



ACTIVITIES OF FOREIGN LANGUAGE TEACHERS AS A CURATOR IN THE EDUCATIONAL PROCESS OF THE HIGHER EDUCATIONAL PROCESS

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ANNOTATION

This article deals with issues related to the curatorial activities of teachers of foreign languages of the university.

KEY WORDS: *foreign languages, education, training, teachers, professional development, educational process, curator.*

ДЕЯТЕЛЬНОСТЬ ПРЕПОДАВАТЕЛЕЙ ИНОСТРАННЫХ ЯЗЫКОВ В КАЧЕСТВЕ КУРАТОРА В ВОСПИТАТЕЛЬНОМ ПРОЦЕССЕ ВУЗА

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Аннотация

В данной статье рассматриваются вопросы, связанные с кураторскими деятельностью преподавателей иностранных языков вуза.

Ключевые слова: *иностраннные языки, воспитание, обучение, преподаватели, профессиональное развитие, учебный процесс, куратор.*

Teachers of foreign languages have always been advanced in the educational process of the university. Educational work is multifaceted, complex, integrative and can be considered from various angles. Within the framework of this article, it is planned to highlight the main roles of a university teacher in relation to students and the problems of the educational process.

In the changed conditions of the development of higher education in Uzbekistan, the activities of a teacher in a modern university are filled with new content, new roles appear, such as an academic consultant (a person from among the most qualified teachers who organizes the educational process of a particular student, assists the student in choosing and implementing an individual educational trajectory and provides optimal effectiveness of the learning process), tutor (teacher-consultant, mentor, curator of the student, helping

him in organizing his education), curator of the educational program.

The functions of an academic consultant are related to advising students on the use of the educational environment of the university in terms of professional development and educational activities and the regulatory support of the educational process, as well as the choice of an individual educational route. The tutor should help students orient themselves in the content of the subject area included in their area of interest, monitor their performance of educational tasks, and, if necessary, consult with students. The tutor also helps students organize work in groups, gives recommendations on the use of information and communication technologies in teaching, etc.

The curator of the educational program ensures the continuity of training courses and orients teachers and students so that the development of academic subjects and practical



activities “works” for the preparation of a student’s term paper or final qualifying work [1].

Thus, the work of an academic consultant, tutor, curator of an educational program is more focused on improving the quality of education.

The emergence of new roles of teachers in modern conditions requires a rethinking of the goals, content and forms of activity of curators of student communities. In connection with the changes that are taking place in education, the institution of curatorship is becoming different. It is necessary to move away from the rather common understanding of the curator as a class teacher of 1-2 year students, since problems arise not only for junior students, but also for senior ones. If first-year students have difficulties associated with adaptation at a university, choosing an individual educational route, then senior students have problems associated with internships and employment. Therefore, pedagogical assistance to students in solving problems is necessary not only for junior students.

The position of the curator in relation to students of different courses will change. With the development and revitalization of student self-government bodies and other student communities, the role of the curator will be, first of all, to support student initiatives. Also, due to the fact that the content of students' problems is different, the form of work of the curator with the community is changing. The question arises of the advisability of introducing a multivariate institution of curatorship. The requirements for those who directly interact with students, form the atmosphere of university life, create a socio-cultural educational space, in which modern problems of education are solved, are also changing.

Modern problems of the educational process in the university can, in our opinion, be divided into several groups, based on the classification of the main reasons that give rise to them. These are difficulties of a socio-pedagogical, scientific-pedagogical, organizational-pedagogical and psychological-pedagogical nature [2].

Difficulties of a socio-pedagogical nature are due to numerous problems of both financial, economic and socio-pedagogical nature, which are faced by the subjects of the educational process in specific conditions of life.

Student youth is a special social group with distinctive characteristics, and today's students are very different from those with whom we dealt a dozen years ago. Underestimation of this factor often gives rise to problems in the educational process.

We often judge modern students by fragmentary, external facts. Meanwhile, we are dealing with a generation of post-Soviet youth that was formed in the first decade of the 21st century, and our current understanding of this generation is very approximate. Obviously, many factors influence the consciousness and behavior of a modern student, including: the emergence of a new system of society's requirements for an individual, due to new social realities; insufficient consistency of ideological guidelines in society and the state; social stratification of society, giving rise to a sense of

inferiority, disbelief in social justice, or, conversely, a sense of superiority, impunity; strengthening of information flows, etc. All this causes in some part of the students uncertainty about the future, in their perspective, spiritual emptiness.

