

Development Of Technology Based On Vitagenic Experience Using Media Resources In Higher Educational Institutions Students Teaching

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Abstract: This article considers the issues of categorical interdisciplinary analysis and synthesis of the concepts of “vitagenicity” and “vitagenic experience” to scientifically substantiate and develop, develop the theory and technology of student education based on vitagenic (life) experience using media resources and develop practical recommendations for their implementation in the field of pedagogy. The following tasks are considered in the article: how to describe the general scientific, concrete scientific, disciplinary and interdisciplinary levels of the methodology of vitagenic education as a private scientific theory of pedagogy using methodological foundations adequate to the subject of study; to identify the theoretical possibilities of using the anthropological Q concept of human existence to identify pedagogically and anthropologically determined ways of attracting and constructive development of vitagenic experience in the education of students; to conduct a categorical interdisciplinary analysis and synthesis of the concepts of “vitagenicity” and “vitagenic experience” in order to identify their scientific and theoretical potential in the system of pedagogy; to build a theoretical and resulting technological system of students' education based on vitagenic (life) experience, including signs, principles, goals, methods, involving vitagenic experience as a self-developing source (resource) of the educational process, one of the foundations for designing the content and forms of students' education. The article analyzes the basic concepts - “vitagenicity”, “vitagenic experience”, “vitagenic technology”.

Index Terms : vitagenic training, multimedia resources, case studies, student training, vitagenic experience, vitagenic technology.

1 INTRODUCTION

At the present stage of socio-economic development of Uzbekistan, theoretical research and practical development in the field of higher education are becoming particularly relevant. The transition to a new system of socio-political, economic and legal relations in Uzbekistan requires each person to have qualitatively new knowledge, approaches, ways to carry out activities and organize their lives. The new socio-educational situation reveals the growing importance of student education. Recent education documents demonstrate attention to this problem of both federal and regional government bodies. UNESCO considers student education policy as an ongoing process, not only enriching knowledge and skills, but also to a large extent as a process of creating or creating an individual. The socio-economic situation in Uzbekistan gives rise to new processes that require the active involvement of the science of student education. We are talking about the current problem of the unemployed, who represent a significant group in the social structure of society. One of the promising directions for solving the unemployment problem is secondary professionalization, retraining of specialists at various levels, which requires widespread use of the scientific and practical base of students' education.

2. MATERIALS AND METHODS

Methodology. The practical relevance of the problem posed by us is also determined by the emergence of new approaches to the implementation of professional activities in all areas of society and, hence, the need for self-education of working specialists. Due to the qualitative novelty of the requirements for the implementation of activities, their development is associated with the breaking of stereotypes, well-established forms of human activity, which is impossible without appropriate theoretical understanding and adequate educational technologies. Such technologies must meet the requirements of constructive assistance for working people in transforming their existing professional and, more broadly, life experience into a new quality. The success of the processes of socio-economic development of society is associated with

another practical aspect of the relevance of the problem we highlight - the need to equip leaders of various levels and industries with such theoretical and technological knowledge that would contribute to the preservation and development of the cultural, spiritual and moral potential of the individual, the historical experience of society in general, its individual groups in the process of active economic transformation. In this regard, scientific and theoretical and practical developments in the field of student education are of particular importance, revealing new ways of developing the personal potential of each person and the human potential of society as a whole.

The formation of the science of student education in Uzbekistan follows two paths: adaptation, adaptation of foreign achievements in this field to Uzbek conditions, as well as comprehension of one's own historically gained experience. The tendency of scientific understanding of the influence of the cultural, ethnic and multi-ethnic identity of students on the organization of the educational process is also highlighted.

The purpose of the study: Based on the categorical interdisciplinary analysis and synthesis of the concepts of “vitagenicity” and “vitagenic experience”, scientifically substantiate and develop, develop the theory and technology of student education based on vitagenic experience using media resources and develop practical recommendations for their implementation in the field of pedagogy.

Object of study: Scientific and theoretical potential of the student education system.

Subject of research: Theory and technology of student education based on vitagenic experience using media in the pedagogy system.

