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Problems of educating students in modern universities of Kyrgyzstan

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Abstract

Relevance. In the context of rapidly changing socio-cultural and economic conditions in the country, the study of the problems of students' education is important for the development of effective strategies that promote the adaptation of young people to modern challenges.

Purpose. The purpose of this study is to identify the factors of influence on upbringing in the educational environment of Kyrgyzstan.

Methodology. The following methods were used in the research process: analysis, comparison, generalization, survey.

Results. They contributed to a comprehensive understanding of the problems of education, identifying the main trends and challenges. In the course of the study, it was determined that modern universities in Kyrgyzstan face a variety of problems in the education of students. It was found that these problems affect various aspects of students' learning activities, including their lack of attention to ethics and moral values, the lack of an effective system of interpersonal relations between teachers and students, as well as insufficient development of independent work and critical thinking skills, which affects their adaptation in society and professional growth. The article emphasizes the importance of the role of teaching personality in the educational process. The study examined the impact of modern technologies on teaching and educational methods and presented examples of successful practices and approaches in the education of students. The study identified key areas for improving the educational process and effectively supporting students. The findings demonstrate the complexity of the problem and emphasize the need for a systematic approach to its solution.

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Conclusions. The practical value of the study lies in providing a basis for the development of effective strategies and programmes aimed at improving the educational process and the formation of personal qualities necessary for the successful adaptation of students to modern socio-cultural and professional challenges.

Keywords: educational environment; moral values; learning activities; adaptation; teachers.

Introduction

The study of student education problems is necessary to ensure quality education and successful adaptation of young people in a rapidly changing society, to prevent negative consequences, such as decreased motivation and failure, as well as to develop effective strategies of education and to ensure multifaceted development of students. Knowledge of the main problems and challenges in the educational activity will allow university management structures to make informed decisions and effectively manage the educational process. Problematic research in the field of students' education is related to the insufficient number of scientific works necessary for a full understanding of the complex aspects of this field. The diversity of the student community, cultural and ethnic characteristics, challenges of globalization and technological progress are important aspects that require careful consideration in the research of student education.

A.A. Taabaldieva and O.A. Ajimatov [1] highlight several key aspects affecting student education, such as insufficient funding of universities and lack of qualified personnel in the educational sphere. The authors point out the lack of an effective system of moral and moral education and insufficient involvement of students in educational activities. The researchers emphasize the need for a systematic approach to solving the problems of students' upbringing, introduction of mentoring and mentoring system, development of innovative teaching methods and strengthening the role of value education. The article did not consider the opinions of students about the quality of the educational process in higher education institutions of Kyrgyzstan.

K. Ostrovska et al. [2] analyse the role of modern information technologies in the educational process. They investigate the advantages and disadvantages of using digital tools in the education of students, their impact on academic performance and the development of professional skills. The authors propose strategies for integrating information technologies into the educational process to optimize educational work. The article does not consider possible changes in the role of the teacher in the context of using information technology in the educational process.

A.A. Azhybekova [3] focuses on the current problems of the educational process in universities. She singles out psychological, technological, didactic, subject aspects, emphasizing their interrelation and comprehensiveness in solving the problems of education and upbringing of future specialists. The article highlights the essential characteristics of each aspect of the educational process, their correspondence to the new educational paradigm and interrelation with the stages of mastering professional competences. Special attention is paid to the system approach for the formation of highly competent and competitive specialists. The article did not investigate the influence of external socio-cultural factors on the

effectiveness of the educational process in higher education institutions.

T.R. Barpybaev et al. [4] consider the influence of the teacher on students' life activity, especially in the context of civic self-determination and self-realization. Special attention is paid to the socio-psychological portrait of modern students and the need to consider its characteristics when designing the process of education. The authors concluded that in modern conditions it is important not only to transmit information, but also to influence the formation of values and character of the student. This article did not investigate the feedback, interaction, and perception of teachers by students in the context of their influence on civic self-determination and self-realization.

T.Ch. Abdylbaeva and G. Adylbek kyzy [5] raise the issue of youth education, expressing the idea of the need to integrate education into the educational process, making it the basis of education. Upbringing not only forms a specialist, but also an "image of a person" adapted to cultural realities. It also emphasizes the importance of preserving traditional values in the educational system to strengthen civic identity. The authors believe that the full-fledged professional identification of youth is possible when combined with civic identification, which is an indicator of socio-cultural, professional, personal, and civic maturity. The article did not consider in detail the role of teachers in the formation of the "image of a person".

The aim of the study is to identify the current problems of the educational process in higher education institutions, including the influence of teachers on the formation of students' identity and value orientations. The main tasks are to study and analyse previous studies, design, and conduct a survey among teachers and students to identify problems in the educational process.

Materials and Methods

The study of the problems of education in higher education institutions was carried out with the help of various methods that contributed to a deeper understanding of this topic. The method of analysis in the study of the problems of students' education contributed to the processing of a large amount of data, which helped to identify the main factors of influence on this process. The method of comparison in this study helped to identify similarities and differences between the educational systems of other countries. The method of generalization helped to identify the main trends that are observed in the behaviour of students, as well as to formulate conclusions on the topic. The functional method helped to identify key roles and the influence of various aspects of the educational process on the formation of problems. The method of concretization in the study of student education problems allowed penetrating deeper into specific situations, revealing the features, values, and norms that influence this process.