Thus, the changes in society associated with the transition to new socio-economic relations have led to the emergence of a complex knot of contradictions that must be taken into account in the educational process of the university. But, unfortunately, teachers of higher education are not always ready to resolve these contradictions both in scientific and methodological terms and morally.

We must admit that we often complain that students are “not the same as before”, that “it has become more difficult to work with students”, we complain that the choice of a certain part of the students of their future specialty is not due to professional interests, but to material well-being or other motives, but “before...” But at the same time, we do not want to admit that this is the reality, that other students, such as we would like, or such as we remember, no longer exist and will not be in the foreseeable future, that today's young people must be accepted as they are, and recognize that students are subjects of the educational process, and not objects, if, of course, we operate within the framework of a humanistic pedagogical paradigm.

In Uzbekistan, the national idea is defined in the Development Strategy Program as a systematized generalization of national identity, “Uzbekistan is our common home”, “Uzbekistan is my Motherland”, where guidelines are given for educating young people of Kazakhstani patriotism and civic responsibility, respect, as well as cooperation, openness, education throughout life. Difficulties of a scientific and pedagogical nature are due, first of all, to the fact that ideological guidelines are excellent, this allows curators to plan thematic plans for educational work together with students. But it is precisely when identifying the goals and priority areas of education that it turns out that young people discuss and enter into polemics about the discrepancy between words and deeds in the highest echelons of power and give numerous examples from society: how can you build a life strategy if there are no agashkas at the top (the one who helps get a prestigious job), etc. That the educational process is a process of interaction between teachers and students

everyone knows, but not always every curator understands that his role is to create psychological and pedagogical conditions for self-realization of students. And accordingly, the purpose of the educational process at the university is the orientation of students towards self-education, self-development, self-realization. Curatorial activity differs from curatorial work in that activity involves not only setting a goal and achieving it, but also managing actions through a control system (operational, final, predictive) and a feedback system.

The curator of the academic group conducts organizational and educational work, which is aimed at helping to manage the student life of the group entrusted to him; formation of a positive attitude to learning, attracting



students to scientific and social work; promoting the creation of an atmosphere of psychological comfort in the group.

To achieve the quality of results, it is necessary to have curators of the student community, curators of the academic group, curators of the educational program in higher education. The curator may be appointed from among the most authoritative and experienced teachers with at least one year of teaching experience.[3]

There is no need for such requirements, since refresher courses should be held for newly appointed curators, and with all curators, a school of curators.

The priority in the activities of the curator should be the solution of personal and socially significant problems that arise in the course of the educational process at the university.

The criteria for evaluating the activities of the curator can be: the dynamics of the formation and development of the team of the student group, the community, the place of the academic group in the rating of the faculty, university, the dynamics of students' participation in public life, students' opinions about the educational activities of the curator through questioning.

When evaluating the work of the curator, the following may be taken into account:

1. Place of the group in the ranking of academic groups (performance and attendance);
2. Participation of the curator in the implementation of the concept of educational work of the university (faculty programs);
3. Assistance in organizing the group's student activists (headman, trade union organizer, etc.);
4. Organization of the participation of students of the group in scientific, cultural and sports events;
5. Participation of group students in socially useful work;
6. Intra-group activities;
7. Information work with students;
8. Work with parents of students;
9. Assistance in solving housing and household issues of students living in a hostel;
10. Carrying out activities to prevent negative phenomena in the student environment (participation of the group in planned thematic events, organization of thematic lectures, meetings, trainings with the participation of specialists),
11. Regular logging curator, availability of plans and reports;
12. Introduction of new forms or use of new methods in curatorial work.
13. Organization of cultural and leisure activities in the main areas of educational works (intellectual-cognitive, recreational, etc.);
14. Assistance in organizing student self-government of students;
15. Work with first-year students;
16. Work in student hostels.

The study of the activities of curators shows that in order to successfully interact with students, they need legal,

information and methodological materials on the organization of educational work at the university and social support for students, generalizing the experience of the best university curators.

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