

ANALYSIS OF THE REASONS FOR ALIENATION OF STUDENTS FROM EDUCATIONAL ACTIVITIES

Matyakubov Xamidjan Razzokovich,
PhD, Senior lecturer, Urgench State University, Uzbekistan
E-mail.: hamdamtarix_377@mail.ru

Xudayberganov Aniyoz Niyazmetovich,
PhD, Dean of the Faculty, Urgench State University, Uzbekistan

Kalandarova Urinposhsha Yuldashovna,
Teacher, Urgench State University, Uzbekistan

Abstract: The actual problem of alienation of students from educational activities reveals the mechanisms of alienation, internal and external factors of this phenomenon have been studied in the present article. It has been stated that the relevance of studying the problem of alienation of modern students from educational activities in higher education is due to a number of circumstances. Dynamic socio-economic conditions of modern society, which requires not only a high level of professional training of specialists, but also the development of their ability to flexibly restructure their activities, show initiative, creativity, originality of actions and actions, the ability to live in conditions of instability, uncertainty and a high level of risk.

Keywords: alienation, educational activities, internal and external causes, values, social inclusion.

INTRODUCTION

The problem of alienation of students from educational activities at the University is one of the most urgent at the moment. There are a number of circumstances that contribute to this behavior of students. First of all, these are the socio-economic conditions of modern society, which require both professional training of high-level specialists and the development of their abilities to flexibly restructure their activities, show initiative, creativity, extraordinary actions and actions, and the ability to live in conditions of instability and high risk. Secondly, such a frequent phenomenon in modern times as the economic stratification of society has a significant impact on the atmosphere of relationships among students and their relationships with teachers. In conditions of existence of social groups with sharply different systems of life values, the study of this problem is becoming more difficult. But, unfortunately, the lack of a clear strategy for action in such conditions creates an emotionally negative background in the educational space of higher education institutions, thereby causing the manifestation of alienation from learning among some students from the first courses.

METHOD OF RESEARCH

Scientific and pedagogical, comparative and quantitative methods have been used in the paper. In addition, the researchers used different materials to collect data related to the study. In addition, methodological materials were studied; problems were generalized on the basis of the principle of objectivity.

RESEARCH RESULT

Considering the term alienation among students, we can give it the following definition: Alienation (students) from educational activities is a certain position not only of the student's refusal to participate in educational activities, from obtaining a future profession and becoming a high-level specialist, but also the threat of an aggressive attitude towards both educational activities and oneself [1. C. 25]. The study of this problem has a long history. It has already been described in the works of J. Locke, J. J. Rousseau, I. G. Pestalozzi, and C. D. Ushinsky, where the difficulties that hinder the learning process are revealed. After a theoretical analysis of the reasons for alienation of students from educational and professional activities in higher education, we identified the mechanism of alienation in the field of professional university training.

Having studied this problem, it became clear that the main problem in the emergence of alienation of students is a violation of the motive for educational and professional activities. In his research S. L. Rubinstein noted that "the main motives of conscious teachings associated with the realization of its objectives, is a natural tendency to prepare for the future, because the doctrine is their own indirect, occurring through the mastery human knowledge, knowledge of the world, the interest in knowledge" [2. C. 17].

Namely, the reason for the lack of motivation of students to study is due to the emergence of a number of external and internal reasons that are the trigger for the emergence of alienation. This happens when students have inconsistent goals and motives aimed at achieving the result of educational and professional activities. S. L. Rubinstein wrote about it: "The unity of activity specifically stands as the unity of the goals for which it is directed, and the motives from which it comes. The motives and goals of activity as such, in contrast to the motives and goals of individual actions, are usually generalized, integrated, expressing the general orientation of the individual, which in the course of activity is not only manifested, but also formed."

After studying the research of R. R. Bibrich, I. A. Vasiliev, and F. M. Rakhmatullin, we came to the conclusion that there are external and internal reasons that affect the phenomenon of alienation in higher education students. External causes can be divided into the following groups:

- economic;
- social;
- family education.

It is possible to look at some of them. Naturally, the direct influence of the family on the formation and development of a person's personality is indisputable. Perhaps the reasons for the violation of education in the family, namely inadequate family education, family culture and its values, have a direct impact on the emergence of alienation among students. Factors such as the separation of the adolescent from the family, the weakening of parental control, and the alienation of the family from the adolescent are two-way processes of alienation development. For example, many students, left without the usual parental control (perhaps due to their departure for earnings), which served as a motivation for them to study for a long time in school, lag behind when studying at the University and eventually alienate from educational activities.

Social factors include:

- low cultural level of society;
- inadequate perception of shared values;
- avoiding military service;
- early marriage.

