

IMPROVING THE MONITORING OF SPIRITUAL AND EDUCATIONAL ACTIVITIES IN HIGHER EDUCATION INSTITUTIONS AS A PEDAGOGICAL NECESSITY

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Annotation

This article substantiates the pedagogical necessity of improving the monitoring of spiritual and educational activities in higher education institutions. It analyzes the content, key functions, principles, and practical significance of the monitoring system. The paper also highlights the development of monitoring processes based on modern pedagogical technologies, ensuring students' moral and spiritual development, and improving the quality of education. The author proposes priority directions and effective mechanisms for enhancing the monitoring system.

Keywords:

Spiritual and educational activities, higher education institutions, pedagogical monitoring, monitoring system, educational quality, moral development, student development, pedagogical technologies, innovation in education, upbringing process, educational management, quality assurance, student engagement, socio-cultural development, higher education reforms, competence-based education, continuous assessment, educational effectiveness, youth development, value-based education.

Annotatsiya

Mazkur maqolada oliy ta'lim muassasalarida ma'naviy-ma'rifiy ishlar monitoringini takomillashtirishning pedagogik zarurati asoslab berilgan. Unda monitoring tizimining mazmuni, asosiy funksiyalari, tamoyillari va amaliy ahamiyati tahlil qilingan. Shuningdek, zamonaviy pedagogik texnologiyalar asosida monitoring jarayonini rivojlantirish, talaba-yoshlarning ma'naviy-axloqiy kamolotini ta'minlash hamda ta'lim sifatini oshirish masalalari yoritilgan. Muallif tomonidan monitoring tizimini takomillashtirishning ustuvor yo'nalishlari va samarali mexanizmlari taklif etilgan.

Аннотация

В данной статье обоснована педагогическая необходимость совершенствования мониторинга духовно-просветительской деятельности в высших учебных заведениях. Проанализированы содержание, основные функции, принципы и практическое значение системы мониторинга. Также рассмотрены вопросы развития мониторинга на основе современных педагогических технологий, обеспечения духовно-нравственного развития студентов и повышения качества образования. Предложены приоритетные направления и эффективные механизмы совершенствования системы мониторинга.

In our republic, increasing the effectiveness of spiritual and educational activities in the higher education system is regarded as a key factor in determining strategic priorities and as an

essential component in training competitive personnel. In the current period of reforming the system of spiritual and educational work, the phenomenon of “upbringing” is becoming increasingly significant due to its direct connection with the social life of young people.

Indeed, in the context of globalization, technological development, and international economic integration, ensuring the integration of education and upbringing with science, technology, and production sectors, as well as organizing spiritual and educational activities in accordance with international standards for the younger generation, is one of the most important pedagogical tasks aimed at strengthening the legal, spiritual, and cultural foundations of New Uzbekistan’s future development.

The organization of spiritual and educational activities in higher education institutions (HEIs) is a broad concept that naturally includes both educational and upbringing processes. From a pedagogical perspective, the basis of spiritual and educational activity consists of the processes of teaching and upbringing.

The necessity of improving the monitoring of spiritual and educational activities in higher education institutions can be explained by the following objective reasons:

Analysis of modernization trends in organizing spiritual and educational work in HEIs shows that one of the main expected changes is improving the quality of education and upbringing to a higher level, which includes:

- establishing a monitoring system in education (collecting, processing, storing, and disseminating information about meeting students’ needs);
- defining clear prospects for students’ scientific knowledge development based on diverse information sources;
- ensuring strict control and management across universities according to different monitoring types (educational activities, website monitoring, education, upbringing, marketing, environmental factors, student social activity, spiritual-educational work, youth union activities);
- evaluating the current state of processes, analyzing student activities, and developing mechanisms to provide complete, reliable, and regularly updated information necessary for forecasting talented students;
- creating pedagogical conditions for students’ self-development and considering individual characteristics;
- increasing students’ conscious discipline and sense of responsibility;
- creating opportunities for improving professional skills in accordance with internationally recognized ranking systems such as QS World University Rankings.

These factors directly influence the effectiveness of spiritual and educational activities in higher education. At the same time, they enrich theoretical and practical approaches to the quality of education and teachers’ professional activities.

From a pedagogical standpoint, the concept of “monitoring” can be interpreted as:

- a process that ensures the evaluation of implemented pedagogical actions;
- an independent management function providing information about the correspondence of actual results to intended goals;
- a system for periodic collection, generalization, and analysis of information for decision-making;
- a specially organized systematic observation aimed at assessing, controlling, and forecasting the state of objects and processes.



Scientific observations show that several problems exist in improving the monitoring of spiritual and educational activities in HEIs, including:

- evaluation of plans and programs;
- assessment of traditional and innovative teaching methods;
- analysis of modern pedagogical technologies;
- evaluation of textbooks and digital resources;
- assessment of international experience;
- organization of psychological, social, and diagnostic studies of students.

Education quality has become a key strategic priority in higher education systems and is directly linked to economic and social development. The use of modern ICT, innovative teaching methods, and improved pedagogical practices leads to transformations in both educational and upbringing systems.

Therefore, ensuring that educational activities are purposeful and continuously diagnosed yields positive results. The ultimate goal is to form a well-rounded, morally developed generation capable of contributing to national progress.

Understanding spirituality through a “spiritual prism,” analyzing its historical interpretations, and developing new mechanisms for youth upbringing based on national traditions and universal values are essential pedagogical tasks.

The improvement of monitoring systems cannot be considered separately from the philosophy and sociology of education, as these disciplines analyze the role and significance of upbringing in society.

The primary task of HEIs is to continuously study and align educational processes with stakeholders’ requirements, legal frameworks, and international standards, ensuring quality management and satisfaction of societal needs.

From this perspective, it is necessary to:

- assess the socio-spiritual environment in universities;
- develop effective propaganda and educational technologies;
- strengthen students’ ideological immunity;
- improve internet culture;
- integrate international experience aligned with national values.

Monitoring systems also involve analyzing stakeholders’ needs and coordinating institutional activities accordingly.

Research indicates that monitoring systems in international HEIs focus on identifying achievements, shortcomings, and challenges, and mobilizing stakeholders toward common goals.

Monitoring includes qualitative and quantitative diagnostics, forecasting development trends, and supporting continuous improvement.

Modern pedagogical approaches emphasize cooperation between various stakeholders in shaping moral values and social responsibility.

Spirituality is considered the core of human intellectual and moral development and plays a decisive role in societal progress.

Therefore, improving monitoring systems in higher education is a pedagogical necessity, as universities are responsible for training educated, cultured, and morally developed specialists.

This process includes:

- improving educational content and resources;
- enhancing student motivation and creativity;



developing teachers' professional competence;
implementing strategic development programs;
introducing scientifically based evaluation indicators.

In conclusion, improving monitoring systems ensures the effectiveness of spiritual and educational activities, strengthens cooperation among institutions, and contributes to the development of a spiritually mature generation.

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