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IDEOLOGICAL AND POLITICAL UPBRINGING OF STUDENTS OF HIGHER EDUCATIONAL INSTITUTIONS AS ONE OF THE FACTORS INFLUENCING THEIR SOCIALIZATION

The article is devoted to the problem of the formation of ideological and political upbringing of students of higher educational institutions. In the article, the formation of ideological and political upbringing of students of higher educational institutions is interpreted as one of the main factors influencing their socialization. The article also highlights the main factors influencing their socialization against the background of ideological and political upbringing of first-year students entering higher education institutions. The article reflects both the theoretical and practical foundations of the problem.

Keywords: *higher school; student organizations; idea-political upbringing; socialization of students; main factors; non-auditory events; social activity; political activity.*

Formulation of the problem. In the policy documents on education reforms, which are successfully continuing in the Republic of Azerbaijan, the formation of ideological and political upbringing of university students acquires an important topicality. It is no coincidence that the worthy successor of our great leader Heydar Aliyev, our esteemed President, the victorious Supreme Commander-in-Chief Ilham Aliyev issued orders concerning the provision of appropriate benefits to university students, improving learning conditions, effective leisure activities, should be regarded as a respectful attitude to the development of their ideological and political upbringing.

In this sense, it attracts attention by the topicality of the formation of ideological and political upbringing of students, both at lectures, seminars, and in extracurricular activities of universities. To do this, first of all, it is necessary to correctly determine the pedagogical foundations of work on the formation of ideological and political upbringing of students.

Theoretical foundations of the research. The fundamental research of such scientists as A. Bayramov, A. Alizade, J. Mammadov, K. Salmanova, F. Rustamov, T. Dadashova, F. Sadıgov, Sh. Tahırova and others can be considered theoretical foundations of the article. An important place in their research is occupied by determining the content of education in higher education, the optimal ratio of general scientific, qualification and professional training of a specialist and modeling on this basis the training of specialists, determining effective ways for students to consciously and in-depth study of knowledge, skills and abilities necessary for a future specialist, new progressive learning technologies and conditions for their application.

The purpose of the study to look for ways to form the ideological and political upbringing of students of higher educational institutions, to point to them as one of the factors influencing their socialization.

Method. When studying this issue, historical and comparative methods, analysis, theoretical analysis and generalization methods were used.

In some pedagogical sources, methods that form consciousness are also called methods of persuasion. This group of methods includes moral conversations, reports and lectures on a moral topic, debates, discussion of works of art (films), exemplary methods. Moral conversations are methods of persuasion aimed at explaining the essence, content, and conditions of certain moral, political, and aesthetic qualities.

Presentation of the main material. The definition of the pedagogical foundations of work on the formation of ideological and political upbringing of students in extracurricu-

lar activities is understood as the correct definition of pedagogical requirements, general pedagogical principles and general pedagogical methods put forward in this area. As is known, in the pedagogical process, it is necessary to put forward appropriate pedagogical requirements for the transfer from the implementation of the main goal. In this sense, it is considered important to put forward appropriate pedagogical requirements when carrying out targeted work on the formation of ideological and political upbringing of students in extracurricular activities of universities and carrying out work on these requirements. That is why, in order to form the ideological and political upbringing of students in extracurricular activities at the level of the requirements of the day, it is advisable to comply with the following pedagogical requirements [1, p. 286].

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When defining and putting forward such requirements, it is also necessary to pay attention to the fact that they have their relevance. It should be borne in mind that first-year students entering higher education institutions are mainly attracted to lectures, listen to them with interest, take notes, show serious interest in finding the presented, recommended literature. That is why the work that will be carried out on the basis of these requirements is considered necessary according to the following system.

– Planning of work to attract students enrolled in the first year of higher education institutions to extracurricular activities.

– Providing students participating in extracurricular activities with information about the nature, content, goals and objectives of extracurricular activities.

– Providing students with information about the types of extracurricular activities related to ideological and political upbringing.

– Correct orientation of students to activities related to ideological and political upbringing.

Carrying out purposeful, planned and organized work on topics related to ideological and political upbringing.

– The correct definition of the main directions of work on the formation of ideological and political upbringing of students.