It is natural to look at this issue on the example of revaluation of values,"... existential vacuum and many other symptoms of social pathology that occurs on the basis of a fracture

of the value base...". This is manifested in a low culture of the level of development of society. According to A. I. Ryzhikov: "Culture can become a reliable brake on the development of the phenomenon of human alienation. But a developed culture is not a complete guarantee of the elimination of the phenomenon of human alienation. The psychology of a cultured person can change dramatically for the worse if a person finds himself in an environment that promotes the development of the phenomenon of alienation"[3. p. 51].

The third group of external reasons we attributed to economic ones, primarily paid training. Tuition fees make most university students resort to search. As a result, the effectiveness of educational activities begins to decrease. The more hours a student is engaged in work, the more negative consequences associated with missing classes, which leads to inefficient and poor-quality professional training [4. C. 35-36]. At best, the student switches to a reproductive way of learning (rewriting other people's notes, or copying them). Lack of motivation among students, lack of awareness and understanding of the significance of individual subjects for the future profession leads to their alienation not only from the subject, but also from the upcoming work activity. The problem of alienation lies not only in the student, but also in how the teaching material is presented and how the control over its implementation is organized. Internal reasons include: moral, psychological, and physiological features of students the intellectual development. The development of the intellectual sphere of students is directly related to educational activities [5. C. 309].

Students have an insufficient level of preparation for secondary school programs, lack of responsibility and educational activity, and distortions in value orientations. Poorly expressed learning skills, insufficiently developed verbal and logical thinking, lack of concentration and distribution of attention, randomness of professional and life choices - all this leads to a decrease in working capacity and loss of educational interests, disappointment in getting a future profession. We believe that the analysis of the reasons for alienation of University students will allow us to approach the problem of overcoming alienation from the educational process and including students in educational activities.

The modern system of higher education is experiencing a two-way impact. On the one hand, a transforming society creates conditions in which the old educational principles no longer apply, and on the other hand, there is a change in the functions and role of education around the world due to the transition to an information or post-industrial society and the growth of trends leading to the integration of state educational systems (the Bologna process, etc.). In addition, today the higher education system is usually represented by bureaucratized, formally impersonal institutions, where the nature of interaction between people and daily activities are exclusively functional and alienated. In the new conditions of social life, an active life position, self-education and self-learning skills become relevant. To develop this, it is necessary to study the current situation of alienation of higher school students in the course of educational activities and search for social practices to overcome this alienation.

Modern social theory has traditionally developed three main approaches to the study of the phenomenon of alienation: universal, socio-psychological and sociological [6. p.115]. They differ in the nature of consideration of the nature of alienation and the proposed ways to overcome it. The first approach sees alienation as an integral universal component of human existence. Therefore, there is nothing you can do about it, but just accept everything as it is. Thus, the problem is removed by itself. The second approach considers alienation as an internal psychological state of an individual, due to the characteristics of his personality. Therefore, to overcome alienation, according to proponents of this approach, a person needs to undergo a course of personal therapy and take part in psychological training sessions. Representatives of the third approach see the cause of alienation in external social structures, in the unequal distribution of power and resources in society, due to socio-historical

conditions. To overcome alienation in this case, it is necessary to make changes in the social system, to transform the nature of relationships within it. From this point of view, alienation in modern higher education is a systemic characteristic. It is inexplicable and insurmountable only by the psychological characteristics of the individual. To overcome alienation in this case, it is necessary to include students in practices and activities other than traditional education. The advantage of the sociological approach is the ability to use it to offer real ways to overcome alienation, so this approach is most appropriate for this dissertation research.

All causes that reproduce alienation in higher education can be classified into three types:

- external, or contextual, in relation to the education system;
- internal, located in itself;
- directly related to the student's personality [7];

External, contextual influences include the socio-economic and political situation in the country, the situation on the labor market of graduates of higher education institutions, the attitude of employers and other social institutions to higher education in society, etc. Internal ones include the model of education itself, the type of interaction between students and teachers, methods, quality and conditions of training, in other words, the organization of the educational process (planning and rating-modular system for evaluating academic performance, information and methodological support), the level of teaching and the use of educational technologies, etc. The reasons related to the students themselves include: the psychological state of the student in the process of receiving education; the student's attitude to classes; internal motivation associated with self-development, disclosure of one's own potential, acquisition of new knowledge, and external motivation aimed at achieving a high position, prestige in society, and high earnings.