A survey was conducted among faculty and students using two questionnaires. 310 respondents took part in the survey among the teaching staff of higher education

institutions of the Kyrgyz Republic: Kyrgyz National University named after J. Balasagyn – 50 people, Kyrgyz State Technical University named after I. Razzakov – 30, Bishkek State University named after K. Karasaev – 50, Kyrgyz State University named after I. Arabaev – 30, Osh State University – 30, Batken State University – 30, Issyk-Kul State University named after K. Tynystanov – 30, Naryn State University named after S. Naamatov – 30, Talas State University – 30. These were teachers of various disciplines: humanities, natural sciences, physical and

mathematical sciences, technical sciences, philological sciences, pedagogical sciences, medical sciences, legal sciences, musical sciences, artistic sciences, and technological sciences. Their work experience in the country's universities ranged from 1 year and above. Respondents were asked to fill out a questionnaire both online and in person (Table 1). The deadline for completion was 21 days. Participants were guaranteed confidentiality.

Table 1. Questionnaire on the educational activities of teachers

No.	Questions/answer options
1	Teaching experience: - from 0 to 3 years; - from 3 to 8 years; - from 8 to 15 years; - 15 years and above.
2	Are you an academic group supervisor (academic consultant)? - yes; - no.
3	What disciplines do you teach? - Humanities; - natural sciences; - physics and mathematics; - technical; - philological; - pedagogical; - medical; - legal; - musical; - artistic; - technological.
4	Are you familiar with the Concept for the Development of Civil Identity – Kyrgyz Zharany for the period 2021-2026? - yes; - rather yes than no; - more likely no than yes; - I find it difficult to answer.
5	What values, attitudes and qualities are closest to you? - prestige of Kyrgyzstan; - respect for state symbols; - faith in one's fatherland; - professionalism; - creation; - hard work; - modesty; - good-heartedness; - Call of Duty; - responsibility; - family; - health; - friends; - interesting job; - self-affirmation; - rest; - active participation in the affairs of the department, faculty, university; - self-development.
6	Do you think that in order to develop a student's success in future professional activities, it is important to understand one's civic identity – Kyrgyz Zharany? - yes; - rather yes than no; - more likely no than yes;

	- difficult to answer.
7	Do you think that general cultural competences related to awareness of common human culture and the ability to express oneself in the cultural sphere are important for the student's success in future activities? - yes; - rather yes than no; - more likely no than yes; - I find it difficult to answer.
8	Do you think that a university teacher should be involved in educating students? - yes; - rather yes than no; - more likely no than yes; - I find it difficult to answer.
9	Do you think that the content and means of your discipline can influence the life attitudes and values of students, and thereby contribute to their success in future activities? - yes; - rather yes than no; - more likely no than yes; - I find it difficult to answer.
10	What is the level of influence of your university on the formation of a student's personality? - yes; - rather yes than no; - more likely no than yes; - I find it difficult to answer.
11	In your opinion, what activities have great potential for developing the spiritual and moral qualities of an individual? (Your answer option).
12	In your opinion, what reasons negatively influence the formation of an individual with a high civic position, a future professional, a good family man, and a patriot of the motherland? - lack of a system of educational work at the university; - dysfunctional student family; - the attitude of the student himself; - reluctance of teachers to contribute to the education of students; - I find it difficult to answer.
13	What style of communication with students do you choose in your activities? (Your answer option).
14	In your opinion, what contributes most to the education of students at a university? - openness and desire of the student himself; - educational activities at the university; - properly organized work of the curator; - proper organization of leisure; - responsible attitude towards learning; - use of educational opportunities of the academic discipline; - teacher's personality.
15	What prevents you from working more effectively in terms of educating students? - I work effectively in terms of educating students; - poor methodological support; - low wages; - workload and fatigue; - student attitude; - curators should do this.
16	What form of advanced training is most suitable for you? - internships at related universities and scientific institutions; - trainings, refresher courses and methodological seminars in other universities and educational institutions; - advanced training courses and methodological seminars at your university; - individual creative work; - Defence of the thesis.
17	Do you think that constant educational activities harm the educational process? - yes; - rather yes than no; - more likely no than yes; - I find it difficult to answer.
18	Do you use elements of pedagogical educational influence in your classes? - yes;

	- rather yes than no; - more likely no than yes; - I find it difficult to answer.
19	Do you use interactive methods in your classes? - yes; - rather yes than no; - more likely no than yes; - I find it difficult to answer.
20	The university pays attention to the participation of teachers in educational activities? - yes; - rather yes than no; - more likely no than yes; - I find it difficult to answer.
21	Should educational activities be carried out only by the curator (academic consultant)? - yes; - rather yes than no; - more likely no than yes; - I find it difficult to answer.

Source: compiled by the authors.

