

# Estimated attitude of students to cultural and leisure activities at the university

<sup>1</sup>Usmanova Azizakhon Abdullajonovna, <sup>2</sup>Kosimova Dildora Xashimovna, <sup>3</sup>Abduraimova Barno Bakhtiyarovna

**Abstract---***The article is devoted to the analysis of students' evaluative attitude to the content of cultural and leisure activities (extracurricular activities) at the university. It presents data obtained as a result of a sociological survey among groups of students of different ages. Attention is focused on current issues related to extracurricular activities. The importance of the constant search for new forms and directions of extracurricular activities adequate to the modern value orientations of students is determined. Strengthening the interaction of deans, curators, subject teachers, various student initiatives responsible for social monitoring of interests and the dynamics of solving youth problems, their active involvement in the extracurricular sphere of activity in system management. The role of the psychological assistance service for students, the provision of regular advisory support to them, the organization of meaningful educational conversations and meetings with increased attention to the social behavior of young people, and the eradication of unwanted habits are noted. The necessity of forming independent knowledge, decision-making skills based on in-depth analysis, systematic replenishment of the baggage of practical skills is emphasized. Enrichment of the educational side of the educational process, its humanitarian and sociocultural orientation. Methods are proposed for a qualitative improvement in managerial activities at the university, namely: changing management of intra-organizational development, which requires a clear distribution of powers between levels of management; the formation of a program for motivation, the development and development of motivational technologies, the strengthening of outreach, the creation of matrix structures for better interaction with the segments involved in social and cultural events at the university. In the field of ensuring social protection of students' interests, measures have been proposed to form a system of targeted support for subjects of extracurricular activities, especially among those who are less active, not involved, suspended due to various personality-oriented reasons; assistance to the student trade union committee in maintaining social benefits and guarantees of students; improving the system of legal and advisory support for students.*

**Keywords---***Extracurricular activities, spiritual and educational activities, socio-cultural environment, educational work, leisure sphere of communication, modern trends in working with student youth.*

---

<sup>1</sup>*candidate of psychological sciences, head of the Department of Social and Humanitarian Disciplines of the Branch of the Russian State University (NRU) of Oil and Gas named after IM Gubkin in Tashkent, Aziza-64@mail.ru.*

<sup>2</sup>*doctor of philosophy (PhD) pedagogical sciences, head of the Department of Social and Humanitarian Disciplines, Tashkent State the Higher School of National Dance and Choreography, dil.dor@yandex.ru*

<sup>3</sup>*head of the education quality control department of the Branch of the Russian State University (NRU) of oil and gas named after I.M. Gubkin in Tashkent, AbduraimovaBarno@mail.ru.*

## I. INTRODUCTION

The modern emerging market of educational services requires higher benchmarks and approaches from universities to work with students. This need involves the reconstruction of a new system of educational work, the search for forms and methods of activity adequate to the requirements of the time that meet the value orientations of student youth, focusing on improving the content of social services, satisfying the interests, needs and desires of students. In this regard, the Decree of the President of the Republic of Uzbekistan Sh. Mirziyoyev "On measures for the further development of the higher education system" emphasizes the importance of tasks aimed at strengthening the spiritual and moral content of higher education, conducting broad educational and educational work among students, providing the necessary conditions for the training of specialists in this area of activity, establishing close partnerships with leading foreign specialized scientific and educational institutions yami, the widespread adoption of advanced international experience in the educational process ... "[1].

The accumulated many years of experience indicates that education in a university is carried out through the content of the educational process, and also outside it in cultural and leisure time (extracurricular activities). It is implemented in three directions: cultural and leisure activities of students, cultural and leisure educational events conducted by teachers and curators of academic groups, through the management system of the Center for Spirituality and Enlightenment. This extracurricular activity is an important part of students' lifestyles, professional activities of teachers and school leaders. Its specificity lies in the fact that it is carried out in free time from studies and outside of subject loads, when students of their own choice and desire are involved in various kinds of entertaining and cognitive types of classes.

In order to identify contemporary problems, contradictions associated with culture and leisure at the university, to study the student student's evaluative attitude towards it, a sociological study was conducted at the University of World Economy and Diplomacy in October-November 2018. It was attended by students of 1-5 courses of one of the country's universities in the amount of 450 people: young men - 385 (85.5%); girls - 65 (14.4%). The data obtained during the study, their analysis and conclusions, according to the authors, are important not only for one university, because they are comparable with materials from other studies [2] [3].

The definition of a student audience as an object of research is determined by the respondents' assessment of the content of organized cultural events during the period of study at the university, when certain ideas, value preferences are formed in the minds of everyone, professional interests and long-term life plans are updated. A sample for the studied representative population allows you to rely on the reliability of the data.

