

DIRECTIONS FOR IMPROVING THE MONITORING OF SPIRITUAL AND EDUCATIONAL WORK IN THE HIGHER EDUCATION SYSTEM

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Abstract

This article provides a scientific and theoretical analysis of the directions for improving the monitoring of spiritual and educational work in the higher education system, the goals pursued in improving such monitoring at higher education institutions (HEIs), and the issues involved in introducing a modernized monitoring system. The article also discusses the correction of the spiritual and educational activity process, the material and methodological support for organizing educational events, and the legal-normative, strategic, technological, and organizational aspects of management, along with the current state of these aspects and the ways to develop them.

Keywords: Modernization, teacher, student, higher education, spiritual and educational work, monitoring, long-term plan, spiritual level, social networks, websites, media platforms, seminars, round tables, reading evenings.

Introduction

Organizing spiritual and educational work under conditions of modernization is an extremely complex process. The purpose of improving the monitoring of spiritual and educational work at higher education institutions is to continuously analyze the content of how such work is organized, to study the existing situation, to identify measures for improvement, to develop recommendations for increasing effectiveness, to put forward proposals for future plans, and to design a mechanism aimed at determining the state and dynamics of all elements and processes, as well as any existing gaps.[7]

Based on this, taking into account both theoretical and practical possibilities, we have identified several important directions for improving the monitoring of spiritual and educational work in the higher education system. These directions are, first of all, aimed at ensuring the spiritual and moral development of students.

Defining the goals and objectives of spiritual and educational work.

In order to effectively carry out monitoring of spiritual and educational work at higher education institutions, it is important to clearly define its main goals and objectives. This

implies giving attention to the spiritual development of young people, moral values, and universal human values.

Introducing a modernized monitoring system.

Automating the monitoring process through the introduction of electronic platforms and information systems. This makes it possible to directly track activities and analyze results quickly and effectively.

Improving the qualifications of teachers.

Enhancing the professional skills of teachers responsible for carrying out spiritual and educational work. It is necessary for them to master modern teaching methods and technologies in order to effectively convey spiritual and moral knowledge to students.

Methods for assessing student activity.

Using new methods and indicators to assess students' spiritual development and their attitude toward society. These methods may be based on various tests, questionnaires, and expert evaluations.

Developing the views of students and teachers.

In assessing the effectiveness of spiritual and educational work, collecting the opinions of students and teachers and adjusting monitoring results based on their feedback.

Studying tolerance between peoples and cultures.

Explaining to students the importance of different cultures and strengthening work aimed at ensuring tolerance. This, in turn, helps develop social responsibility and universal human values across cultures.

Directly applying monitoring results in practice.

Developing effective policies and strategies to eliminate existing problems and weaknesses based on the data collected. In this process, the priority goal and practice of educational institutions should be to improve the quality of education.

These directions contribute to the use of modern approaches aimed at renewing and increasing the effectiveness of monitoring spiritual and educational work in higher education.

Steps for Renewing Monitoring

There are several important steps for renewing the monitoring of spiritual and educational work in higher education. The effectiveness of this process is of great importance for improving the attitude of educational institutions toward spiritual and moral education and for influencing its quality. The factors affecting the quality of monitoring can be conditionally classified as follows.



- Reviewing directions and indicators: Clearly defining the goals and directions of spiritual and educational work, as well as establishing clear indicators for measuring and evaluating them.
- Increasing social and moral literacy: Widely promoting values such as social responsibility, kindness, love, justice, conscience, and respect among students, and emphasizing their importance in the educational process.[6]
- Introducing digital systems: Using electronic platforms, advanced information technologies, and digital tools for analysis and monitoring of spiritual and educational work.
- Evaluating results and setting the right direction: Applying new methods, sociometry, and clarification techniques to assess students' spiritual growth.
- Working with educational institutions and partners: Cooperating with state organizations, religious organizations, and other social institutions of society to increase the effectiveness of spiritual and educational work.

Carrying out the tasks defined above serves as an important factor in helping the education system achieve high quality. Based on this, we studied a number of scholarly research works to determine what should be given importance when solving the problem of establishing monitoring.

Review of Scholarly Approaches

According to A.D. Askarov, “when solving the problem of establishing monitoring at a higher education institution, it is advisable first to clarify what issues will be examined through it, and only then to proceed with the next steps, because any activity begins with defining the task to be performed.”[3]

Having studied A.D. Askarov's views, we paid special attention to covering the following indicators when conducting monitoring of spiritual and educational work:

1. Monitoring and evaluating spiritual and educational events. The number and type of events held (seminars, round tables, reading evenings, etc.), and the relevance of the events and their impact on the audience.
2. The number of participants and their active involvement.
3. Spirituality-related activity in the teaching and upbringing process.
4. The place of national and universal human values in the lesson process.
5. Work aimed at raising the spiritual level of students.
6. Sessions on spirituality conducted by teachers and administrators.
7. Monitoring of mass media and promotional work.
8. Spiritual and educational materials disseminated on social networks, websites, and other media platforms.
9. The number and quality of published articles, interviews, and video clips.
10. Promotion of national values in the mass media.
11. Analysis of the spiritual state of young people and staff.
12. Their level of knowledge regarding national values and spiritual upbringing.
13. Reading culture and creative activity.