This survey allowed collecting teachers' opinions on various aspects of educational work in HEIs in Kyrgyzstan, including the importance of civic identity, general cultural competences, the role of teachers in the education of students, the impact of the educational process on the formation of personality, obstacles, and factors hindering effective educational work, and preferred forms of professional development. The survey was conducted among randomly selected students in the same 8

universities of the Kyrgyz Republic, 40 respondents from each. An equal number of men and women was achieved. Respondents were representatives of different socio-economic groups and nationalities. Students were representatives of different faculties: philological, legal, technological. The period of completion was 20 days. The survey was conducted taking into account geographical distribution (in universities, online) (Table 2). The answers were anonymous.

Table 2. Assessing preferences for teacher personal qualities

No.	Personal qualities	Choose the most suitable option for you
1	Pedagogical talent	
2	Justice	
3	Flexibility and adaptability	
4	Friendliness	
5	Interest in the subject and its passion	
6	Empathy and understanding	
7	Accessibility and openness to communication	
8	Organization and clarity in work	
9	Tolerance of different points of view	
10	Professionalism	
11	Ability to inspire and motivate	

Source: compiled by the authors.

The survey among students helped to collect opinions about the significant qualities for a modern teacher. It helped to identify which qualities students consider key for successful teaching and education. The method of survey among teachers and students in the study contributed to a more complete and objective understanding of the situation and possible solutions. Through the use of various research methods, it was possible to examine the problems of education in higher education institutions in Kyrgyzstan from different angles, highlight key factors, identify unique features and generalize the findings. This combined approach allowed for a deeper understanding of the essence of the problems and provided a basis for the development of recommendations to improve the quality of student education in this country.

Results

Student education in modern higher education institutions plays a key role in shaping not only their academic

preparation, but also their personal development. This process is necessary for the transmission of values, development of civic responsibility, respect for differences and the ability for intercultural interaction. Education in modern universities is inherently connected with their main mission – training qualified specialists and development of a harmonious personality [7].

Questionnaire among teachers

The questionnaire was conducted among the teaching staff of different universities, consisting of 310 respondents. For a deeper understanding of the topic of student education, they were asked to answer a series of questions in which they should choose the most appropriate short answer for them. The respondents' work experience was from 1 to 3 years – 17%, 3 to 8 years – 29%, 8 to 15 years – 23%, while 31% of the study participants had 15 years or more of teaching experience. This helped to assess the diversity of experience among the teaching staff and to reveal the

distribution of specialists by different time intervals of work in the pedagogical field. The questionnaire revealed that 37% of the interviewees were supervisors of academic groups, while 63% did not hold this position. This helped to understand the distribution of responsibilities in the teaching team, and to assess the level of participation in the organization of educational work at the university. Teachers of various disciplines participated in the questionnaire: humanities (12%), natural sciences (15%), physics and mathematics (10%), technical (20%), philology (8%), pedagogy (7%), medicine (9%), law (11%), music (3%), art (4%), technology (1%). These data made it possible to assess the subject diversity and professional specialization of the university teaching staff. The results on the question of respondents' familiarity with the Concept of Civil Identity Development – Kyrgyz Zharana for the period 2021–2026 show that only 35% of respondents are fully familiar with it. 20% indicated that they are rather familiar with this concept, while 15% tended to be rather unfamiliar with it. 30% of participants found it difficult to answer. These data emphasize the need for further information and training of faculty on the concept in order to raise awareness and understanding of its importance in the context of civic identity development in the Kyrgyz Republic.

The next question in the questionnaire was aimed at identifying the closest values, life attitudes and qualities among teachers: prestige of Kyrgyzstan – 22% of respondents noted this value as the closest; respect for state symbols – 18%; faith in their fatherland – 12%; professionalism – 28%; creativity – 5% of respondents pay special attention to this aspect. Hard work, modesty, good-heartedness, sense of duty, responsibility, family, health, friends, interesting work, self-assertion, recreation, active participation in the affairs of the department, faculty, university, self-development – each of these qualities or values is mentioned by 15% of respondents. Based on these data, it can be concluded that there is a diversity of values, attitudes, and qualities that are close to the teaching staff. This indicates the importance of taking into account individual preferences and motivations when developing strategies and plans for work in the educational sphere.

On the question of the significance of awareness of one's civic identity – Kyrgyz Zharany for the development of student's success in future professional activity, various data were obtained: 40% of respondents consider the awareness of civic identity important for the student's successful development; 25% of professors and teachers incline to a positive answer, indicating the importance of this aspect; 20% of respondents express doubts about the importance of awareness of civic identity for the student's future success; 15% of research participants have difficulty answering this question. The majority of respondents (65%) recognize the importance of awareness of civic identity for the student's successful development in future professional activities. This indicates the potential importance of incorporating civic identity into curricula and methodological approaches to support students in their professional development.