In the course of the study, such methods of collecting information were used as a written survey, interviewing, a qualitative analysis of documents, fragments of curatorial hours and general cultural and spiritual events, conversation with curators, and other adults responsible for educational activities at the university. In the organization of the study, and later in the technical processing of the obtained data, teachers and students took part.

## II. RESULT AND DISCUSSION

Thus, according to the results of the study, as well as the experience of daily observations, it is common for modern students to equate cultural and leisure activities at a university with extracurricular activities with elements of entertainment and communication. Involvement in it, according to respondents, is important and useful,

contributes to the enrichment of the content of student life (67.8% of the total number of respondents).

On the question, "Are you satisfied with the socio-cultural environment at the university, the socio-psychological relations between students and management, students and teachers, students and representatives of dean's offices, between peers?", The respondents answered as follows: 61.5% admit that "the created conditions and relations are satisfactory," according to 10.2%, "they are official in nature," 5.2% said "they are not satisfactory."

The state of cultural and leisure activities at the university can be judged by the rating of the opinions of the respondents identified during the interview. Among social problems, students mention those related to financial situation, lack of money (54.5% of respondents), lack of opportunities to earn extra money (33.9%), "monotonous" life at the faculty (university as a whole) and in the hostel (17.0%), lack of free time (13.2%), "fragmented relations in the group" (13.9%), etc. Thus, against the backdrop of economic and material problems, student leisure takes the second evaluation position. Moreover, the financial situation worries girls no less (23.4%) than boys (41.1%).

In the scale of answers, judgments regarding the state of extracurricular activities at the university, including at the faculties, are confirmed by the degree of dependence on the information flow of news, how fast the information is disseminated regarding social and spiritual events in the field.

The survey results showed that 29.4% of respondents were not sufficiently informed about student life at the university, 17.9% at the faculty, and 20.2% at the dormitory. To the question "How quickly are announcements of spiritual and cultural events delivered?": 31.2% of the respondent answered "They are not delivered on time"; 26.8% - "Ads are posted on the bulletin board, but the information is not reliable"; 13.9% say that "they themselves do not possess such information". At the same time, students mostly receive messages on cultural events through "mutual communication with peers", "less from billboards in the halls and vestibules" (30.1%), thanks to "private observations" (10.4%), "From conversations with subject teachers, deputy deans, activists of the primary organization of the University Youth Union" (14.6%), "from conversations with representatives of the Center for Spirituality and Education, curators" (30.2%), etc.

The differentiation of indicators is that not all first-year students have a sufficient amount of information about events occurring in the university. Only a few know that there are youth interest clubs in the faculties, design work has been registered in the departments in order to study subjects in depth, a schedule of language courses has been launched, etc.

According to respondents, remoteness about the information flow directly affects students' satisfaction with the state of cultural and leisure activities, especially the educational work of the curators of academic groups, the initiatives of student social organizations (clubs, interest sections), as well as units and centers that are professionally responsible for this scope. This is probably why among the answers there are frank statements like "I don't care about such events," "I don't care at all," "it's a waste of time" (about 15.3%).

Nevertheless, in the conditions of information exchange between students, the leading role belongs to interpersonal interaction and communication. Such a channel of communication is a positive experience for the formation of trusting relationships and sympathies between communicating. Turning into a large-scale student

medium for interchange, it can entail negative consequences regarding the unreliability, completeness, and objectivity of the transmitted information. Statements of respondents to the question “Do you feel the need for activities organized outside of school hours?” Are full of optimism and expectations of something more. The obtained judgments are based on a subjective, but quite justified mood for the problem. In the evaluation scale of answers, the indicators of the sample according to the corresponding criterion were distributed as follows: according to 46.5% of respondents, "cultural events, spiritual enlightenment, educational and other activities are an integral part of life at the university"; others believe that such events are “an opportunity to attract the attention of teachers, curators, deans in relation to themselves and try to solve personal problems associated with attending school subjects” (11.4%), while others note that “these events contribute to disclosure of youth talents and abilities, get recommendations for career growth”(40.7%).

In the context of the estimated data, one can trace the dynamics of level changes in courses. For example, freshmen believe that organizing and conducting cultural and leisure activities, as well as participating in them, is “one of the conditions to adapt to life at a university (68.3% of answers), in the 3rd year this indicator is 24.4 %, at the 4-5th need for such events is reduced from 26.2% to 3.5%. Freshmen are absolutely sure that social and entertainment events are “a promising and reliable springboard for revealing creative abilities” (33.2%), third-year students believe this less readily (20.7%), representatives of 4-5 courses are far from similar kind of statements (response rates drop to 13.9% - 0.7%). The level of decline in dynamics, obviously, is associated with the fact that older students are more preoccupied with the problems of professional self-determination, when the leading interests are job placement and recognition of themselves as certified specialists.