To achieve the goal, we were guided by the following working hypothesis:

The development of the theory and technology of student learning based on vitagenic experience using media resources provides for:

- building a methodological system, its general scientific, concrete scientific, disciplinary and interdisciplinary components, using system-structural analysis, vital personality theory, activity theory, theory of thinking and semiotics;
 - the use of the ontological anthropological concept of human existence, adequate to the process of acquiring vitagenic (life) experience by a person as the philosophical basis of the methodology and theory of student education based on vitagenic (life) experience;
 - comprehension of the scientific and theoretical potential of the concepts of “vitagenicity” and “vitagenic experience” based on a phenomenological analysis involving their consideration as social, biological, psychophysiological, pedagogical, with their subsequent synthesis as interdisciplinary categories;
 - construction of the theoretical and resulting technological systems of students' vitagenic education, which obviously includes signs, goals, principles, methods, approaches and pedagogical conditions for their implementation, grouped around the main positions that reflect the scientific and pedagogical potential of the concept of “vitagenic experience”: recognition of vitagenic experience as a source (resource) student education; recognition of the possibility of transforming and acquiring students' vitagenic experience in education; recognition of the generalized types of vitagenic experience of society, a certain group of people as one of the foundations for designing the content, forms and methods of students' education.
- research on the implementation of information and communication technologies in Uzbekistan's education, ensuring information security in the context of global informatization, and developing the creative potential of teachers was carried out by A.Abdukadyrov [1], S. Babadjanov [6], O .Davlatov [11], M. Kuranov [21], N. Rustamova [27];
 - the formation of pedagogy as an independent science of student learning, justifying the activities of students and trainers in the organization and implementation of the learning process, is the subject of scientific work N.O. Verbitskaya [29], S.G. Vershlovsky [30], M.T. Gromkova [14]. The basis for the definition of pedagogy as a science is the work of foreign researchers M.Sh. Knowles [25];
 - understanding of the education of students as one of the elements of a social institution from the standpoint of social phenomena (family, education, law, etc.) brought to life by the various needs of society, social groups, individuals is present in the works of NP Litvinov [24], N.N. Kozlova [19]. As an independent social institution, in the context of the reproduction of the workforce, continuing education and training of specialists, the formation of their professional skills, the education of students is considered in a number of works by E.F. Seer [31], M.T. Gromkova [14], V. S. Bezrukov [9], L. M. Kustov [22], N. V. Kuzmina [23], K. A. Abul Khanova-Slavskaya [2], A. A. Bodalev [10], A.A. Derkach [12], O.S. Anisimov [4], F.S. Ismagilov [15];
 - the influence of ethnocultural characteristics on the educational process of students is one of the areas of scientific research of the scientific school of Q pedagogy is revealed in a number of V.G. Ivanov [16], A.S. Belkin [7, 8]; The study of historical forms of life experience, cultural and historical traditions of the formation of an image, lifestyle of an adult as a way of self-realization was carried out by us on the basis of V.A. Yadov [17], S.G. Kara-Murza [18], K.A. Abul Khanova-Slavskaya [2], L.I. Antsyferova [3], G.G. Diligentsky [13], EFRybalco [28], R.A. Anufrieva [5], E.I. Golovakha [5], A .A. Chronicles [20]

Based on the goal and the working hypothesis, the following research objectives were set:

1. Describe the general scientific, concrete scientific, disciplinary and interdisciplinary levels of the methodology of vitagenic education as a private scientific theory of pedagogy using methodological foundations adequate to the subject of study.
2. To identify the theoretical possibilities of using the anthropological Q concept of human existence to identify pedagogically and anthropologically determined ways of attracting and constructive development of vitagenic experience in students' education.
3. Conduct a categorical interdisciplinary analysis and synthesis of the concepts of “vitagenicity” and “vitagenic experience” in order to identify their scientific and theoretical potential in the system of pedagogy.
4. To build a theoretical and resulting technological system of student education based on vitagenic experience, including signs, principles, goals, methods involving the use of vitagenic experience as a self-developing source (resource) of the educational process, one of the foundations for designing content and forms of education students.

Literature review. The scientific basis for the study of the state and trends in the development of student education were the works reflecting the development trends of the theory and practice of Q in the analyzed area, which can be combined into the following groups:

- a generalization of the historical experience of the formation and development of student education is studied in the works of NP Litvinov [24];

Materials and methods. Features of the existing directions and approaches to research in the field of student education determine the relevance of the topic of developing the theory of vitagenic education of students, which is caused by the need to understand and recognize the importance of the life experience of an adult student in education, which is reflected in one of the principles of pedagogy, and the development of a methodology for its use in student education. This gives rise to the need to search for scientific and practical ways of attracting life (vitagen) experience as a source in the process of students' education. The analysis of socio-economic processes that require the involvement of science about the education of students, research topics in the field of pedagogy in Uzbekistan and abroad, works devoted to the analysis of historical forms of organization of life by adults, reveals the following contradictions:

