

# WAYS OF ORGANIZING INDEPENDENT EDUCATION OF TEACHERS

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## Abstract

This article provides information on the criteria of order for the development of Independent Education, independent work, competency approach, creative creativity, research, logical thinking in the process of continuous professional development of pedagogical personnel. Model requirements for the use of innovative technologies and methods for independent education are described.

**Keywords:** independent education, training, keys, project work, small research, master classes, microdars, creative assignments.

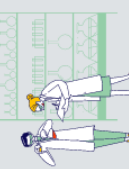
## Introduction

Decree of the President of the Republic of Uzbekistan “On measures to support scientific and research activities in the field of public education and introduce a system of continuous professional development” dated January 25, 2021 No. PQ-4963, Uzbekistan In the decisions of the Cabinet of Ministers of the Republic “On approval of the regulation on the procedure for the establishment of a system of continuous professional development of public education workers” dated January 17, 2022 No. 25, the process of training highly qualified personnel with modern knowledge and independent thinking is brought to a qualitatively new level. special importance is given to raising, education in different forms, i.e. independent learning of new knowledge, skills and competencies based on the trajectory of continuous professional education created by the learner.

It is also noted that students can acquire the necessary competences of specialists through independent education, independent work, and continuous improvement of their skills, and can achieve the development of creative creativity, research, and logical thinking.

**Independent education** - the professional ability and potential of teaching staff based on state educational requirements, qualification requirements and professional standards, improving professional skills, teacher's mission, tasks and responsibilities, determining students' understanding and understanding levels, classroom management, lesson monitoring and self-analysis, lesson planning, assignment creation, ICT use skills are taken into consideration.

Preparation of teachers for independent education in their specialty (in-service training) depends on the extent to which they have developed independent work skills and qualifications during professional development education.



General secondary school teachers will acquire the following qualifications by mastering independent education from the modules specified in the basic curriculum of the differentiated continuous professional development course.

- ♣ organization of educational activities;
- ♣ intelligent planning of class time;
- ♣ determining the purpose, form and methods of the lesson;
- ♣ improving media literacy;
- ♣ correlation of one's subject with other subjects (correlation);
- ♣ preparation of handouts and their use;
- ♣ using different methods to interest students in the lesson;
- ♣ use of interactive methods in lessons;
- ♣ class management, organization of students' collaborative and project work;
- ♣ self-development and professional growth.

Teachers develop their independent work individually or in small groups, and then, based on the established schedule, submit training in the form of presentations or microdars. In the areas of professional development, the appropriate materials for the methodological folder are collected. The recording of assignments developed by trainers taking into account the variability of the forms of professional development is monitored through the use of digital educational technologies.

### **Recommendations for independent educational assignments.**

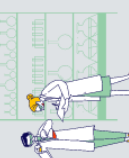
Independent education is organized in the following way, using innovative technologies and techniques, depending on the content and nature of each module presented in the basic training plan:

- training;
- educational situation analysis (keys);
- project work;
- small research;
- master classes;
- microdars or didactic games;
- creative assignments.

### **Master classes**

Master classes are held within the framework of the module of modern technologies of teaching with the aim of studying advanced pedagogical experiments. Master classes are formed based on the content of the training module.

Master classes can be held by teachers in the form of a round table, an interactive lecture, a live lesson or a lesson-imitation (in collaboration with professors, scientific workers, foreign specialists, textbook authors or experienced practicing school teachers of higher education



institutions, scientific examination institutes and general secondary schools with a certain scientific and pedagogical potential).

Also, in cases where the above possibilities of conducting master classes are limited, master classes can be held with the participation of the audience of the Skill Development Group, for the purpose of exchanging experience. At the end of the master classes organized by the audience, the group analyzes the advantages and disadvantages of the lesson.

### **Microdars**

To ensure the harmony of the theory and practice of Science with the support of auxiliary (broadcast, audio and video) materials that serve to ensure the quality and effectiveness of the microdars lesson, innovative educational approaches aimed at developing knowledge, skills, competencies and competencies of students, allowing them to master new skills on the basis of reflexive observation, learning, , effective methods, means of selection and application of assignments, ready-made distribution, audio and video materials in practical training are organized and conducted in order to improve the skills of choice and analytical conclusions according to the form, goals and objectives, content, direction.