An analysis of the respondents' opinions regarding the following question: “How do you imagine the format of cultural and leisure activities organized at the university?”, Indicates their awareness and knowledge, which is evidence that every second one was probably involved in such activities. At the same time, about half of the respondents associate these events exclusively with their own initiatives, “themselves” (47.8%) put them to the forefront, others, by events they mean socio-cultural and educational work conducted by curators and subject teachers (37.5 %), others believe that the Center for Spirituality and Enlightenment is responsible for cultural and leisure activities at the university (35.1%). The number of respondents who positively assess the content of organized spiritual, cultural and educational events amounted to 42.3%, about 21.4% rated them “unsatisfactory” and 12.6% found it difficult to answer.

The analysis revealed other trends. The results of interviews among the student audience showed that a number of subject teachers (especially the younger generation) are not convincing enough in their judgments. Here is a fragment of one of the interviews with a 4th year student: “Often the educational process consists of the usual methods of conducting lectures and seminars, template technologies of teaching. The moderators mainly appeal to them with well-known facts and evidence in favor of a particular theory. However, not always and not all teachers manage to use educational criteria. For example, in the political portrait of diplomats, more emphasis is placed on the image being discussed, without going beyond the prescribed content. There are few motivated remarks, concrete advice and recommendations in short supply aimed at developing diplomatic ethics skills in each of us. Only a few manage to be an example and role model themselves ”[4].

Meanwhile, there are positive reviews in favor of increasing lecture hours on Theory of International Relations, Diplomatic Protocol and Etiquette, International Private and Civil Judicial Proceedings, and International Finance. In this series, the practical experience of language departments is of particular interest. The priorities of the respondents are in favor of modern teaching methods, educational approaches in the formation of the moral character of students [5]. Indicators of answers of the respondents to the question “What conditions should be created for social and cultural events at the university (at the faculties)?”, Were distributed in the assessment scale as follows: according to 42.8% of respondents, “the conditions created should be directed, first of all, on independent innovative activity of students themselves”; “These are peculiar measures aimed at activating curatorial groups” (7.8%), “necessary control by the deans of faculties” (19.2%). In the framework of the questionnaire, it was possible to study the respondents' assessment of public life at the university.

A comparative analysis showed that in the university the number of supporters in favor of implementing ambitious youth projects is growing (44.7%), among which were named such as “University - the territory of success”, “UN Model”, “SCO Model”, simultaneous translation club “TCI”, “Uwed week”, “StartUp”, “Student Spring”, etc. The positive response about them is obviously due to the fact that the respondents themselves are the initiators and developers of creative ideas, included in the active ranks of the organizers of the events. The category of students (mainly from among freshmen) who advocated cultural and leisure activities conducted under the guidance of the Center for Spirituality and Enlightenment (36.2%) was identified. There are ambitious judgments among senior students: “general events are monotonous and monotonous, the needs and desires of students are not taken into account, there is little entertainment”.

The analysis of the foregoing, in our opinion, is not entirely justified for several reasons: firstly, those who graduate from the courses, in fairness, are not so often involved in cultural and leisure events organized by the Center. This is because at the stage of defense of theses they spend more time in libraries; secondly, to call the events “monotonous” would not be correct, because in a circle of a large audience problems are discussed that are approved by the Ministry of Higher Education and other official ministries and departments. The relevance and topicality of thematic meetings is aimed at the formation of consciousness and behavior in order to counter negative ideological consequences, it is necessary to focus on them without fail regardless of how much they meet the wishes of the student audience; thirdly, the format of organized cultural and leisure activities does not always have to have an entertaining basis. There are topics of national importance, the discussion of which requires a justified, deeply considered and balanced approach, inclusion in adult discussion and communication; fourthly, students, in particular senior courses, are not forcibly involved in such spiritual and educational events. At the same time, the university provides alternative ways of working with the goal of meaningful organization of spiritual events taking into account the proposals of students.

