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## **TO ENHANCE STUDENTS ENGAGEMENT THROUGH TEACHING METHODS**

*Annotation:* The paper presents the arguments justifying the need to cultivate organizational commitment among students as a necessary resource in the development of a modern educational institution

*Key words:* Organizational commitment, educational process, involvement, non-involvement, educational process management, quality of the educational process

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## **УЛУЧШИТЬ ВЗАИМОДЕЙСТВИЕ УЧАЩИХСЯ ЧЕРЕЗ МЕТОДЫ ОБУЧЕНИЯ**

*Аннотация:* В статье представлены аргументы, обосновывающие необходимость воспитания организационной приверженности среди студентов как необходимого ресурса в развитии современного образовательного учреждения.

*Ключевые слова:* организационная приверженность, образовательный процесс, вовлеченность, неучастие, управление образовательным процессом, качество образовательного процесса.

Over the past decades, educational institutions have been developing in the conditions of economic, cultural, social transformations that are caused by the requirements of the external environment. Differentiation of higher educational institutions led to radical internal changes in the educational space of universities, reflected in their image. Having different statuses, they try to use all available resources to maintain their competitiveness in the educational

services market, opening up new areas of training, improving the content and teaching methods.

It becomes fundamentally important for the school to get non-random, “their” students who meaningfully made their choice, share the mission, development strategy, goals of the institution, are the spokesmen of his ideas, can become the engines of this development. Foreign sources call such people stakeholders. Groups of stakeholders can consist of the university administration, teachers, graduates, employers, students. Students can be considered as key stakeholders, on which the real performance of the university depends. It depends on their efforts whether the educational process of the university will turn into a process of developing competencies and attitudes of future specialists in a particular field.

Involvement is a complex phenomenon, the explanation of which is given in different areas of human knowledge. In search of the essence of man, many researchers turned to the category of “involvement” and understood it differently. E. Mounier defines engagement by defining the role of labor in human life. N. Berdyaev interprets involvement as a “creative act,” P. Landsberg connects involvement directly with a person, with the state of his freedom. The person involved is a free person. However, involvement becomes personal only when a person has the opportunity to voluntarily renew his action each time, without contradicting his values, without renouncing his personality. Freedom is presented in it as a constant value. These ideas are undoubtedly in tune with the humanistic approach to education implemented in modern higher education.

In psychology, the categories of non-involvement / involvement (mindlessness-mindfulness) are understood as the mental state of cognitive activity. If this is a state in which “the individual consciously deals with environmental stimuli”, “is involved in the active creation of the environment”, this is a state of mental involvement A state of reduced cognitive activity in

which “the individual processes environmental stimuli automatically, without taking into account new "(or simply other aspects of these incentives), or when an individual is faced with multiple or repeated specific experiences, it is defined as a state of non-involvement."

The concept of engagement is actively used in the management of an organization based on quality. The involvement of personnel and instilling in them a sense of ownership in the organization is one of the fundamental principles of this concept. Involvement is something special when the mind devotes all its attention to the cause, emotions are strengthened, attention is concentrated, behavior is distributed. A high level of involvement is a person's state in which there is an unconditional motivation to devote themselves fully to work or actions in the interests of the organization. In this state, a person takes the initiative and mobilizes all his capabilities and hidden reserves to solve the task. This condition is called emotional involvement. Involvement is the desire to make personal efforts, to contribute as a member of an organization to achieve its goals. Involvement in the organization's work can be achieved only if work in the organization encourages and shapes people:

- willingness, if required by the interests of the organization, to additional efforts, not limited to job descriptions;
- a sense of self-esteem, based on satisfaction with their professional achievements and their work;
- interest in achieving significant results for the organization of work;
- responsibility for the results of their work.

With regard to the university, the involvement of students in the educational process shows how and to what extent the potential of their human resources is used. In the modern concept of the educational process, there are several significant points related to the involvement of students in it. The pedagogical process is based on the interaction of teachers and students. It constitutes the essential characteristic of the process, because by virtue of its

specificity, it is a deliberate interaction (long-term or temporary), as a result of which, mutual changes occur in the behavior, activities and relations of the interaction subjects. Therefore, interaction with teachers in educational or extracurricular activities becomes a serious indicator of student involvement in the educational process.

It is generally accepted that the leading activity of students is educational activity. It most intensively affects the development of mental processes, the acquisition of professional knowledge, skills and abilities. Educational activity is characterized by increasing mental, emotional stress. Effective learning activities are not possible without appropriate activity. Learning activity in its traditional sense is the desire and desire of students to acquire as much knowledge as possible, purposefulness, perseverance and hard work. Meanwhile, as E.I. notes Perfiliev, most students have a strong gap between the desire to achieve social success and an understanding of how this can be done. There is an understanding of “what I want,” but there is no understanding how this “want” can be realized in an individual life situation. The resolution of this contradiction may be the involvement of students not only in educational activities, but also in other activities of the educational process. An essential aspect of the educational process is its content, which is determined by the set of relevant competencies. Hence, the involvement of students in various types of activities of the educational process complements the formation of professional skills required by a modern manager.

When measuring engagement, four groups of indicators were taken into account:

- the frequency of students' participation in various types of educational activities, namely, the manifestation of their activity / passivity in seminars, practical classes (questions for teachers, participation in group discussions, making a report or presentation, attending a seminar without listening to its contents while listening teachers, joint training of one-group students /

classmates for homework, tests and exams, helping other students in these types of activities, work on additional tasks, the implementation of which is not necessary to obtain an excellent grade);

- the frequency of students' participation in extracurricular activities of a group, faculty, university, outside their university;

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- the frequency of interaction with students of his group, his course, other courses, other faculties;

- the frequency of interaction with teachers on the subject of the studied course, on scientific work, on other aspects of life (work, hobbies, etc.)

According to the results of the assessment of involvement in various types of educational activities, it was found that on average 32% of students of all courses often interact with the teacher in the classroom, asking him questions, 35% of students do this sometimes, 33% of students rarely or never ask questions teachers in class.

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