

THE ROLE AND PRINCIPLES OF ORGANIZING INDEPENDENT WORK OF STUDENTS AS ONE OF THE CRUSHING TASKS OF MODERN EDUCATION

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Abstract

The article emphasizes the relevance of research in the field of pedagogy and teaching methods, with special attention paid to modern and interactive methods of education in the context of globalization and technological progress. The role of higher education institutions in organizing an effective educational process using innovative technologies and new methods is considered. The importance of independent work of students as a means of forming professional training and developing personal qualities is highlighted.

Keywords: Education, teaching methods, modern technologies, innovations, independent work of students.

Introduction

Today, in modern society, special attention is paid to improving the system and procedure for obtaining secondary and higher education, developing new methods and technologies in the study of various subjects. Great importance is attached to the role of educators and teachers in the upbringing, enlightenment and education of the younger generation. President Sh. M. Mirziyoyev noted that "We must build a society in which teaching is the most prestigious profession! In this, we rely, first of all, on thousands of teachers and mentors who have dedicated their lives to the upbringing of the younger generation!" Based on this, it is necessary to emphasize the relevance of research aimed at studying various problems and issues in pedagogy and teaching methods in schools and higher education institutions. Especially vast literature on the development and search for modern and interactive teaching techniques and methods in the era of globalization and technological progress.

It should be noted that today in higher educational institutions of Uzbekistan, including in Samarkand state institutes and universities, there are all the conditions for organizing an effective educational process using modern pedagogical and information and communication technologies. At all stages of the education system, innovative technologies and new methods for their use are being introduced in teaching both natural and humanitarian sciences. In this area, large-scale work is being carried out in almost all Samarkand state institutes and universities. In particular, teachers of higher educational institutions use innovative, information and communication technologies, interactive teaching methods in their classes, not



only in the active educational process, but also in the field of independent education, which ensures an increase in the effectiveness of educational work and the achievement of positive results in the training of future specialists.

In modern conditions, changes occurring in higher education presuppose the development of a concept of the nature of education itself. The new educational paradigm considers the interests of the individual as a priority, adequate to modern trends in social development. If previous concepts were designed for such symbols of education as knowledge, skills, and social education, then the symbols of the new view of education are competence, erudition, individual creativity, independent search for knowledge and the need to improve it, and high culture of the individual.

The formation of an internal need for self-education is becoming both a requirement of the times and a condition for the realization of personal potential. A person's ability to succeed at a level adequate to his claims to a high position in society depends entirely on his individual involvement in the independent process of mastering new knowledge.

Therefore, one of the goals of professional training of a specialist is the need to give the student solid fundamental knowledge, on the basis of which he could study independently in the direction he needs.

Solving the problems of modern education is impossible without increasing the role of independent work of students on educational material, strengthening the responsibility of teachers for developing independent work skills, stimulating the professional growth of students, and cultivating their creative activity and initiative.

The methodological basis for independent work of students is an activity-based approach, which consists in the fact that the learning objectives are focused on developing the ability to solve typical and non-typical problems, i.e., on real situations where students need to demonstrate knowledge of a specific discipline.

The technology of organizing independent work should be step-by-step and justified. For the effective implementation of this type of activity, the readiness of the teaching staff, high-quality educational and methodological and the corresponding regulatory framework are necessary.

The readiness of the teaching staff should be understood as the ability of teachers to identify the most important and feasible topics of the discipline (course) for independent work; to stimulate internal mechanisms of self-development of the individual, self-control and self-correction. At the same time, teachers must have organizational, prognostic and constructive skills.

The main goal of independent work of students is to improve the professional training of highly qualified specialists, aimed at forming an effective system of fundamental and professional knowledge, skills and abilities that they could freely and independently apply in practical activities.

During the organization of independent work of students, the teacher solves the following tasks:

- deepen and expand their professional knowledge;
- to develop their interest in educational and cognitive activities;
- to teach students to master the techniques of the cognitive process;



- to develop in them independence, activity, responsibility;
- to develop the cognitive abilities of future specialists.

When setting goals and objectives, it is necessary to take into account that their implementation is aimed not only at the formation of general educational skills and abilities, but is also determined by the framework of a given subject area.

In modern literature, two levels of independent work are distinguished: independent work of students guided by a teacher and independent work itself.

It is the first level that is the most significant, since it presupposes the presence of special methodological instructions from the teacher, following which the student acquires and improves knowledge, skills and abilities, and accumulates practical experience.