At the same time, it should be noted that students are interested in cultural and recreational activities within the framework of the university week “Uwed week”. Freshmen are the leaders in the number of references in favor of this project (about 58.8%). According to respondents, “a university week provides an opportunity to collect a mosaic of creative ideas in a variety of areas: sports, science, education, volunteering, etc. The selection and analysis of the best applications becomes an aid for team work, turns the university into a huge creative platform”. The results

obtained are confirmed by indicators of satisfaction of respondents and the example of senior courses. The degree of their inclusion in the active sociocultural environment is not inferior to freshmen (about 66.3% of the total number of answers). As a result, the preferences of the respondents are as follows: for the promotion of the Uwed week - 54.4% of respondents; in favor of StartUp - 35.1%. Fourth-year students position themselves in the rating scale of answers; among them, the number of activists keen on sports is growing (22.4%), they head the KVN (15.7%), and participate in the work of the UN Models, SCO (11.2%). Among the latter, the championship is held by representatives of the faculty "International Relations", etc.

During the study, the opinions of the respondents regarding the content of educational work at the university, the degree of their readiness to be included in joint activities were studied. Against the general background of answers, the prevailing opinion is the importance of the role of curators of academic groups, as well as deans and decision-makers from the Center for Spirituality and Enlightenment in educational activities (64.1%). However, despite the fact that the curator hours are officially included in the general schedule grid, there are cases of their "not visiting" (12.5%). At the same time, among 1-2 courses, there is a peak of active participation in curatorial hours, they are waiting for meetings with their mentors, are involved in various cultural events, are open for communication (75.4%). The overall picture of contacts with the curators looks like that students meet with their curators once a week, during curator hours (71.90%), twice (36.8%), every day (23.4%), and if this is necessary (17.9%).

However, according to the results of the data, the dynamics of attendance of curatorial hours and the desire to be included in a single field of communication with curators varies with varying success: rising to the level of 78.3% (in 1-2 courses); dropping by 8 points - up to 60.7% (in 3 courses); again gaining height - up to 64.1% (among 4 courses); significantly decreasing to the mark of 32.1% (in 5 courses). In an interview, the latter voted in favor of the abolition of curatorial hours by a majority vote, suggesting volunteer activities in return. Its purpose, according to respondents, is "to attach two or three graduates to each curator, to conduct patronage of freshmen." They are sure that interaction with mentors will only benefit, they will gain experience in communication, they will be able to implement joint youth initiatives, apply managerial abilities, and they can become role models. "Volunteering," say fifth-year students, "is the best way to attract students to educational, cultural and leisure activities and ensure their activity." It seems that the thoughts of graduates can be useful, it is worth taking their note and thinking out modern ways of revitalizing curatorial work at the university. As the data showed, curators are the "first persons" in providing the information field, they are contacted to be aware of student life (41.5%), to listen to leisure news (22.7%), to be informed about the instructions of the management regarding attendance, academic performance, scientific research (12.3%). Together, cases of remoteness from the information circle of communication with both the curator and the group as a whole (7.7%) were revealed. We assume that for the latter, the desire to communicate finds satisfaction in another medium of communication, in the circle of other people. And maybe they belong to the category of uncommunicative, who like single contacts, solitude, as evidenced by the peculiar nature of the human person.

In addition, the results of the data indicate that the judgments in favor of those responsible for extracurricular, social and cultural events at the university are located on the assessment scale. So, according to the respondents, in

the role of leading organizers of cultural and leisure activities, they see “themselves” and representatives of the University Youth Union PA (53.6%); in second place - curators of academic groups (39.3%), third - subject teachers, Center for Spirituality and Enlightenment (31.3% each). At the same time, the content analysis of interviews indicates that students mean extracurricular activities as entertaining, recreational activities, and perceive educational as “edification”, “instruction”, and “moralizing”.

On the one hand, students' challenges justify their desire to relax and have fun culturally after expending their energy to study subjects. On the other hand, the duration of leisure activities (for example, “Uwed week”) negatively affects performance indicators, “they seem to be knocked down by their ruts,” they prefer to be “on the other side of student life,” in the ranks of desperate mass media entertainers. As a result, there are numerous omissions and remoteness from the educational process, which create undesirable problems for “workouts” and retakes.

It is clear that we must respect the sense of maturity and responsibility of young people, their desire for self-organization, creative initiative, the desire to self-govern, where they themselves can act as screenwriters and implementers of student initiatives. At the same time, measures aimed at correcting the behavior of pupils in order to avoid undesirable consequences will not be superfluous. It will be beneficial to combine the interests of adults (curators, mentors, subject teachers) and youth with the aim of implementing creative projects.