– The correct orientation of students to work on the organization of evenings, meetings, round tables, student theaters and other groups of artistic creativity held on the topic of ideological and political upbringing in extracurricular activities.

– The idea is to ensure the adaptation of students to the exercise regime when organizing any events related to political education.

– Increasing attention to the socialization of students during events related to ideological and political upbringing.

– The idea of correctly determining the directions of joint activities with higher education, family and public organizations in the work on the formation of political education [1, pp. 286–287].

Providing students with information about what they will do while participating in public activities, in accordance with each requirement put forward, seems to encourage them to be responsible. Thanks to such influences, students are seriously trying to love their homeland. These attempts encourage them to defend their homeland from prying eyes.

That is why, when working on the relevant topic of any extracurricular event, those who manage extracurricular activities should keep this issue in the spotlight.

Carrying out purposeful, planned, organized work on topics related to ideological and political events, the correct definition of the main directions of this work increases the effectiveness of the work carried out in this area [1, p. 289].

The correct organization of extracurricular activities for ideological and political upbringing largely depends on the correct selection of students in the collectives of artistic creativity. That is, in all higher educational institutions, the organization of evenings characteristic of student groups is considered acceptable. But it is more useful that part of these evenings should be devoted exclusively to issues of ideological and political upbringing. For example, when preparing events related to the 44-day Patriotic War, entitled "Victory won in 44 days", "Joy of 44 days", "Karabakh

is Azerbaijan", "Iron Fist Victory Symphony", "Shusha Message of the President of the country", it is necessary to pay special attention to the selection of students.

The correct orientation of students to work on the organization of evenings, meetings, round tables, student conferences, small theaters and other artistic groups organized on the topic of ideological and political upbringing in extracurricular activities is considered necessary because the possibilities of such events from the point of view of ideological and political upbringing are wider. Using such opportunities, it is possible to achieve great success in the field of formation of ideological and political upbringing of students [1, p. 289].

When organizing evenings, it is considered more appropriate to address topics that correspond to the national flavor. That is, holding such events as Novruz Bayram, Ramadan Bayram, Gurban Bayram, Independence Day on May 28, Independence Restoration Day on October 18, Victory Day on November 8, National Flag Day on November 9, etc., is important from the point of view of the development of ideological and political upbringing of students. Of no small importance is the observance of the training regime when organizing meetings in higher educational institutions with our children-heroes who are ready to give their lives for their homeland.

The adaptation of students to the exercise regime during the implementation of activities related to ideological and political upbringing, if, on the one hand, has a positive effect on their regime culture, saving time, and effective leisure time, then, on the other hand, contributes to improving the level of ideological and political upbringing [1, p. 289].

When organizing student conferences, the question arises about which topics should be addressed. Undoubtedly, addressing the most relevant topics of the day is considered necessary. Among the most relevant topics of today, topics related to the 44-day war are considered relevant from the point of view of the formation of ideological and political upbringing of students.

Why? Firstly, because it is considered important that everyone preserve their new-found independence. Secondly, like all students, they are obliged throughout all years of study to respect and even swear to them, as one of the citizens of an independent state, all the attributes of their state. They should remember that the presidents of the country take the oath, kneeling in front of the Azerbaijani flag, pressing their hands to the "Koran". Taking the oath, they will first of all adhere to the ideological and political position of the country. They bring all this to

students of higher educational institutions through such textbooks and teaching aids as "Pedagogy", "Pedagogy of Higher education", "Comparative pedagogy". Because ideological and political upbringing is considered one of the leading subjects of pedagogy.

İdeological and political upbringing is considered one of the main components of education in scientific pedagogy. In the vast majority of textbooks and teaching aids "Pedagogy" developed in the former USSR, formed in Moscow and in individual republics of the Union, ideological and political upbringing is presented as the first, leading component of communist moral upbringing, is studied in depth in accordance with the requirements of pedagogically rooted higher educational institutions, their curricula and programs [2, p. 442].

However, in the first years of our independence, the course "Pedagogy of Higher Education" began to be taught in graduate schools. In itself, one of the leading topics of this subject was the topic of "Ideological and political upbringing", which was considered one of the components of its upbringing.

But for some reason, the teaching of this necessary subject, the leading course, was also discontinued. In our opinion, the emergence of a period of independent state-building in our country served as a kind of incentive for the formation of ideological and political upbringing of the younger generation. That is, defenders of both secondary general education and higher educational institutions were brought up in this spirit.