Intra-educational factors include problems of the education system. The first problem arises from the fact that in Russia there is a discrepancy between the higher education system and the new socio-cultural and socio-economic conditions. The current organizational structure of higher education was based on the departmental principle, determined in terms of content by the planned economy. As a result, the structure of training specialists in relation to the needs of the new labor market was not flexible enough. The second problem is related to the high inertia of higher education, which is not ready to live and develop in a constantly changing situation. The third problem is related to the decline in the level of training of specialists. The fourth is the problem of scientific and pedagogical personnel. It is associated with the predominance in the structure of the teaching staff of people from 41 to 60 years and older, as well as with an increase in the number of highly qualified specialists leaving the country. The fifth problem is characterized by the fact that many universities do not have sufficient capacity to independently modernize their curricula. Internal psychological factors include students' motivation for education. To date, there are three groups of motives for entering the University. The first is typical mainly for large cities and higher education here has a self-sufficient value and is a necessary sign of maintaining and reproducing social status. The second one considers higher education as a channel of social mobility and a guarantee of further employment. The third group of motives is aimed at higher education as a certain social guarantee. Higher education can and does play the role of a social "refrigerator" or "pantry", where young people try to escape from unemployment and the difficulties of independent life. The role of the university as a social protection leads to the fact that directly educational motives and goals become secondary, and, consequently, the degree of alienation of students from the process of learning, their disinterest in it increases.

Another factor we can designate as genetic is the formation of the General education system in isolation from the family, which, according to a number of researchers, set the included method of education.

CONCLUSION

The alienation of young students in higher education manifests itself in specific forms. The first type is the alienation of the student from the material they are studying. This happens because the knowledge studied and mastered by students is initially disconnected from its source and appears as information in the textbook. The second type is the alienation of the student from the educational process, which becomes an alien activity that does not bring inner satisfaction. The latent functions of the Institute of higher education have actually become predominant, overshadowing the explicit functions of knowledge acquisition and socialization in the professional environment. The third type is alienation of the student from his human nature, generic existence, and violation of family traditions. The modern student does not consider his studies as a way of developing his essence, as a continuation of family traditions, he does not form an image of his own life path, does not realize his vocation. The fourth type is the alienation of the student from other people, first of all, from students like him, then from teachers [8. C. 61-62]. This is due to the lack of a common field of experiences, open communication in joint creativity.

Practices of overcoming alienation in higher education can be called subjectivizing, since they contribute to the manifestation of such qualities of the subject of activity as activity and creativity in the individual [9. p. 14]. An alienated person in the full sense of the word is not a subject; it is a passive object of external forces. The main elements of subjective social practices are: personal interest in learning, the student's own meaning, the value of self-education; creativity; involvement in practical activities; focusing on the development of relations in the course of joint activities, focusing on cooperation [10. C. 240]. To overcome the alienation of students from the educational process, it is necessary to take into account and pay attention to the "meta professional" level, the aspect of relations when preparing for the profession. This is possible when building informal forms of interaction between students and teachers. It is also necessary to include active forms of education in the educational process that promote students' initiative.

According to our research, the well-formed and established subjectivizing practices in the higher education system are:

- departments of additional education initiated by the university structure;
- author training workshops initiated by individual teachers;
- cultural and entertainment practices that promote the creative abilities of students.

Of course, this list of possible practices for overcoming exclusion in higher education is incomplete. The author plans to devote his further research to the development of techniques and suggestions that would help students to fully engage in the educational process. Further study of this topic may be related to the direct implementation of the principles of non-alienated education in the training of specialists.

Literatures

- [1] Dictionary of pedagogical terms
http://uchebnikirus.com/pedagogika/pedagogika_u_zapitannyah_i_vidpovidyah_-_kuzminskiy_ai/slovnik_pedagogichnih_terminiv.htm
- [2] Rubinstein S. L. Fundamentals of General psychology. Moscow, 1946. - P. 17.
- [3] Ryzhikov A. I. Nature and man: psychological problems of alienation // Question of psychology. 1991. № 1.

- [4] Gordeeva T. O., Sychev O. A., Osin E. N. Internal and external educational motivation of students: their sources and influence on psychological well-being // Problems of psychology. 2013. No. 1. P. 35-36.
- [5] Bakker A.B., Demerouti E. The Job Demands-Resources model: State of the art // Journal of Managerial Psychology. 2007. Vol. 22(3). P. 309.
- [6] Aranovskaya I. Specialist training as a socio-cultural problem. Aranovskaya // Higher education in Russia. 2002. - No. 4. - P. 115.
- [7] Freire P. Education: the Practice of Freedom / R. Freire. London: Writers and Readers Publishing Cooperative, 1972.
- [8] Davydov Yu. S. Higher education: the condition of the problem, solutions /Y. S. Davydov // Pedagogy, 1997, No. 2, Pp. 61-62.
- [9] Khukhlaeva O. S. Fundamentals of psychological counseling and psychological correlation. Moscow, 2001.
- [10] Dobrenkov V. I., Nechaev V. Ya. Society and education /V. I. Dobrenkov, V. Ya. Nechaev. M.: INFRA-M, 2003. –P. 381.