academic years in the HEIs where we are experimenting. During the discussion, the student freely tells what he knows about the topic. Debate helps students understand complex issues, demonstrate their understanding in front of their peers, and expand their knowledge base. The student will benefit from valuable ideas and advice during the discussion. Also, the specific subjects of the teachers who completed the discussion will help to supplement the students' knowledge. That is why students prepare for the discussion with great interest and actively participate. Community and comradely mutual aid is manifested first of all when people work together towards a common goal. In our company, any conscious creative work, as well as agricultural and industrial workers, is performed by using the knowledge, intelligence, and will. This is based on unity, cooperation, and comradely mutual support. Without it, the quality and productivity of work will not be as desired. So, the socially beneficial work of students, using their knowledge, feelings and will, is related to the decision of the public feeling. That's why students working together and working towards a common goal is the main factor of the community. The team, socially useful work has a strong influence on the friendship and unification of students, and at the same time, it helps all students to stick together tightly around the team. Participation of students in socially useful work helps them to develop feelings of reciprocity, friendship, comradeship, and cooperation. It should be said that the clearer the purpose of the work, the task performed by the students, the stronger the interaction and unity of the students. When students do something as a team, they get satisfaction from that work, they are happy that they have fulfilled their duty in front of the team. As a result, the interest of students in labor and national affairs will increase, they will deeply understand new work and living, study and learning as a vital necessity.

In higher education institutions, students are taught that work is the source of pleasure, that work, and only work, can make all of a person's dreams come true.

We pay special attention to valuing any kind of work in teaching students to work and having the right attitude towards work. Hashar has its historical and social roots. In the past, as a result of hard labor, poor farmers were alone and did not have the opportunity to work the land allotted to them. Hashar in its essence is team work, and it can be called team work dedicated by the team for the benefit of a certain person. Because in this way, a certain person, on the one hand, will benefit materially, and on the other hand, he will be enriched spiritually. It is characteristic that the students' visit to the festival creates a good mood in them. Therefore, it is not difficult to notice that hashar brings joy and pleasure to students. Through Hashar, students' parents, school administration, student body, group team and, in general, feel that they have fulfilled their duties as students in front of the public. At the same time, students feel more refreshed, energetic and loyal by meeting people's needs by participating in the hashar. By participating in the festival, students realize that serving the common good and pursuing higher goals is the primary duty of people. Finally, by participating in the hashar, the students will increasingly form public qualities such as close contact, making friends, helping each other, solidarity, unity, self-sacrifice. Therefore, hashar is one of the main means of educating students in public spirit. Along with the teaching process, the importance of work outside the auditorium is extremely important in educating students in a team spirit.

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