BG Pulse Journal USA
ISSN:1947-2536 http://www.bgpulseusa.com/index.php/bg

MODEL OF THE CONCEPT OF STUDENTS' EDUCATIONAL NEEDS IN HIGHER EDUCATION

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Abstract. This article provides a theoretical and methodological analysis of the concept of educational needs within contemporary pedagogical paradigms. The main purpose of the study is to conceptualize educational needs as an integrative pedagogical construct aligned with learner-centered, competency-based, and lifelong learning approaches. The research employs theoretical analysis, pedagogical conceptualization, comparison, and synthesis of classical and modern educational theories. The findings indicate that educational needs manifest at three interrelated levels: individual, social, and professional. The article argues that educational needs should be interpreted as a dynamic interaction between subjective learner characteristics and objective societal and labor market demands. Special attention is given to higher education contexts, particularly under credit-modular systems and individualized learning trajectories. The proposed conceptual model contributes to improving curriculum design, learner motivation, and graduate employability. The results may serve as a methodological foundation for further empirical research on educational needs assessment and personalized learning design in higher education.

Keywords: educational needs, learner-centered education, competency-based education, higher education pedagogy, lifelong learning.

Introduction. Current global socio - economic and technological of processes acceleration education system in front of absolutely new requirements is putting. Digital transformation, knowledge economy and labor market dynamic change under the circumstances education now only knowledge to give with not limited to, but person's continuous development provider strategic mechanism as manifestation This is happening. under the circumstances education process to the center student his/her personality, his/her needs, interests and development trajectories is being put.

Current pedagogical in research education needs often fragmentary, normative or practical in context interpretation However, "education" "need" concept only theoretical-methodological model there is not being his/her education content and technologies in the design opportunities limiting is coming. Especially, higher education in the system credit module system and individual education of the roads current to be under the circumstances education needs scientific basically determination and into account to take current to the problem is spinning.

This article exactly this scientific the space to fill aimed at is, then education of need modern pedagogical paradigms within the scope theoretical essence and methodological basics systematic accordingly analysis will be done.

Literature Commentary. Pedagogy and psychology The concept of "need" in science person of activity internal driving force power as explained. A. Maslow's needs hierarchy in theory to

know and oneself to come true to release was need person development the most high stage as interpretation This is done approach education need person's internal motivation with tie opportunity gives.

L. S. Vygotsky education of need social to nature accent giving it person's cultural in the environment communication and cooperation through formable event as sees. His "close" development "zone" concept education needs development pedagogical mechanisms open gives.

Humanistic pedagogy representatives, in particular K. Rodgers, education need person's oneself understanding and personal to grow aspiration with connects. Competency approach within and education needs labor market and professional activity requirements with in integration interpretation will be done.

With this together, modern scientific in literature education individual, social needs and professional aspects only conceptual in the model combine enough at the level working This is not released. situation this of the article scientific relevance defines.

Research methodology. This research theoretical to the character has to be, then following from methods used:

- theoretical analysis – pedagogical and psychological in sources education need concept of interpretations study;

- conceptualization – education of need integrative model working exit;

- comparison and synthesis – different pedagogical approaches within formed views generalization.

This methodological approach education need complicated, many level pedagogical category as justification opportunity gave.

Results. Education of need conceptual model. This research within working issued conceptual model education needs three level integrative system as interpretation The model does in the center person (student) is located to be, to be around following mutual related degrees is formed:

Individual component – the student 's interests, cognitive opportunities, internal motivation, self- to develop was need and study styles cover takes.

Social component – society cultural, moral and social orders, education policy, sustainable development goals and inclusiveness principles with is determined.

Professional component – labor market requirements, professional standards, competencies system and technological progress with related needs own inside takes.

This three component each other intersected without education content, methods and assessment system defines. Model education needs only determination not, maybe them constant monitoring and education trajectories adaptation the necessity justifies.

High education in the system education needs into account to get. High in education credit module system current individualized education trajectories formation for wide opportunities created. However this from opportunities effective use education needs determination and monitoring mechanisms scientific based on related .

Education needs into account received without organization done study process:

- students study motivation increases;
- independent education activity activates;
- professional competencies formation accelerates.

Especially, engineering and technological in directions education needs labor market requirements with harmonization graduates competitiveness in providing important factor is considered.

Discussion. Research results this shows that education need only objective or subjective event as interpretation to do methodological in terms of limited It is an approach person, society and professional activity between complicated mutual connections system as see modern pedagogical to the requirements more suitable is coming.

This approach international in research previously The concepts of learner-centered education and lifelong learning are being promoted with is in harmony.

Conclusion. Conclusion as in other words, education need modern pedagogy from the fundamental categories of science one education content, form and methods in marking support methodological basis task Education needs into account received without organization done education process person's intellectual, professional and social development to provide service will do. In the future research education needs empirical study and diagnostics mechanisms working to go out orientation to the goal is appropriate.

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