

ELECTRONIC MODEL OF MONITORING SPIRITUAL AND EDUCATIONAL ACTIVITIES IN HIGHER EDUCATION

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ABSTRACT: *This article analyzes the electronic model for monitoring spiritual and educational activities in higher education institutions. The authors identify the shortcomings of traditional monitoring systems and substantiate the structural components, functional capabilities, and practical advantages of a new electronic monitoring model built on digital technologies. As a result of the research, a systematic and effective mechanism for evaluating spiritual and educational activities in higher education institutions is proposed.*

Keywords: *spiritual and educational activities, electronic monitoring, higher education, digitalization, educational process, pedagogical technologies, information system.*

INTRODUCTION

In the modern higher education system, fostering moral and ethical qualities in students and ensuring their intellectual development are among the top priorities. The Law of the Republic of Uzbekistan "On Education" and the presidential decrees on the field of education and upbringing require raising spiritual and educational activities in higher education institutions to a new qualitative level [1]. However, in practice, the system for objectively evaluating and monitoring the effectiveness of these activities still awaits improvement.

An analysis of academic literature shows that while the concept of monitoring is widely applied in relation to pedagogical science, its electronic form in the spiritual and educational sphere has not yet been sufficiently studied [2]. In the context of digital transformation, the need to use modern information and communication technologies to manage educational processes is increasingly growing [3]. For this reason, developing an electronic model for monitoring spiritual and educational activities in higher education has become an urgent scientific and practical problem.

1. Spiritual and Educational Monitoring: Theoretical Foundations

The term "monitoring" derives from the Latin word "monitor" — meaning "one who warns" or "one who reminds" — and was initially used in the fields of ecology and medicine. This concept actively entered pedagogical science in the 1990s. As Uzbek scholar A. Mukhtarov notes, pedagogical monitoring is a system that serves to make management decisions based on continuous observation, analysis, and evaluation of the state and development of the educational process [4].

Spiritual and educational monitoring, in a more specific sense, denotes a system for measuring the effectiveness of educational activities aimed at forming students' loyalty to national and universal values, sense of patriotism, moral maturity, and social activity. In the research of B. Yo'ldoshev and Sh. Usmonov, the main functions of spiritual and educational monitoring are defined as: diagnostic, prognostic, corrective, and managerial [5].

Traditional monitoring methods — questionnaire surveys, observation, interviews, and reports — have a number of limitations: subjectivity, time spent processing data, and limited visualization capabilities. From this perspective, the electronic monitoring model is considered an effective means of overcoming these shortcomings [6].

2. Structure and Components of the Electronic Monitoring Model

The electronic monitoring model developed within the scope of this research consists of the following main components: (1) Data collection block — online questionnaires, automated reports, student activity statistics; (2) Analysis and evaluation block — comparing indicators against established criteria, tracking dynamics; (3) Visualization and reporting block — presenting results in the form of graphs, charts, and infographics; (4) Management decision block — developing recommendations and monitoring implementation.

At the core of the model lies an indicator system divided into three groups: knowledge and educational indicators (level of religious, national, and historical knowledge), activity indicators (participation in cultural, social, and patriotic events), and attitudinal indicators (attitude toward values, the community, and oneself). Based on N. Saidov's approach, digital criteria have been developed for each indicator [7].

The electronic monitoring system has three levels of users: the student (viewing and updating their own indicators), the teacher and tutor (analyzing group indicators and generating reports), and the institutional administration (general monitoring dashboard and strategic decisions). This hierarchy is consistent with D. Toshmatova's research on the digitalization of educational management [8].

3. Practical Application and Effectiveness Analysis

As a result of the pilot testing conducted at the International Islamic Academy of Uzbekistan, groups that implemented the electronic monitoring model ($n=120$) showed a 34% increase in participation activity in spiritual and educational events compared to the control group ($n=118$), while the accuracy of self-assessment indicators improved by 28%. As R. Hasanov notes, digital tools increase the transparency of the educational process and strengthen feedback between educators and students [9].

Furthermore, the implementation of the model reduced the time spent by administration on preparing reports by 60%, while the reliability of data increased significantly. The expert evaluation results of the research were fully consistent with K. Nazarov's conclusions on the effectiveness of implementing digital management systems in higher education institutions [10].

CONCLUSIONS

Based on the research findings, the following conclusions can be drawn: first, traditional monitoring methods cannot fully meet the demands of the digital age, and the electronic model emerges as their logical continuation; second, the developed electronic monitoring model makes it possible to objectively evaluate the effectiveness of spiritual and educational activities in higher education; third, implementing the model in practice significantly optimizes the decision-making process for institutional leadership and teaching staff.

For future research, it is recommended to integrate artificial intelligence elements into the monitoring system, develop algorithms for predicting student behavior, and conduct large-scale testing of the model at other higher education institutions. This direction is of particular importance in the context of digital education reforms in Uzbekistan.

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