The Bank of educational materials for microdars is formed based on the content and features of Science and includes a 10-15-minute lesson fragment, a technological map of the lesson fragment (a step-by-step detailed explanation of the course process), developed on the basis of one of the topics given in the current textbooks

When observing and analyzing the 10-15-minute lesson fragment passed by teachers, it is assessed that the teacher himself can communicate in accordance with the psyche of the students he teaches, master modern pedagogical technologies and apply them in the educational process, the implementation of the roles of “teacher-Observer”, “teacher-colleague” is analyzed.

Microdars is required to specify effective ways to develop 4K skills integrated in the class cross section of subjects in a classroom session.

### **Training**

Knowledge transfer is a form of interactive education aimed at developing competence of interpersonal and professional behavior in communication, being considered a form of active learning aimed at the development of certain skills.

On the basis of the basic curriculum of a differentiated continuous professional development course on the established educational module for the organization of educational activities, seminars and trainings are organized.

The training organized by the audience should focus on the organization of educational activities.

### **Project work**

A project is a system of certain activities agreed upon to achieve a specific goal.

From the specialty of science, on the basis of the module of modern technologies of teaching, it is envisaged to collect, research and carry out information on the specified topic, for a specified period of time of students, individually or in groups.

The main stages of the design process are: data collection, planning, decision-making, project development, project implementation, control of the implementation of the project in practice, drawing conclusions based on the results of the practice.

The development of the project is associated with access to information by organizing various sources: special literature, monographs, magazine articles, newspaper publications, information search on the Internet, special and social surveys, the result of which (product) – information presented, selected, analyzed, generalized and systematized in the form of a booklet, publication work, e-learning resource is counted. In essence, the basis of the project is ideas of a scientific, creative or theoretical nature. Accordingly, projects are divided into research, creative and informative projects.

1. **Research projects** are projects of a scientific research nature, the structural structure of which will consist of the relevance of the problem, the level of study, the purpose of the study, scientific hypothesis, tasks, methods used in the study of the problem, multi-stage pedagogical experience and practical and methodological recommendations that are put forward based on the results and conclusions obtained.

2. **Information projects**-projects aimed at collecting theoretical information in order to organize the educational process or fulfill orders of a different educational nature.

3. **Creative projects** – projects aimed at creating new educational products of a creative nature on an individual or collaborative basis (creative reporting, exhibition, design, video, publication Work-book, Almanac, booklet, album, print and electronic magazine, computer programs).

### Small study

When a small study takes place, students research alone or together on a small issue that has not yet been studied based on the knowledge they have received, examining and proving whether the assumption made about the solution to the issue is true based on the evidence sought.

When conducting small studies, the subject, object, subject, purpose, tasks and hypothesis of the study are identified in the sequence(hypothesis).

### Educational situation analysis (keys)

Development of keys assignments based on the module of theoretical-practical foundations of specialist Sciences. It should clearly indicate the educational goal, the setting of the issue, the results of the planned training, the keys assignment statement, instructions for completing the assignment, the literature used and the expected result.

Basically, keys assignments relate the topic of the lesson to practice (using life examples). During the lesson, it is intended to give each student the opportunity to express their ideas and views, to be in interdisciplinary communication, to create motivational situations in the educational process, to monitor pedagogical situations and phenomena using pedagogical and psychological knowledge, to be performed on the basis of their analysis.

Students should be focused on developing case-study assignments in their subjects, developing the ability to analyze and evaluate thematic information, mastering decision-making skills in an independent way.

### **Creative assignments**

In the Education presented in the sample curriculum, tasks for the development of students' logical thinking are developed within the framework of the module of advanced foreign experiments.

In the formation of life skills in students, assignments are drawn up on the basis of domestic and advanced foreign experiences (international educational and assessment programs).

Also creative assignments B. According to the Blum taxonomy, the definition of educational goals, the use of non-standard assignments in the control and assessment of the level of achievement of the educational goals of students is envisaged.

B. Assignments on Blum taxonomy:

Remember-facts about the current issue as well as an important understanding of decoding;

Understanding-to be able to explain the idea and understanding of a particular issue;

Application – to be able to apply information to new conditions and issue;

Analysis-the ability to disassemble information in order to show interaction, cause, dependence and other aspects;

Assessment-to be able to substantiate one's own opinion or point of view;

Creativity should be focused on something new, relying on acquired knowledge.

In conclusion, today we are needed not by a passive consumer in the assimilation of knowledge, but by his active creator. The result should be such that today's pedagogue will be able to find the most suitable and appropriate results that can represent any theoretical and practical problem, able to scientifically or methodically analyze the ways to solve it and prove its correctness.