As is known, the moral codes of the construction of communism, the basic ideas of socialism, the ideological directions of the Communist Party were presented as ideological and political upbringing of preschool children, students of secondary schools, students of higher educational institutions. It is interesting that those who considered ideological-political education as "Ideological-moral", "Ideological-political-moral" and "Ideological-moral" education, as well as those who expressed it as "ideological-moral education", had in mind the formation of a unified communist ideology. In other words, if at that time the idea was communist, then the policy was Soviet. Therefore, some educators, teachers, educators, even researchers try to avoid this word. Even after the collapse of the Soviet Union, they are skeptical about the expression "ideological and political upbringing". However, this approach cannot be considered correct. Because during the construction of an independent state, the emergence of a national ideology, the formation of its political components will become a real incentive for ideological and political upbring-

ing. And this incentive is very important in the education of a person, especially in the education of healthy youth [2, p. 442–443].

One of the main criteria for the formation of the personality of students is their socialization. Generally speaking, it is argued that along with the hereditary factor influencing the formation of personality, there is an environmental factor. In any environment there is a socialization of personality.

There are two stages in the socialization of personality: 1) social adaptation; 2) interiozation.

Social adaptation can be explained as the adaptation of an individual to socio-economic conditions, role functions, social norms, social groups and social organizations, social institutions formed at different levels of society [3, p. 62].

Apparently, initially there is a need for social adaptation in the ideological and political environment. That is, social adaptation ensures the adaptation of every young person to socio-economic conditions. At this time, a young person adapts to social norms, social groups, and social organizations. In this sense, those who receive the title of student begin to adapt to the educational environment of the higher school they enter. Students gain knowledge in lecture halls, seminar rooms of this university, and spend their free time on sports grounds, in libraries. In other words, they adapt to the higher school environment.

It should be noted that various adaptations are widespread in organic nature. The rational interpretation of adaptation as a result of the struggle for existence and natural selection is reflected in Darwin's evolutionary teaching. The emergence of cybernetics has formed certain shades in the concept of adaptation. The study of the problem of adaptation to social systems requires the joint efforts of specialists representing various branches of knowledge. Adaptation in relation to a person, society reflects reactionary behavior, mainly related to adaptation to the environment [3, p. 62].

Consequently, the stage of social adaptation, which is the initial stage of personality formation, also did not last long. Therefore, one of the world's most outstanding scientists Lutfizade (Lutfali Rahim oglu Aleskerzade, 1924–2018) changed the direction of international adaptation to science, discovering the idea of fuzzy logic after the discoveries of the founder of "cybernetics" American mathematician Norbert Wiener (1894–1964). Consequently, the opportunities for the impact of scientific innovations are wider. Because scientific discoveries have a greater impact on the development of the environment. In this case, the environmental factor influencing the formation of personality begins to manifest itself more vividly.

Interiorization is the process of integrating social norms and wealth into the inner world of a person. The nature of the transition of social norms, wealth and other components of the external environment into the inner self is determined by the structure of each individual. And this structure is formed thanks to all previous experience. The personality does not dissolve and does not disappear in the social environment, as it is called, but is in certain relations with this environment as a more or less independent unit [3, p.62].

In this case, a person comprehends life, acquires social experience, studies social relations, psychologically and practically prepares for public life. Through participation in the economic, social, social, and political life of society, the younger generation develops civic qualities, a tendency to self-awareness.

In the spiritual sense, under the influence of the outside world, social norms on the personality of the student, the formation of their self-consciousness is understood. On the other hand, self-awareness is considered to be the process by which students identify themselves as individuals. If a student acts as an independent unit in a social environment, then it can be regarded as ideological and political upbringing, as well as socialization.

Ideas comprehended by the mind and heart become the motive of a person's behavior and activity, increase his political and social activity. When a young soul has a feeling of admiration for spiritual beauty, a high idea, surprise, pride in the face of a moral feat, political and moral ideas quickly turn into a person's faith, conviction, give rise to a desire to live by these ideas.