The data on the question about the importance of general cultural competences for the student's success in future activities is presented as follows: 42% of respondents answered in the affirmative, considering

general cultural competences important for the student's future success; 29% of professors and teachers expressed a tendency to answer positively, emphasizing the importance of these competences; 16% of respondents expressed doubts about the importance of general cultural competences for the student's success; 13% of research participants cannot formulate a clear answer to this question. Most of the teaching staff (71%) recognize the importance of general cultural competences for student success in future activities. This underlines the necessity to include in educational programmes elements that contribute to the development of general cultural skills and knowledge of students.

The question about the perception of the role of the university teacher in the education of students showed the following data: 53% of respondents claim that a university teacher should be involved in students' education; 27% of professors and lecturers expressed a tendency to give a positive answer, emphasizing the importance of this aspect; 14% of respondents expressed doubts about the necessity for a university teacher to be involved in students' education; 6% of research participants have difficulties in formulating a clear answer to this question. The data show that the overwhelming majority of teaching staff (80%) recognize the importance of teacher involvement in students' education. This indicates a widespread recognition of the social role of the lecturer in shaping not only knowledge but also values in students in the university environment.

On the question of the possibility of the impact of the content and means of their discipline on the life attitudes and values of students in order to promote their success in future activities, different results were obtained: 63% of respondents claim that the content and means of their discipline can influence the life attitudes and values of students and contribute to their success in future activities; 21% of professors and lecturers expressed a tendency to give a positive answer, emphasizing the possible impact of their discipline on students; 9% of respondents expressed doubts about the possibility of the impact of their discipline on the life attitudes and values of students; 7% of research participants have difficulties in formulating a clear answer to this question. The data indicate that the majority of faculty members (84%) believe that the content and methods of their discipline can influence life attitudes and values.

The next question was about the influence of higher education institution on the formation of a student's personality. The following data were obtained: 34% of respondents believe that their HEI has a significant impact on student personality formation; 42% of professors and lecturers claim that HEI has an impact on student personality formation, but this impact is not decisive; 13% of respondents express the opinion that their HEI has an insignificant impact on student personality formation; 11% of research participants have difficulties in determining the level of their HEI's impact on student personality formation. These data indicate the diversity of opinions among the teaching staff regarding the level of influence of their university on the formation of student personality. However, the majority (76%) recognize that the HEI plays a role in this process. In the question about the classes that have a great potential for the education of spiritual and

moral qualities of personality, the data were obtained (Figure 1), which denotes the number of answers from 310 respondents.

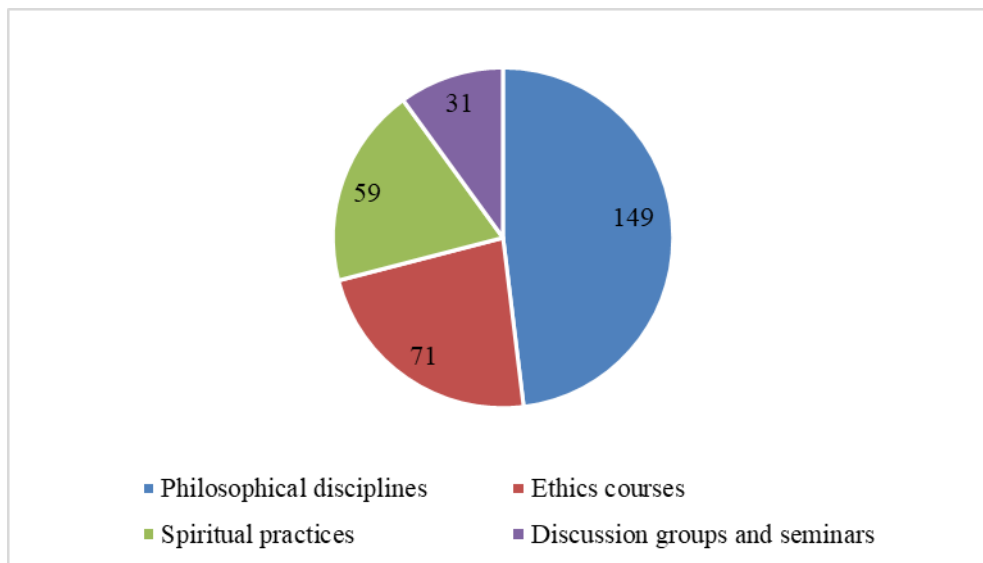


Figure 1. Opinions on the effectiveness of classes in the education of spiritual and moral qualities
Source: compiled by the authors.

Philosophy disciplines – 48% of respondents believe that philosophy classes can effectively influence the development of spiritual and moral qualities in students. Ethics courses – 23% of professors and lecturers claim that special ethics classes can significantly contribute to the formation of spiritual and moral aspects of personality. Spiritual practices – 19% of respondents identify classes related to meditation, relaxation, or other spiritual practices as effective in fostering spiritual and moral qualities. Discussion groups and seminars – 10% of professors and lecturers believe that active participation in discussions and debates in group classes contributes to the development of spirituality and morality in students. These data indicate a diversity of opinions among faculty regarding classes that have the potential to nurture spiritual and moral qualities of the student's personality. However, the majority of respondents (71%) highlight philosophical disciplines as the most effective in the formation of value orientations and spiritual principles in students.