Thus, the results of the study confirm the importance of a favorable atmosphere in the university, contributing to the formation of innovative activities of students, which turns them into subjects of their own and social life, helps spiritual growth, unlocking the inner potential, satisfying value orientations. In this regard, the data obtained are encouraging when you consider that most of the respondents (74.4%) are ready to take responsibility for student life at the faculty, and the university as a whole, is not ready - about 17.0%, found it difficult to determine their positions - 7.4% of respondents. However, in the scale of answers, indicators of the respondents' evaluative characteristics in relation to extracurricular activities, as well as their enthusiasm for participating in them, are markedly reduced by the third year; at this stage of training, the number of applicants for a leading role in student life is reduced by almost 1.5 times, in contrast to representatives of 1-2 courses. This trend continues throughout the 3rd - until the middle of the 4th year. Among them, the category that opposed extracurricular activities, the conditions and opportunities for self-realization in them was identified (about 38.3% of the statements). Moreover, there were more young men against innovations than girls (32.7% versus 11.6%). Some researchers are inclined to see in such orientations of third-year students a manifestation of the ripening tendency of a pragmatic attitude toward the student years, that is, to use the time of study with greater benefit for acquiring vital skills [6]. According to them, "the time spent on textbooks will bring more benefits than spent on cultural events." All this objectively confirms the importance of extracurricular work, actualizes its reorientation in order to form comprehensively developed, spiritual and cultural personalities.

However, it must be admitted that during the survey respondents spoke in favor of the institution of curatorship, noting its positive aspects. Recall that in the hierarchy of subjects of this activity, curators occupy second place. So, according to the respondents, the educational work carried out by the curators is necessary (67.8%

of the total votes, with a predominant advantage in favor of freshmen), 9.0% think that “the curators do not need educational work”, 12.9 % - were not interested in raising the question.

The applied forms of educational work of the curators were interpreted by the respondents as follows. According to respondents, the curators are not indifferent to their student groups, but nevertheless believe that “the efforts of mentors should be aimed at implementing activities that meet the interests of the wards” (46.1%), “monitor the activities of the head of the group” (23.4% ), “Organize free time” (42.4%), “advise in the preparation of scientific abstracts and articles” (15.0%), “conduct conversations aimed at improving performance indicators, developing communication skills with peers, in working with useful sources information on subjects, etc. ”(12.1%), “to involve in events at departments, faculties, the university as a whole ”(19.2%), “to delegate to deanship offices to assist in organizing leisure activities ”(18.6%), etc. Freshmen distinguished themselves in a series of statements; they express the hope that the curators will help them adapt to the new student environment and give timely advice. This is affected by the influence of pre-university factors, in particular, the paternalistic expectations of yesterday's high school students. At the same time, the attitude of the respondents to the functional duties of the curators was revealed. According to the majority, educational work in a university should be aimed, first of all, at the formation of the professional ethics of a future specialist, and the professional education of students. Maybe that's why, in the question “What do you see the sphere of activity of curators for?” Quite reasonable answers were received in favor of the following criteria: “curators should promote the development of team spirit” (49.2%) - “shape the future professional ethics” (47.3 %), “Increase legal, political, knowledge, call for civic activism” (25.5%), “promote the principles of a healthy lifestyle” (15.8%), etc.

However, interviews showed that not all of the respondents clearly represent the qualities of their professionalism, modern requirements of the labor market (although answers to the benefit of professional ethics prevail against the general background). According to respondents, professional self-determination and compliance with ethical standards of behavior can be achieved through active participation in KVN, excursions, tourist trips, traditional student holidays, sports events, etc. (about 33.0% of the total number of answers, among which representatives are leaders 1-2 courses). Preferences in favor of recreational activities prevail over educational and cognitive; moreover, other forms of work with young people proposed by the respondents far from meet the goals and content of upbringing at the university. Although it should be recognized that in them there are elements of spiritual and moral influence through cultural and leisure activities.

As can be seen from the data obtained, among the functional duties of the curators, the respondents especially single out tasks aimed at forming a team spirit in the group and uniting the interests of students. According to them, “the efforts aimed at the internal unity of the student group”, the holding of cultural, educational and entertaining events without diminishing the degree of self-organization and self-government of young people should be leaders in the work of curators. These opinions of the respondents show a future willingness to work together, as a single team, to reckon with the majority opinion, etc.

Nevertheless, a comparative analysis of the data showed that, against the general background of judgments, preferences in favor of leisure activities are leading. Interests in scientific research fade into the background, performance indicators are in the same position. However, it should be recognized that more and more often about

their desire to be involved in “research, learn to process and analyze scientific sources, write abstracts and scientific articles,” say freshmen (57.2% of references), least of all are senior students (13.2% of the number of those who apply for state scholarships of the President, Alisher Navoi, wants to participate in educational competitions). Obviously, this is due to the fact that at the initial stage of training students are attracted to everything, leisure, study, science. You can achieve the same success in them. It seems to them that scientific experiments, theoretical developments will be more than obeyed, they will become authors of the best theses, articles, etc. Self-esteem, self-confidence, and ways to express yourself at any cost are growing. By the end of the university, priorities are changing, the former youthful bravado is collapsing, young people are beginning to realize that hard work and many years of work, selfless and persistent experience working on themselves are behind worthy scientific developments. Moreover, the supporters of a critical assessment of their capabilities in the scientific plan is about 24.5% of the total number of respondents.