Currently, the healthy attitude of the students of our independent republic to our national spiritual values has ensured the formation of their patriotic upbringing at the level of the requirements of the day. And patriotic students constantly declare their readiness to give their lives for the preservation of the independence of the state, the integrity of its territory, the inviolability of borders and ideological purity.

Thus, in order to inculcate elements of ideological and political upbringing, it is supposed, first of all, to educate the younger generation of patriotic prejudices, to cultivate respect for the independence of the state, its symbols. Summing up the above, we can define ideological and political upbringing as follows.

The totality of systematic and organized work carried out to preserve the national, moral and human values by the younger generation, aimed at fighting for the independence of the state, the integrity of its territory, the inviolability of its borders, purity of thoughts and, thus, the formation of their national identity, constitutes ideological and political upbringing [2, p. 444].

Conclusion. All this suggests that for the formation of ideological and political upbringing of students of higher educational institutions, ensuring their socialization is considered one of the most important factors.

The article puts forward new scientific ideas about the formation of ideological and political upbringing of students of higher educational institutions as one of the factors influencing their socialization. The article also provides practical examples on the problem of the formation of ideological and political upbringing of students of higher educational institutions as one of the factors influencing their socialization.

The article also reflects practical examples on the problem of the formation of ideological and political upbringing of students of higher educational institutions as one of the factors influencing their socialization. Which, in turn, increased the practical significance of the article.

The study of the problems facing the pedagogy of higher education, the study of various aspects of educational and scientific activities, management in Higher education will bring higher education and training of specialists to a new qualitative level, integrate our education into the world education system

The formation of ideological and political upbringing of students of higher educational institutions, if, on the one hand, ensures their socialization, then on the other hand, it has an impact on increasing the level of personal orientation.

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ІДЕЙНО-ПОЛІТИЧНЕ ВИХОВАННЯ СТУДЕНТІВ ВИЩИХ НАВЧАЛЬНИХ ЗАКЛАДІВ ЯК ОДИН ІЗ ЧИННИКІВ, ЩО ВПЛИВАЮТЬ НА ЇХ СОЦІАЛІЗАЦІЮ

Анотація. Аналізується проблема формування ідейно-політичного виховання студентів вищих навчальних закладів. Виокремлюються основні чинники, що впливають на їхню соціалізацію на тлі ідейно-політичного виховання першокурсників. У статті висвітлено як теоретичні, так і практичні основи проблеми.

Мета дослідження полягає у пошуку шляхів ідеологічного і політичного виховання студентів у сучасних соціокультурних умовах та визначення найбільш дієвих чинників, що впливають на їхню соціалізацію.

Методи. При студіюванні теми статті використовувалися історико-порівняльні методи, методи теоретичного аналізу, узагальнення та переконання.

До методів переконання віднесено моральні бесіди, доповіді та лекції на морально-естетичні теми, диспути, обговорення художніх творів (фільмів) та ін. Морально-естетичні бесіди, як методи переконання, спрямовуються на пояснення сутності, змісту, умов тих чи інших моральних, політичних, естетичних якостей.

Оригінальність. У директивних документах з реформування освіти в Азербайджанській Республіці, ідейно-політичне виховання студентів вищих закладів освіти набуває актуальності. Не випадково, що наш Президент, як гідний наступник знаного лідера Гейдара Алієва, ініціював надання студентам вищих навчальних закладів низки пільг, поліпшення умов

navчання, ефективної організації дозвілля, що в комплексі слід розцінювати з позицій політичного виховання.

Результати. Аналіз психолого-педагогічної літератури з проблеми дослідження та отримані результати привертають увагу актуальністю ідейно-політичного виховання студентів, як на лекційних і семінарських заняттях, так й у позааудиторних заходах вузів. Передусім важливий аспект вбачається у правильності визначення педагогічної основи роботи з ідейно-політичного виховання учнів.

Висновки. У статті висуваються нові наукові ідеї щодо ідейно-політичного виховання студентів вищих навчальних закладів як одного з чинників, котрі впливають на соціалізацію здобувачів освіти.

Також наводяться приклади ідейно-політичного виховання, які разом із забезпеченням соціалізації здобувачів впливають на підвищення рівня особистісної орієнтації.

Все це дає підстави вважати, що саме ідейно-політичне виховання студентів вищих навчальних закладів вважається одним із найважливіших чинників, що забезпечують їхню соціалізацію.