On the question about the reasons negatively affecting the formation of a personality with a high civic position and a future professional, different conclusions were obtained: 33% of respondents believe that the lack of an effective system of educational work in the educational institution is the main reason for the negative impact on the formation of a student's personality with a civic position; 22% of professors and teachers claim that dysfunctional family circumstances can significantly hinder the formation of a student's civic position and patriotism; 19% of respondents highlight the attitude of the student himself to the issues of civic identity and patriotism as a factor affecting his future professional and civil activity; 14% point to the unwillingness of colleagues to assist in educational work among students as one of the reasons for the insufficient formation of a civic position; 12% of the study participants have difficulty identifying the main reasons that negatively affect the formation of the personality of a student with a high civic position and a future professional. These data testify to the importance of

organizing the system of educational work in educational institutions and the role of the family, the student, and teachers in the formation of civic identity and patriotism.

The question about the choice of style of communication with students in their activity allowed drawing several conclusions: 47% of respondents prefer the democratic style of communication, characterized by openness, respect for students' opinion and cooperation as equals; 23% – authoritarian style, where the teacher is the main authority, making decisions and controlling learning; 19% – liberal style of communication, which is characterized by greater freedom for students to choose the way of learning and independent work; 11% prefer the collegial style, where the emphasis is on joint problem-solving and common creative process [8]. It is important to take into account the individual characteristics of students when choosing the optimal communication style to achieve effective results of learning and education.

In the process of questionnaire survey, several factors contributing to the education of students in higher education were identified: 28% of respondents believe that the main factor contributing to the education of students is their own openness and desire to develop; 20% pay great attention to educational activities conducted in the educational institution; 18% of respondents emphasize the role of the supervisor in the correct organization of educational work among students; 15% point out the importance of the correct organization of students' leisure time for successful education; 10% of respondents believe that the responsible attitude of students to study plays an important role in their upbringing; 5% pay attention to the role of the supervisor in the education of students; 4% of respondents highlight the personality of the teacher as an important factor contributing to the education of students in higher education. The data indicate the diversity of approaches and factors influencing the education of students in the university environment.

The question about the reasons preventing working more effectively in the education of students, different

results were highlighted: 15% of respondents stated that they have no difficulties and successfully cope with educational work; 28% noted insufficient methodological support as the main obstacle to effective work in the education of students; 20% of the study participants pointed to low pay as a factor that prevents them from fully performing educational functions; 25% of respondents identified excessive workload and fatigue as a problem that prevents them from working more effectively in the education of students; and 8% noted the negative attitude of students to the educational process and education of students; 4% of respondents were of the opinion that educational issues should be handled by specially trained supervisors, relieving teachers of this function. These results emphasize the importance of effective student education in universities and the need to address the problems that prevent teachers from carrying out this activity in the most productive way.

The question about the preferred form of professional development helped to reveal a variety of opinions: 27% of respondents would prefer to do internships in related educational institutions and scientific institutes to improve their qualifications; 33% expressed a preference for participation in trainings, professional development courses and methodological seminars held in other educational institutions; 21% of respondents would prefer to take professional development courses and methodological seminars organized in their own university; 17% would prefer to engage in individual creative work to improve their qualifications; and 2% expressed a desire to improve their qualification as a black student. The results indicate the diversity of interests and needs of academic staff in the forms of professional development, and emphasize the importance of providing a variety of opportunities for professional development of university staff.

As a result of the research concerning the influence of permanent educational activities on the educational process, certain results were obtained: 12% of respondents believe that permanent educational activities have a negative impact on the educational process; 20% emphasized possible harm from permanent educational activities; 55% of respondents believe that permanent educational activities do not harm the educational process; 13% of the research participants have difficulties in formulating a clear opinion on the impact of permanent educational activities on the educational process. These results indicate a difference of opinion among the teaching staff regarding the impact of educational activities on the educational process. Certain results were obtained on the question about the use of elements of pedagogical educational influence in their classes: 38% of respondents answered affirmatively, confirming the use of elements of

pedagogical educational influence in their classes; 25% tended to answer affirmatively, indicating the probability of using such elements; 20% expressed doubts about the use of elements of pedagogical educational influence in their classes; 17% of the study participants have difficulties in formulating a clear answer to this question. These results show that most of the teachers actively use the elements of pedagogical educational influence in their classes.

The result of the study among 310 respondents on the use of interactive methods in their classes shows certain data: 61% of respondents confirmed that they regularly use interactive methods in their classes; 19% expressed a tendency to give an affirmative answer, indicating the possible use of such methods; 13% expressed doubts about the use of interactive methods in their classes; 7% of research participants have difficulty in formulating a clear answer to this question. The data shows that more than a half of teachers actively use interactive methods in their classes. The question about the participation of teachers in educational activities at the university allowed drawing certain conclusions: 53% of respondents answered in the affirmative, agreeing that their university pays attention to the participation of teachers in educational activities; 18% expressed a tendency to answer in the affirmative, indicating some attention to this aspect, although not so pronounced; 14% expressed doubts about the participation of teachers in educational activities in their university; 15% of the study participants have difficulty determining their opinion on this matter. The obtained data indicate that the majority of respondents recognize the participation of teachers in the educational activities of their Higher Education Institution (HEI).