- between the need for a comprehensive, holistic adult education, the formation of a new progressive type of life competence in him, and the division of education into general cultural, professional, business education with a narrow functional focus;
- between the need to create a scientific base for student education and the lack of independent theories that contribute to the scientific and methodological

- development of this area;
- between the content and orientation of the forms, methods, and technologies of teaching students adaptable to Uzbek conditions and their inconsistency with the cultural and historical traditions and socio-economic needs of Uzbekistan;
- between the need of students studying for the acquisition of valuable knowledge that interacts with acquired life experience, and the lack of theoretically and practically justified ways to ensure this orientation of education.

From these contradictions, there arises the problem of developing a theory and technology for teaching students that would rely on cultural, historical, life and other types of student experience and, at the same time, ensure a comprehensive nature of education, combining cultural, professional, as well as functional practical components. Thematicization of the identified problems and contradictions led us to the need to comprehend the idea of vitagenic education, introduced and justified by A. S. Belkin [7], in relation to the education of students. Vitagenic, in accordance with the definition of AS Belkin [8], is education based on the actualization (demand) of a person's life experience, its intellectual and psychological potential for educational purposes. Based on the foregoing, we determined the research topic: "Theory and technology of student education based on vitagenic (life) experience."

The methodological basis of the study.

The methodological basis of the phenomenological content of the concepts of "vitagenicity" and "vitagenic formation" were the ideas of vital determination of vital signs; the theory of evolutionary growth of biogenic force in the transformation of the biosphere into the noosphere; the idea of social vitality as a person's survival and vitality; vital theory of personality, concept of a functional system, theory of self-actualizing personality; Q theory of the instrumentalization of human experience. In the process of identifying the philosophical foundations of vitagenic education of students, the ontological anthropological concept of human existence was used, which in turn was based on the ideas of Russian cosmism, emanation concepts. The methodological premise of our study was the work of A. S. Belkin [7, 8], who is the author of the idea of vitagenic formation. The study of the essence of the theory of vitagenic education of students is based on the ideas of existential philosophical anthropology, as well as the ideas of the philosophy of life in existential pedagogical anthropology, existential analytics. The methodological basis of the technological understanding of vitagenic education is the idea of identifying and classifying Verbiskaya's human-science technologies [29] and A. S. Belkin's professional-pedagogical technologies [7, 8]. The methodological basis for the development of the theory and technology of student learning based on vitagenic (life) experience was also the idea of the unity of biological and social in a person, the position of psychologists on the problem of personality; personality theory of foreign psychologists; ideas of pedagogical anthropology. The grounds for determining the age periodization of adult development were scientific ideas. The scientific and theoretical basis for the study of vitagenic education are the provisions of methodological activities devoted to general scientific knowledge, its principles and approaches; the idea of a systematic approach as a general scientific principle described in the works; the idea of a cybernetic general

scientific approach; general scientific principles described in the works. The concrete scientific pedagogical level of the methodology of vitagenic education of students is based on the classification of methods by N.V. Kuzmina [23], V.S. Bezrukova [9], the content of specific scientific methods, approaches and concepts presented in the works of A.S. Belkina [7, 8], L.M. Kustova [22], E.F. Seer [31].

As methodological and empirical research sources were used:

1. Fundamental pedagogical works.
2. Proceedings on social anthropology; educational psychology; research in the field of pedagogical anthropology, in Uzbek pedagogy; in a later period; a number of works devoted to the study of the phenomenon of self-awareness in pedagogy, the ideas of the pedagogy of interactions.
3. Works devoted to studies of life experience, cultural and historical traditions of image formation, human lifestyle as a way of its self-realization.
4. Work on the study of the genesis of student education traditions, the examination of student education as a social institution from the standpoint of social phenomena (family, education, law, etc.).
5. Proceedings on the study of student education as one of the elements of the social institution of education, in the context of the reproduction of the workforce, continuing education and training of specialists, the formation of their professional skills, the influence of ethnocultural characteristics on the educational process of students.
6. The results of the search and experimental development activities for the education of students at the Faculty of Preschool and Primary Education YEOJU Technical Institute in Tashkent, Department of Pedagogy and Psychology, Tashkent Regional Chirchik State Pedagogical Institute; Center for Advanced Training and Retraining of higher pedagogical education at the National University of Uzbekistan.
7. The results of consultation on the development of conceptual frameworks for the development of general and vocational education systems.