Meanwhile, practice has shown that the communication environment around the curators and pupils becomes an important factor in educational measures, contributes to the successful adaptation and management of the student group. However, the data obtained by the respondents indicate that in modern conditions a change in the content of curatorial practice, the status of the curator, its tasks and functions is required. He must take the place of a reliable companion and sincere mentor. Curatorial activity in the student community should become an example in the formation of a positive psychological climate, positive indicators in communication, study, the scientific field, and the creation of strong cooperative relations.

In terms of assisting in solving the vital problems of the university, the functioning of the Board of Trustees is especially interesting, which implies cooperation between parents of students, graduates, as well as people who want and are ready to help organize work at the university. It is noteworthy that in the practice of the university an association of graduates has been created, which provides sponsorship of youth initiatives. Among them, you can meet parents participating with charity events in support.

Thus, the results of a sociological study confirm the need for an organized deeply thought-out extracurricular activity aimed at improving the content and quality of sociocultural life at a university. At the same time, the process of socialization of student youth is one of the most important, which is one of the most important factors in the self-development of spiritual, cultural, educational and moral social relations, the preservation of their structural integrity, which determine the way of life of students and provide them with opportunities for self-realization. Self-improvement and self-actualization of student youth, new processes and the results of its development, the reformation of sociocultural skills and the organization of educational actions from previous obedience to active self-realization are an actual area of research conducted in a university. In this regard, it is extracurricular activities as the highest level of development of the educational process that can help achieve effective results in the education of young people and become one of the priority areas in improving the educational system at the university.

### **III. CONCLUSION**

The data obtained allow us to draw the following conclusions:

First. Important is the constant search for new forms and directions of extracurricular activities that are adequate to the modern value orientations of students, a combination of the positive experience and traditions. For a quarter of a century, the university has created favorable conditions for a healthy socio-spiritual climate that promotes the active participation of students in extracurricular activities. The Center for Spirituality and Enlightenment, the Institute of Supervision, the SMU, and other public organizations are functioning, behind which positive experience has been accumulated in that area.

The second one. Strengthening the interaction of deans, curators, subject teachers, various student initiatives responsible for social monitoring of interests and the dynamics of solving youth problems, contributes to their active involvement in extracurricular activities under systemic management by the Center for Spirituality and Enlightenment. A similar system operating in the university on a permanent basis is aimed at the formation of professionally important personal qualities, the development of social activity, support and assistance to students in self-determination, self-realization, creativity, the desire for independence, increase personal responsibility, etc. Active interaction of public structures will strengthen the system of student self-government, track independent innovation activity outside of school hours, and create a database of organizational and managerial abilities of future international experts (with the active assistance of group curators) .

The third. Improving the system of informing students about life in the university can be achieved not only through the tabloids posted in the lobby of the faculties, but also thanks to the launch of broadcasting and the UWED TV channel, the regular release of the university newspaper, in which news sections will be published in advance on an ongoing basis. Activation of information broadcasting will allow students to take personal responsibility for the events being monitored, to comprehend their significance and role in the socio-cultural processes at the university, and be included in the zone of communication development. The formation of the information field in the university is considered a favorable condition for interaction and positive communication, will not allow students to stay away, to be indifferent, without initiative, excluded from student life.

Fourth. The activation of the psychological assistance service to students, the provision of regular advisory assistance to them will help to avoid pragmatic people who turn their participation in extracurricular activities into personal gain to solve personal problems. Their actions are far from the moral concepts of honor and conscience, responsibility and duty. We need deep and meaningful educational conversations and meetings among curators, subject teachers, aimed at increasing attention to the social behavior of students, and eradicating unwanted habits to achieve "their own" at all costs.

In addition, understanding the importance for students of their leading role in organizing extracurricular activities, to set the tone in communication, independent initiatives, it seems advisable to provide assistance to "socially closed" students who remain in the shadow in order to develop sustainable self-confidence in them, and to engage in the community active to overcome the barriers of shyness and weakness. The active work of the university psychologist and curators in this area will allow us to achieve good practice in the social adaptation of students.