14. The effectiveness of work aimed at preventing undesirable behavior.
15. Analyzing monitoring results and determining measures.
16. Evaluating the effectiveness of events held.
17. Identifying shortcomings and developing proposals.
18. Developing strategies to increase the impact of spiritual work.

We also present some of the following indicators, which are important for monitoring and evaluating spiritual and moral values, changes, and students' spiritual development at higher education institutions:

Evaluating students' spiritual and moral skills:

Students' attitude toward moral norms, social responsibility, humanism, love, and conscience.
Students' social activity and their aspiration to serve society.

Spiritual events organized by deans' offices and other administrative bodies:

The number and quality of seminars, trainings, conferences, round tables, and cultural events.
Implementation of training courses and projects on spiritual and educational topics.

The quality of spiritual and educational content:

Materials and courses in higher education curricula aimed at reinforcing spiritual and moral values. Teaching methods aimed at developing students' spiritual understanding.

Social and cultural programs for increasing students' spiritual and moral knowledge:

Educational programs at higher education institutions related to personal development and social community. Practical activities and master classes for carrying out social and cultural work.

Reports on the results of spiritual and moral monitoring:

Statistics and results related to spiritual and moral development. Cooperation of higher education institutions with specialized organizations, and the results and outputs of that cooperation.

Students' opinions and assessments:

Students' attitude toward spiritual and moral work, activities, and organized events. Students' views on the effectiveness of spiritual education and the impact of these changes on them. These indicators form an important basis for systematically monitoring spiritual and educational work in the higher education system and evaluating its effectiveness.

Challenges and Innovative Approaches

This process gives rise to certain difficulties related to the specific characteristics of educational and upbringing activity. Correcting the process of spiritual and educational activity, the material and methodological provision for organizing educational events, and the legal-normative, strategic, and technological-organizational aspects of management, as well as



forecasting its development, require the systematic collection, processing, and analysis of data, together with the selection of scientifically grounded optimal standards for decision-making.

M. Akhmedov, having studied issues of monitoring, states that “the stages of conducting monitoring, systematic and complex monitoring, the parameters and indicators of monitoring, and the evaluation of educational quality are discussed.”[13]

Accordingly, in the management process carried out through technologies for improving monitoring of spiritual and educational work in the higher education system, it is of great importance to ensure pedagogical monitoring among tutors, teachers, and students. Pedagogical monitoring is considered systemic. In this activity, it is essential to pay attention to the tendencies of education's self-development, the qualitative and quantitative characteristics of its functioning — including its goals, content, forms, methods, didactic and technical tools, and the results of teaching, education, and upbringing — as well as to the self-development of the individual and the collective.

J. Matthews, emphasizing the issue of organizing internal monitoring qualitatively, recommends paying attention “not so much to how effectiveness should be measured, but to what should be measured, and to how closely the factors being evaluated are connected to the goals, tasks, and functions of the organization.”[10]

The following methods, developed on the basis of the educational paradigm, can be used to introduce an innovative approach to the process of conducting spiritual and educational monitoring and to analyze theoretical data in the field of education and upbringing:

Digitalization and automation:

Digitalizing and automating the process of spiritual and educational monitoring serves to make this process efficient and rapid. This includes conducting monitoring on an electronic platform, automatically analyzing results, and recording them in real time.

Using analytical systems:

Using artificial intelligence and data-analysis software to analyze the results of spiritual and educational monitoring, enabling correct and precise processing of the collected data.

Monitoring social media and internet platforms:

Using modern technological capabilities to monitor information, opinions, and attitudes on social media and internet platforms. This can be of great importance for analyzing the psychological and spiritual state of students.

Psychological and sociological analysis:

Using psychological and sociological methods as part of innovative approaches, as well as studying social tolerance and social influence among students, ensures that monitoring is accurate and reliable.



Participatory monitoring:

In spiritual and educational monitoring, the active participation not only of analysts and specialists but also of the student community itself is important.

Through these methods, the monitoring process becomes highly effective and dynamic, serving to ensure the spiritual development of young people.

Practical Recommendations**Forming a spiritual and educational work program:**

This program may include trainings, seminars, and other events aimed at developing students' moral, spiritual, and social maturity.

Creating a monitoring system:

Developing a special monitoring system to assess students' spiritual and moral state. This system helps to analyze students' spiritual image during the teaching process.

Clear mechanisms within the educational process:

Clear directions and implementation mechanisms for spiritual and educational work at higher education institutions should be developed. For example, students' social activity, their spiritual presentations, and their contribution to higher education should be regularly assessed.

Training for teachers and specialists:

Developing training programs for teachers and specialists in monitoring spiritual and educational work and evaluating its effectiveness.

Receiving students' opinions and feedback:

It is important to listen to students' attitudes toward spiritual and educational work and their opinions. This helps in understanding students' needs and contributes to increasing the effectiveness of the monitoring system.[8]

Conclusion

In conclusion, monitoring in the field of spiritual and educational activity is a system of collecting, processing, storing, and disseminating data on the activity systems or their individual elements, as well as general information about students — including students living in rented housing and students belonging to other nationalities — and about the needs of parents (in culture, science, production, and public life) in relation to the educational and upbringing process. Developing a mechanism for improving the monitoring of work aimed at rationally organizing such a system is of significant pedagogical importance.

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