The results on the issue of educational activities that only the curator (academic adviser) should be engaged in show the diversity of opinions on this issue: 28% of respondents believe that only the curator should be engaged in educational activities; 17% tend to agree with the idea that the curator should be mainly engaged in educational activities; 31% of respondents expressed a negative attitude towards the exclusive role of the curator in the educational process; 24% of the research participants felt that the supervisor should not be alone in fostering, but that this should be shared between different members of the academic staff.

Students' survey

Students were asked to take a short survey and choose which qualities they value most in teachers. The result of the survey among 320 students shows what personal qualities students value in a modern teacher (Figure 2). The data are represented by numbers that correspond to the number of answers from the respondents.

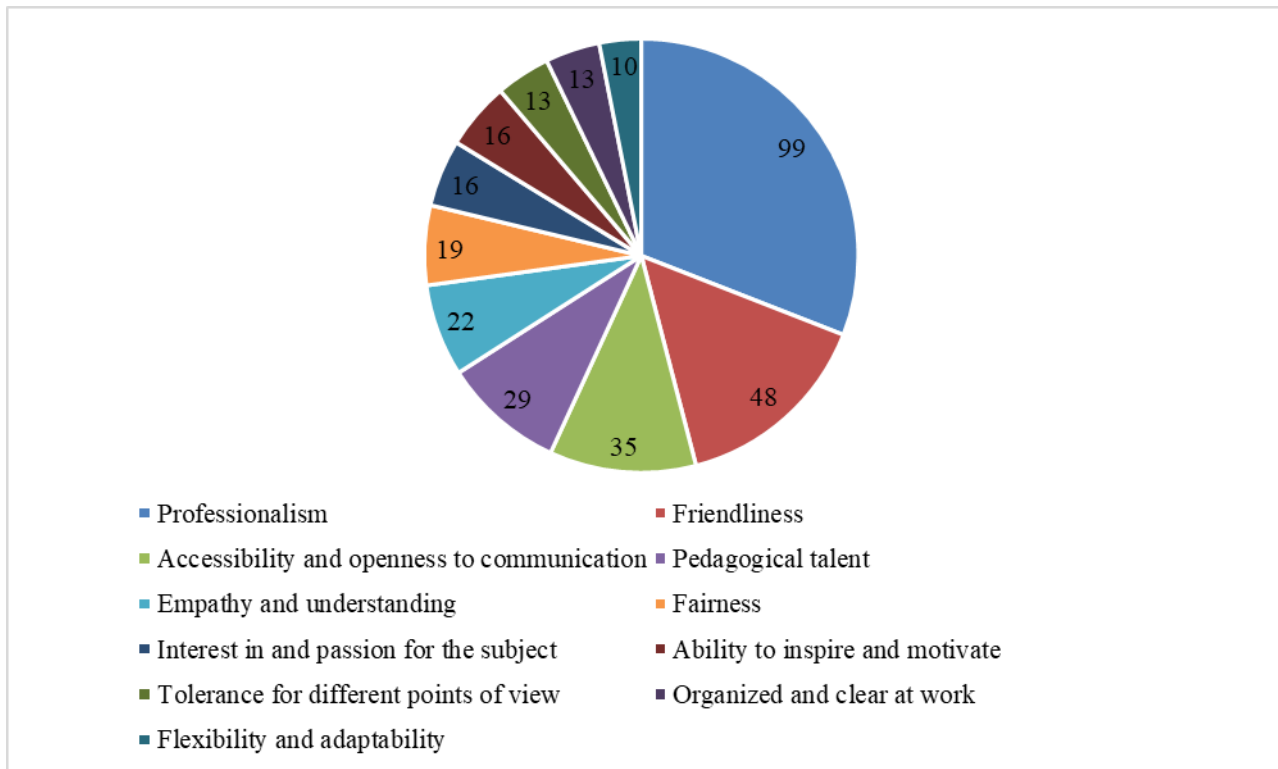


Figure 2. Personal qualities of a teacher

Source: compiled by the authors.

Professionalism is a teacher's ability to possess profound knowledge in his/her field, the ability to transfer it to students and fulfil his/her duties at a high level. Friendliness is a teaching style that creates a friendly atmosphere in the classroom, promotes the establishment of trusting relationships, and ensures comfortable communication with the teacher. Accessibility and openness to communication is the instructor's willingness to listen to students' questions and concerns, to be available for consultation and discussion outside of class time [9]. Pedagogical talent is a teacher's ability to find an individual approach to each student, use a variety of teaching methods and create interesting teaching materials [10]. Empathy and understanding – this is the instructor's ability to show empathy and understanding to the personal problems and situations of students, which contributes to the development of trust and emotional connection. Fairness – the instructor should be fair and impartial in evaluating students' work, as well as in classroom management and conflict resolution [11].