Fifth. The educational side of the taught disciplines is considered important. To teach students the ability to independently acquire knowledge, make decisions on the basis of in-depth analysis, systematically replenish the

knowledge base and apply in practice, develop cognitive interests and bear responsibility for them, at all times were examples of genuine morality, spirituality and citizenship. The enrichment of the educational side of the educational process, which was mentioned by the respondents, will help the formation of the humanitarian and sociocultural orientation of students' worldview and thinking, the formation of professional and personal subjectivity, intellectual and moral foundations of their spirituality. Students should be taught the ability to achieve a value-semantic mastery of the sciences, rather than just “getting” ready-made knowledge, skills. To find worthy personal examples and to be such is one of the main educational tasks of mentors.

Sixth. Creating conditions for involving students in research work is an important means of improving the quality of training and education of future specialists who can creatively apply scientific, technical and cultural progress in practice. And although the data obtained indicates a small proportion of those wishing to be included in scientific research (13.2% of the total number of respondents), with the exception of freshmen, this aspect requires solving specific problems. Namely, the further integration of the educational and scientific process, the research work of students at all stages (courses) and organizational levels (cathedral, faculty) of the educational process, the sequence in the development of various principles, methods and techniques for carrying out scientific research as they become more complicated compliance with the stages of the educational process, the use of various forms of organization of students' research work provided for by the curriculum, widespread use competitive events of a stimulating nature at various levels (from cathedral to international), the use of various forms of moral and material incentives for persons participating in the system of students' research work. Attracting students (especially from the ranks of the “less socialized” ones) to research work, improving the quality of scientific organizational and mass events (scientific seminars, conferences, symposia, viewing contests of scientific and educational research works of students, olympiads in disciplines and specialties) of various level. In this regard, the accumulated experience at the university testifies to the introduction of modern forms of work aimed at organizing student scientific circles, student research groups on problems, laboratories and other creative associations. Such an approach to the problem contributes in the future to the formation of scientific and educational centers with the participation of foreign universities. Seventh. As you know, unions play an important role in the social life of universities. At the same time, like any other organization, the student union, as an independent public structure, unites the ranks of students, helps to ensure their legal and social protection, participates in the organization of educational, cultural, educational, sports and recreational work at the university, provides methodological, consulting and material support to the needy. Such a public segment of student self-government is crying for an independent solution to the material problems that were mentioned in interviews. The functioning of the student trade union committee will greatly facilitate the management system for organizing and conducting leisure and socio-cultural events in close cooperation with the Center for Spirituality and Education, the primary organization of the University Youth Union, and curators of student groups. Therefore, it is necessary to improve work in this area, and if there is none, it is advisable to create it to ensure the successful socialization of students.

The eighth. Important is the proposal of older students to create a volunteer movement. This idea will help in maintaining a favorable educational environment based on the continuity of generations. In this case, dialogue will be ensured between representatives of junior and senior courses, who, if not older students, are aware of the youth

problems that students experience at the initial stage of life at the university. And, for curators, it's a reliable help in order to better understand personality changes, age-related individual and socio-psychological characteristics of their pupils.

The ninth. The study confirms the view that modern universities are among the "best" in terms of educational and socio-cultural (leisure) activities. This fact was confirmed in the opinions of the respondents, who emphasize the importance of the special role of curators and subject teachers in organizing socio-cultural and educational work, and the need to improve their functional responsibilities. A regular analysis of the opinions of students about the need for specific changes in the system of extracurricular activities at the university will allow for the future rational planning and construction of work to educate (socialize) students, help solve their problems, which, due to the workload of mentors, are ignored or are not really perceived in seriously. This will help to eradicate pessimistic and indifferent people from the student ranks.

Tenth. As the study showed, the student's estimated attitude to extracurricular activities at the university changes by the end of 3 years of study. At the same time, a generation of critically minded (from among 4-5 courses) is formed who does not want to be included in the socio-cultural space, ignores curatorial meetings, does not participate in educational events, and seeks excuses. They make up a small percentage of respondents (about 12.1% of the total number of those polled), nevertheless it takes place against the general background of the rating scale.

In this regard, curators, subject teachers, all those who are responsible for the fate of their pupils should review the content of extracurricular activities, reorient their priorities from goal-oriented educational to value-oriented educational. In this regard, it is necessary to deepen the tasks aimed at shaping the moral attitude of students towards each other, the subjects studied, the university as a whole, to cultivate a sense of citizenship and patriotism, recognition of the value of student life, responsibility for it. To find conditions for the maximum satisfaction of the interests and needs of modern youth. Be guided by effective methods and ways of trusting communication and interaction, expand the common space of the student team and mentors, study pressing problems and help solve them.