The main principle of organizing independent work should be the transfer of all students to individual work with the transition from formal passive performance of certain tasks to cognitive activity with the formation of their own opinion when solving the problems and tasks set. Thus, as a result of independent work, the student should learn to meaningfully and independently work first with educational material, then with scientific information, use the principles of self-organization and self-education in order to develop in the future the ability to continuously improve their qualifications.

An important role in organizing independent work belongs to the teacher, who works directly with the qualities and abilities of the student's personality, with its strengths and weaknesses, individual abilities and inclinations. The teacher's task is to see and develop the best qualities of the student as a future highly qualified specialist.

Independent work includes reproducing creative processes in the student's activity. Depending on this, three levels are distinguished: reproductive (training); reconstructive; creative, search. When studying each discipline, the organization of independent work should represent the unity of three interrelated forms:

1. Extracurricular independent work.
2. Independent classroom work, which is carried out under the direct supervision of a teacher.
3. Creative work, including scientific research.

Certain forms of extracurricular independent work may vary, depending on the purpose, nature, discipline, and number of hours determined by the curriculum:

- preparation for lectures, seminars, practical and laboratory classes;
- abstracting articles, individual sections of monographs;
- study of textbooks;
- study and note-taking of anthologies and collections of documents;
- study within the course program of topics and problems that are not included in lectures and seminars;
- completion of control work;
- writing thematic reports, abstracts and essays on problematic topics;
- annotation of monographs or their individual chapters, articles;
- taking notes on monographs or their individual chapters, articles;
- student participation in test preparation;
- carrying out research and creative tasks;



- writing term papers and theses ;
- compiling a bibliography and abstracting on a given topic;
- creation of visual aids on the topics being studied;
- independent study of the topic within the framework of round tables;
- classes in the archive, the bibliographic department of the library, etc.

Taking into account the given description of the variety of forms of extracurricular independent work, it is necessary to explain the goals of the work at each stage, monitor the students' understanding of these goals, gradually developing in them the ability to independently set goals and determine tasks.

Independent classroom work can be implemented during practical classes, seminars, laboratory work and during lectures.

When delivering a lecture course directly in the classroom, it is advisable to monitor the assimilation of the material by the majority of students by conducting express surveys on specific topics, testing knowledge, surveying students in the form of various games, etc.

In practical and seminar classes, the use of various forms of independent work makes the learning process more interesting and increases the activity of a significant portion of students in the group.

It is recommended to allocate a certain amount of time for students' independent work during practical classes. When organizing a practical class, it is advisable to use the following algorithm:

1. Introductory remarks by the teacher (objectives of the lesson, main issues that should be considered).
2. Frontal survey to determine students' readiness for the lesson.
3. Completion of 1-2 tasks (possibly collective discussion).
4. Independent completion of tasks.
5. Discussion of completed assignments (at the end of the current lesson or at the beginning of the next one).

To conduct classes, it is necessary to have a large bank of tasks and problems for independent solution, they can also be differentiated by the degree of complexity. Depending on the discipline or its section, you can use the following options for independent work:

1. Give a certain number of tasks for independent completion, equal in difficulty, and give a grade based on the number of tasks completed in a certain time.
2. Give out assignments of varying difficulty and assign a grade based on the difficulty of the completed assignment.

Based on the results of independent completion of tasks, a grade should be given. It is also possible to evaluate the student's preliminary preparation for a practical lesson, for example, by express testing (closed-form test tasks) for 5, maximum 10 minutes. Thus, with intensive work, each student can be given at least two grades in each lesson. In this case, the goal is not just to give grades, but to make the evaluation procedure developmental, allowing the student to see his own gaps and determine ways to overcome them .

It is advisable to give students homework based on the materials of the section and, at the last practical lesson for the section, summarize the results of its study (for example, conduct a test



for the section as a whole), discuss the grades of each student, give additional assignments and recommendations for their completion to those students who want to improve their grade.

Thus, regular teacher control and development of independent student activity become dominant in modern conditions of organizing high-quality education. Lack of skills of independent extracurricular work can lead to students' disappointment in their future profession. It is necessary to teach the student to work independently, but at the same time carefully think through tasks with elements of creativity, and also to use various forms of independent work.

In conclusion, we note that the system of education in higher education institutions should be subordinated to the fundamental idea - the education of true professionals in their field, competent specialists. Rational and competent organization of independent activity contributes to the formation of a free-thinking person who feels the charm of learning, willingly and meaningfully engages in the educational process.

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