Interest and passion for the subject – the instructor's ability to share their enthusiasm and passion for their subject, which can inspire students to learn [12]. Ability to inspire and motivate – the lecturer should inspire students, keep them interested in learning and motivate them to excel. Tolerance for different points of view – the instructor should respect the diversity of students' opinions and points of view, creating an open and tolerant atmosphere in the classroom [13]. Organization and clarity in work – the teacher should be well-organized, follow the structure of the learning process and ensure clarity and consistency in his/her work [14]. Flexibility and adaptability – the instructor should be able to adapt his/her approach to teaching depending on the individual needs and characteristics of each student [15].

The results of the survey confirm that students largely value the expertise and qualities that the instructor has to offer. Professionalism, friendliness, and accessibility for communication are key factors determining successful interaction in the learning environment. The importance of pedagogical talent and empathy is also highlighted, indicating students' desire to see the instructor not only as an expert in their field, but also as an understanding and supportive mentor. These results indicate the importance of a harmonious combination of professional and interpersonal skills in teaching.

Discussion

The analysis of the results of the questionnaire among the teaching staff and students indicates a number of factors affecting the process of education and training of students in universities. Among the main problems that hinder the effective formation of students' personality and professional skills are: insufficient methodological support, low remuneration of teachers, excessive workload and fatigue, negative attitude of students to the educational process, the idea of transferring educational functions to tutors.

In their study, D. Liston et al. [16] conducted a survey among 350 students of 7 universities to determine the leading personal qualities of teachers. Professionalism was rated by 32% of respondents, benevolence – 16%, openness and availability for communication – 13%, tolerance – 11%, empathy – 9%, intelligence – 7%, motivational skills – 5%, fairness – 4%, communication skills – 2%, flexibility and adaptability – 1%. Comparing the results of the survey in this study and of those results provided by D. Liston et al., it can be noted that professionalism, friendliness, and openness to communication turned out to be the key qualities valued by

students in lecturers. The second survey revealed higher scores for professionalism and friendliness and lower scores for flexibility and adaptability compared to the survey of Kyrgyz students. Further research could focus on analysing the reasons for these differences and identifying factors influencing students' perceptions of teachers' personality traits.

The study by Y. Liu et al. [17] was conducted among 300 teachers at 5 universities to determine their attitudes towards the educational role. The results showed that 62% of the teachers were of the opinion that it is necessary to engage in the education of students, 22% were inclined to confirm this role, 12% expressed doubts, and 4% had difficulty in formulating an answer. The authors concluded that the role of the lecturer is essential in the formation of values and skills in students. Both studies address the role of the teacher in shaping students not only as scholars but also as individuals. In the first study of 320 students, 53% expressed the view that the instructor's educational role is important, while the second study of 300 faculty members found that 62% of them held the same view. In both cases, the lecturers and students appreciated the importance of the educational function of the lecturer in the university environment. Thus, the results of both works confirm that the social role of the lecturer includes not only the transfer of knowledge, but also the formation of values and skills in students. For further research it is possible to study the specifics of educational institutions, possible differences in approaches to education and assessment of the quality of teaching work.

As a result of a survey conducted among 600 students, J.A. Miranda and A.Y. Wahyudin [18], obtained the following data regarding preferences in the style of communication with teachers: 40% of students expressed a preference for a democratic style, 18% preferred an authoritarian approach, 22% preferred a liberal style, while 15% of students preferred a collegial communication style. The remaining 5% of students chose other options or found it difficult to answer. The findings allowed the authors to better understand students' expectations and preferences to improve teaching methods and interactions in the learning environment. Both surveys show that democratic communication style is the most common among students, although the percentages differ slightly between the two surveys. However, general trends in communication style preferences are confirmed by both surveys. Additional research could include analysing the impact of the chosen communication style on students' academic performance, motivation, learning efficiency, and assessing cultural differences in communication preferences with instructors.

Researcher P. Sahu [19] devoted his article to the effectiveness of online technologies in the teaching and learning process. The results of a survey of 250 teachers about the use of online educational technologies in their classes showed the following: they use them – 72% of respondents regularly implement them in the teaching process, more likely yes than no – 15% expressed an inclination to use such methods, more likely no than yes – 8% have doubts about the effectiveness of online education, find it difficult to answer – 5% have difficulty in determining their attitude to this issue. Both surveys aim to investigate the use of different teaching methods among teachers, however, the scope of the methods differs. The

first survey focuses on interactive methods in the classroom, while the second focuses on online educational technologies. The results of the first survey show that 61% of teachers actively use interactive methods, while in the second survey the percentage is higher at 72%. In both surveys, approximately the same number of participants (about 20%) expressed doubts about the effectiveness of using these methods and also have difficulty in formulating a response (7% and 5% respectively). However, the second study shows a higher level of use of online technologies among teachers than interactive methods, which may indicate a growing interest in online education and its wider application in the modern educational process. Additional research directions may include analysing the effectiveness and perceptions of teachers and students of different educational methods in the context of modern learning requirements.

