



**FORMATION OF RESPONSIBILITY IN HIGHER EDUCATION
STUDENTS FOR EDUCATIONAL ACTIVITIES**

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ABSTRACT	KEYWORDS
<p>In this article, the role and importance of the formation of students' responsibility for educational activities, the levels of learning in the field of educational process and the development of educational activity, mental cognitive activity - targeting the areas of motivation, value and need. The importance of influence and the opinions about the impact of the activities of advanced teachers in the formation of students' responsibility for educational activities are scientifically stated. For example, as a result of mastering aspects of the formation of responsibility for educational activities, the main factors, conditions and opportunities that directly affect its development are discussed. The positive possibilities of forming students' responsibility towards educational activities have been scientifically and pedagogically analyzed.</p>	<p>Student, learning, responsibility, efficiency, duty, mission, value, activity, management, development.</p>

Introduction

Today, in the world education system, the attention to improving the professional skills of future pedagogues, forming a responsible attitude towards their profession, and ensuring the competitiveness of graduates is increasing. At the same time, scientific research is being conducted to identify the problem of developing professional responsibility in future pedagogues and to improve the formation of personal responsibility. In this regard, including the introduction of effective forms and methods of forming responsibility in the process of integration of activities in students based on the requirements of the individual-oriented education strategy and the competency approach, expanding the scope of the innovative activities of students in the field of higher education, their professional competence great attention is paid to development issues.

In particular, in the process of effective organization of this activity, first of all, we should form students' responsibility towards educational activities. It is well known to us that the educational process is a perspective-oriented didactic event determined according to the essence, content, direction, and social factors of education, which is "reading, learning, "Development" applies to the system. In the dictionary of pedagogical terms, knowledge is defined as follows:

- 1) level of mastery of educational material presented to pupils and students in the educational process;
- 2) it is the process of learning, mastering, acquiring existence and its objective laws. [1,2]

So, in the course of educational activity, educating, educating and developing students is carried out together, and the student assimilates the presented knowledge and fully understands the surrounding reality.

The Main Part

In the formation of students' responsibility for educational activities, Levels of learning in the field of development of educational activity should be taken into account:

- familiarization with and acceptance of theoretical material related to a specific field of science - primary level;
- understanding of the received information - level of productivity;
- opportunities to perform actions on the acquired knowledge and apply them in various practical situations - the level of mastery of gnostic skills;
- readiness to use knowledge creatively - transformation, that is, the level of evolution [2,3].

This based on the levels of knowledge acquisition in the field of development of educational activity in relation to educational activity of students and young people it is appropriate to take into account all conditions, opportunities and factors in the organization of the educational process in the formation of interest and responsibility. Especially in this regard, the activity of mental cognition - targeted impact on the spheres of motivation, values and needs is important. Including:

- cognitive activity is a purposeful, regulated result by the teacher, in which the information organizer of the educational subject is the main tool, which helps to form the internal interests of learners.
- cognitive activity is manifested in the desire to actively use the knowledge obtained in the process of independent and self-education based on internal interests formed by learners [4-7].

In both cases, the mental cognitive activity of learners is a result of targeted exposure to the areas of motivation, value, and need. This fully determines the success of education and other activities. In particular, cognitive activity is manifested not only in cognitive activity, but also as a result of it.

Basic factors that directly affect its development as a result of mastering the aspects of responsibility formation in relation to educational activities:

- the teacher's competence, professional skills, compliance with the set educational goals and applied educational forms;
- the natural talent of students, their curiosity, mobility, aspiration, attention, motivation, level of exposure to interests [7-11].

There are three important stages in the practice of determining the knowledge gained in the process of forming responsibility for educational activities, they are: diagnostic, organizational and corrective stages.

The diagnostic stage allows to determine the initial level of the formation of educational activity and its various components (parts), to predict the results of the formation process, and to correctly determine the final goal of the activity in this direction.

The organizational stage implies the selection of effective methods and means of organizing educational activities that ensure the formation of learning activity.

At the corrective stage, processes related to evaluation and control of the obtained results, editing of activities aimed at achieving the set goal, and correction of mistakes made in the first two stages are carried out [11-14].

The importance of lessons organized by experienced teachers is extremely important in the formation of students' responsibility for educational activities. After all, along with teaching, experienced teachers also teach students how to study and learn, that is, they focus on the formation of students' educational and cognitive activities. Their level of mastery can be developed only when the formation of educational activities of students is carried out on the basis of a consistent system.

We know that a teacher performs three different tasks in the process of teaching students, which are firstly to impart knowledge to students, secondly to educate them and thirdly to focus on their development. An experienced and creative teacher achieves the correct implementation of these three tasks, bringing each training session to the level of art.

The formation of students' responsibility for educational activities will give the following positive results:

- with a sense of obligation, to have exemplary behavior, to try and strive to show initiative in the educational process;
- - to be able to take a critical approach to one's own work, to evaluate it objectively;
- - a combination of striving for goals, enthusiasm, self-confidence and satisfaction with one's work;
- - sense of duty and responsibility;
- - formation of professional inclinations by means of mastering educational subjects.

Conclusions

From this it can be concluded that the formation of students' responsibility for educational activities is considered one of the important pedagogical issues today. provides an opportunity to grow and improve professional skills.

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