Research Methods.

As theoretical methods for designing the methodology and theory of vitagenic education of students, such logical methods as hypothesis, analogy, analysis and synthesis, induction and deduction, formalization, analogy and modeling, idealization and other methods of formal logic were used. The methods used in the pilot implementation work were: organizational (comparative method, longitudinal and complex methods); empirical (observation, diagnostic, experimental, biographical method); methods of qualitative analysis of empirical results; interpretation methods. In the process, a methodology for teaching students based on life experience such as case studies from the book Mitch Albom "Tuesdays with Morrie" was created.

3. EXPERIMENTAL RESULTS

The first stage was associated with the selection and theoretical understanding of the problem and the research topic, determining its place in the technology of professional retraining of heads of educational institutions. This stage of the

study is characterized by the collection of empirical, theoretical and technological material in the process of educational work with adults in the field of advanced training, professional retraining of educators. The second stage was devoted to the definition of the methodological foundations of the study, the development of elements of the theory of vitagenic education of students. At the same time, at this stage, a focused experimental development activity was begun to verify the put forward theoretical principles in practice. The research base was the preschool and primary education groups of the YEOJU Technical Institute in Tashkent, Department of Pedagogy and Psychology, Tashkent Regional Chirchik State Pedagogical Institute; Center for Advanced Training and Retraining of higher pedagogical education at the National University of Uzbekistan. The total number of students enrolled in the experimental verification of the main provisions of the theory of vitagenic education was about 800 people. The third stage was devoted to summarizing the results of research activities at the previous stages, combining the developed, tested and refined elements into a holistic theory of student education based on vitagenic (life) experience, as well as testing the basic conceptual provisions of the theory in the practice of organizing students' educational systems in the context of the strategic development of large cities. At this stage, the main activity was designing, formal logical verification of the methodology and theory of vitagenic education of students, its practical testing in the professional education of students in changing conditions on the labor market of a large city. The tasks that were decided at this stage were: a description of the methodology of the theory of vitagenic education of students; clarification and description of the definition, goals, main positions, principles and methods of the theory of vitagenic education of students; comprehension of the theory of vitagenic education of students as a fundamental human science technology; practical use of the conceptual foundations of the theory of student education based on vitagenic (life) experience using media in the strategic development of education.

4. CONCLUSION

As a result of the research on the topic, the following conclusions were made:

1. The technological basis of vitagenic education is due to its understanding as a human technology. Man-science technology is understood as a system of diverse knowledge and experience working with people, the use of which allows you to implement a specific man-science plan in socionomy activities using certain conditions, using media resources, means and methods of putting them into practice.
2. Vitagenic education in the classification of human-science technologies can be attributed to fundamental technologies due to its deep ontological anthropological nature. It is based on vitagenicity – the process of genesis by a person of an image of his own life activity with the aim of constructing an ontological security (survival) situation and developing a form of his life activity in accordance with universal progress.
3. The consideration of vitagenic education with the help of students' media resources as a fundamental human-science technology is determined by the nature of the ontological anthropological concept underlying it. As a

process, students' vitagenic education uses vitagenic experience as a source, assumes its formation and models the vitagenicity process (building a way of life). As a result, vitagenic education with the help of students' media resources involves not only the amount of knowledge and skills that meets the requirements of state educational standards (or educational needs), but also an updated way of human life, the possession of new constructive forms, mechanisms of vitagenic experience. From the point of view of the human person, vitagenic formation is the formation and implementation of the main groups of vital functions and forms of vitagenic experience in their life embodiment. These positions make vitagenic education of students a fundamental human-science technology, since it has a life-creating character and contributes to the development of an adult's personality in the main groups of vital functions.

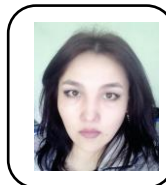
4. The practical embodiment of vitagenic education using students' media resources as a human-learning technology is represented by a complex multi-level process that includes seven successive stages consisting of a set of specific actions for designing various vitagenic education components using students' media resources as a holistic pedagogical system. We have proposed an algorithm for designing the process of vitagenic education of students. Using this algorithm in a specific branch of student education will allow developing a system of industry-specific technologies for students' vitagenic education. Such activity can become an independent direction of scientific research in the field of students' vitagenic education.

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