In their article, M.A. Bowman et al. [20] describe the factors influencing the effectiveness of teaching. 22% of the surveyed teachers identified insufficient attention to the individual needs of students as the main problem, 18% of the study participants noted limited access to modern educational literature as a factor hindering effective work, 14% pointed out insufficient integration of practical classes into the teaching process, 28% identified high teaching load and overload as a reason, 12% of teachers noted insufficient student motivation as an obstacle, and 6% expressed the opinion about the need for greater autonomy in the choice of teaching methods. Comparing the two surveys on factors hindering effectiveness in educating students, the following can be noted. In the first survey with 310 respondents, it was found that 15% of the teachers do not have difficulties in educational work, while in the second survey among 310 respondents it was found that 22% of the teachers believe that lack of attention to the individual needs of students is the main problem. Also, in the first survey, 28% of respondents noted insufficient methodological support, while in the second study, this figure was 18%. Similar trends can be seen in other factors such as study load, student motivation and access to academic literature. Additional areas of research may include analysing the effectiveness of different methods of working with individual student needs, studying the impact of study load on the quality of education, and investigating mechanisms for increasing student motivation in the learning process.

J. Husu [21] devoted his article to the study of university influence on the development of students' professional skills. The results of his study showed: 38% of respondents claim that their educational institution significantly contributes to the development of professional skills, 42% believe that this influence is moderate, 15% note insignificant influence of the university on their professional development, while 5% have difficulty in determining the degree of this influence. Both surveys look at the impact of university on students, however, the former focuses on personality formation while the latter focuses on professional skills' development. Additional areas of research could include analysing the impact of mentoring programmes, the university's cultural environment and students' social networks on their personal development and professional preparation.

During the discussion, evidence was presented that supports the significant influence of the university on students, both in the formation of their personality and in the development of their professional skills. This indicates the importance of the university environment and underlines the need for further research in this area, including analysing the factors that influence the effectiveness of the educational process and the development of students' professional skills.

Conclusions

The purpose of the study was successfully realized, as the results allowed identifying a number of topical problems in the university educational process. The results of the study show that there is a diversity of opinions among the teaching staff regarding effective methods of students' education and the reasons that hinder it.

The majority of teachers recognize the importance of philosophical disciplines and ethics courses in the formation of spiritual and moral qualities in students. However, problems in the organization of educational work caused by insufficient methodological support and low remuneration have been revealed. Students, in turn, highly appreciate the professionalism, friendliness, and accessibility of teachers, as well as their pedagogical talent and empathy. It is important to take these aspects into account in order to create an effective educational environment conducive to student development. Discussions comparing the results obtained with similar studies revealed similarities and differences in the factors affecting students' education, which allows for a deeper

understanding of their nature and more effective development of measures to overcome them. The educational process in universities is of key importance, as it not only contributes to the learning of educational material, but also shapes the personal qualities, value orientations and professional ethics of students. In the university environment, education plays a role in the development of civic and ethical values, contributes to the formation of independence, critical thinking, social responsibility, and tolerance. The educational process contributes to a supportive and inspiring educational environment in which students can grow as individuals, develop as professionals, and prepare for active participation in society. This can improve understanding, learning motivation and quality of education.

Further research could focus on the impact of methodological support and financial incentives on the effectiveness of education and the educational process. Also, important are analysing the impact of socio-economic and political factors on student education in Kyrgyzstan and studying the experience of other countries.

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Conflict of Interest

None.

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Анотація

Актуальність. В умовах швидкозмінних соціокультурних та економічних умов в країні вивчення проблем виховання студентської молоді є важливим для розробки ефективних стратегій, що сприяють адаптації молоді до сучасних викликів.

Мета. Метою даного дослідження є виявлення факторів впливу на виховання в освітньому середовищі Киргизстану.

Методологія. У процесі дослідження було використано такі методи: аналіз, порівняння, узагальнення, опитування.

Результати. Вони сприяли комплексному розумінню проблем виховання, визначенню основних тенденцій та викликів. У ході дослідження було визначено, що сучасні університети Киргизстану стикаються з різноманітними проблемами у вихованні студентів. Виявлено, що ці проблеми впливають на різні аспекти навчальної діяльності студентів, включаючи недостатню увагу до етики та моральних цінностей, відсутність ефективної системи міжособистісних відносин між викладачами та студентами, а також недостатній розвиток навичок самостійної роботи та критичного мислення, що впливає на їхню адаптацію в суспільстві та професійне зростання. У статті підкреслюється важливість ролі особистості викладача в освітньому процесі. У дослідженні проаналізовано вплив сучасних технологій на методи навчання та виховання, наведено приклади успішних практик та підходів у навчанні студентів. Дослідження визначило ключові напрямки для вдосконалення освітнього процесу та ефективної підтримки студентів. Отримані результати демонструють складність проблеми та підкреслюють необхідність системного підходу до її вирішення.

Висновки. Практична цінність дослідження полягає у створенні підґрунтя для розробки ефективних стратегій і програм, спрямованих на вдосконалення освітнього процесу та формування особистісних якостей, необхідних для успішної адаптації студентів до сучасних соціокультурних і професійних викликів.

Ключові слова: освітнє середовище; моральні цінності; навчальна діяльність; адаптація; викладачі.