Thus, the cultural and leisure activities at the university can be divided into the following components: 1) an integrated dynamic system of student personality development; 2) ensuring the process of targeted, multifactorial, long-term, continuous, complex, varied, bilateral activities, with not always strictly defined results. Improving, rational use, as well as updating cultural and leisure activities in accordance with the requirements of the time, will lead in the future to an increase in the possibilities of extracurricular time, which can be used both for general development, personal education, and in-depth professional training of future specialists.

Taking into account the results of the study and the conclusions made, in order to improve the content of cultural and leisure activities at the university, and to reorient them towards modern students, let us make a number of recommendations.

As can be seen from the judgments of the respondents, in order to intensify the activities of subjects of cultural and leisure activities and self-government bodies of youth students, it seems important to improve the quality of managerial activities at the university:

1) It is necessary to improve the management of intra-organizational development, which involves: a clear distribution of powers between the levels of government (the Center for Spirituality and Enlightenment, the Curatorial Council, the Women's Council, departments, deans, etc.); the formation of an optimal system of constantly operating, and most importantly interacting structures (centers, clubs, sectors); the formation of an effective personnel policy (training and professionalism among the asset of curators, persons responsible for the spiritual and moral education of youth).

2) Management of motivation of those responsible for cultural events: the formation of a program for motivation, the development and development of motivational technologies; strengthening outreach, creating matrix structures for better interaction with segments involved in social and cultural events at the university (curators, subject teachers, student self-government).

3) In the field of ensuring social protection of students' interests: the formation of a system of targeted support for subjects of cultural events, especially among those who are less active, not involved, suspended due to various personality-oriented reasons; assistance to the student trade union committee in maintaining social benefits and guarantees of students; improving the system of legal and advisory support for students.

4) In managing the development of social partnerships, it seems important to constantly improve the terms of coordination between the administration and student self-government, which will stipulate the principles, place, time, rights and guarantees involved in the active sociocultural life of the university.

In our opinion, taking into account the above conclusions and recommendations will allow us to raise the content of extracurricular activities at the university to a new level, contributes to the harmonious education of students and the formation of worthy representatives of future professions.

## REFERENCES

- [1] Decree of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev "On measures for the further development of the higher education system" dated April 20, 2017, No. PP-2909.
- [2] Information and analytical report on the materials of a sociological study (May-April) 2016. - Yekaterinburg, 2016 oktlib.ru/uploadedFiles/files/otchet-2015-.pdf
- [3] Zhogoleva O.R. The impact of extracurricular educational activities of the university on the process of socialization of students <http://tmnlib.ru/jirbis/files/upload/abstract/22.00.04/1496.pdf4>.
- [4] Materials of a sociological survey conducted among university students in 2018.
- [5] In the same place.
- [6] Vishnevsky Yu.R. The main approaches to the development of the concept of extracurricular work with students at USTU // Problems of education of students in a modern university. Abstracts of the All-Russian Scientific and Practical Conference. Yekaterinburg, April 15-16, 2015. Part I. Yekaterinburg: Publishing House of the Ural State Technical University. 2009.-p. 52-53 [elar.ufu.ru/bitstream/10995/30963/1/978-5-7996-1368-6.pdf](http://elar.ufu.ru/bitstream/10995/30963/1/978-5-7996-1368-6.pdf).
- [7] Tiwari R, Tiwari G, Rai AK. "Self-Emulsifying Drug Delivery System: An Approach to Enhance Solubility." Systematic Reviews in Pharmacy 1.2 (2010), 133-140. Print. doi:10.4103/0975-8453.75055

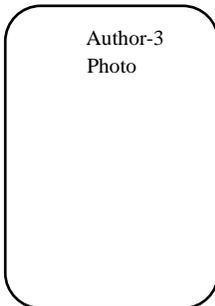
## AUTHORS PROFILE



**Usmanova Azizakhon Abdullajonovna**, candidate of psychological sciences, head of the Department of Social and Humanitarian Disciplines of the Branch of the Russian State University (NRU) of Oil and Gas named after IM Gubkin in Tashkent, Aziza-64@mail.ru.



**Kosimova Dildora Xashimovna**, doctor of philosophy (PhD) pedagogical sciences, head of the Department of Social and Humanitarian Disciplines, Tashkent State the Higher School of National Dance and Choreography, dil.dor@yandex.ru



**Abduraimova Barno Bakhtiyarovna**, head of the education quality control department of the Branch of the Russian State University (NRU) of oil and gas named after I.M. Gubkin in Tashkent, AbduraimovaBarno@mail.ru.