

PEDAGOGICAL-PSYCHOLOGICAL CONDITIONS OF ORGANIZING INDEPENDENT EDUCATION IN TEACHING ENGLISH TO STUDENTS

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Abstract

Pedagogical possibilities of developing professional competences of future teachers based on innovative educational technologies, pedagogical and psychological conditions of organizing educational classes in the educational environment, we can see in this article. All students in the audience are guaranteed to master their abilities. The student's mastery and ability to use the acquired knowledge in everyday life and practical activities is determined by the level of skills and qualifications. If the professor-teacher learns to work with students on the basis of interactive methods and can bring it into their educational activities, all students will achieve almost the same results. Independent activity serves to implement the formation of knowledge, skills and competencies specified in the curriculum of a particular subject and required to be mastered by the student, and is carried out in the classroom or outside the classroom on the basis of the advice and recommendations of the teacher. Due to the specifics of the subject, various types of independent learning are being developed. Independent learning and control in the education system are considered one of the main factors of independent learning. In independent learning, it is necessary, first of all, to form in students the need for independent learning, free, creative activity, and most importantly, independent thinking. The establishment of systematic work on the implementation of the independent learning process in higher educational institutions, training students to work independently, will be the basis for training a new generation of creative and socially active, capable of independently finding their place in socio-political life, capable of setting and solving promising tasks. Therefore, this article attempts to reveal the pedagogical and psychological problems of modern forms used in organizing students' independent work and ways to solve them.

Keywords: independent learning, audience, skills, credit module, independent thinking, organization, creative thinking.

Introduction

Independent learning directs the student to master modern methods of learning, develop his creative abilities, and improve his way of thinking. Any type of activity that allows the student to develop independent thinking and cognitive activity constitutes independent learning. Independent learning refers to a set of independent learning activities carried out in and outside the classroom, under the guidance of a teacher or without the participation of a teacher. The organization of a student's independent work at the initial stages of study is associated with a number of tasks. In particular, it is difficult for first-year students to get used to the next type

of education - higher education requirements. Because they hardly know how to organize their own independent activities in the learning process. It is a big problem for them to know from which source and how to collect information, analyze it, isolate the necessary information, organize it, summarize it, express their thoughts clearly and vividly, properly allocate their time, and correctly assess their mental and physical capabilities. Most importantly, they are not spiritually prepared for independent learning. Therefore, every professor-educator must first instill in students' confidence in their abilities and intellectual potential, and patiently and step by step teach them how to properly organize independent learning. One of our editorial scientists, B. Mukimov, in his research work devoted to the organization of independent education of students, studied the issues of organizing oral and written creative work of students in lessons. Because, in the formation of a spiritually mature generation, creative work and independent activity in themselves require free thinking. A student who does not have independent thinking and a point of view cannot be creative or act independently [88].

The majority of academics consider the issue of activating the process of organizing independent learning as a general problem. In particular, some of the works on this topic consider an individual approach to organizing students' independent learning. In this regard, independent learning is considered an important factor in the formation of an active, motivated person who strives for high results in education, professional development, and the choice and acquisition of a professional profession based on the needs of society.

To organize independent learning, not only interest in a particular profession or field of activity is required, but also the presence of qualifications for this type of activity. Independent learning is self-directed, meaning that a person can freely and at any time choose their own sources and use them in terms of purpose, means, and content.

Autonomy in independent learning is the ability to identify and select learning goals, principles, content, methods, and tools, and to implement them independently and without external influence [97].

Independent learning as a didactic phenomenon, on the one hand, represents the educational institution, that is, the task that the student must perform, the object of his activity, and on the other hand, the form of manifestation of activity related to memory, thinking, creative imagination, which in turn leads to the student's acquisition of new knowledge or the deepening and expansion of the scope of application of the acquired knowledge, or the development of certain skills. leads to the formation and development of self-education methods.

Literature Analysis

According to Yu.B. Zotov, independent learning is considered one of the practical components of personal independence and is defined as any active activity organized by the teacher of students, aimed at achieving a set didactic goal in a specially allocated time. According to H.F. Rashidov [112], independent education of students is the formation of educational activity in accordance with certain didactic goals and tasks; the formation of the volume and level of knowledge necessary to solve tasks in a certain area; the formation of the student's reading and skills while increasing his independence; It is necessary to develop students' interest in

cognitive activity and activity through the development of a psychological profile; to ensure the active movement of students from lower to higher levels of their thinking activity; to understand the type of learning that is carried out by students themselves, without assistance, but under their guidance. Independent learning, like any means of organizing the learning process, emphasizes Ye.L. Belkin [31], if the didactic goal that must be achieved and the cognitive tasks to be solved in the process of independent learning are not clearly stated in advance, students will remain neutral in relation to the specifics of cognitive activity. Didactic goals and cognitive tasks create conditions for managing the mental activity of students, involving them in planned cognitive activity, and managing it.

Research Methodology

Depending on the motivational factors that arouse students' interest in independent learning, they set themselves the goals and objectives for organizing the content of independent learning:

1. Political independent learning, which is considered important in conducting independent activities, modern reality and the attitude towards them;
2. Professional independent education during the preparatory period, aimed at developing the student's independent learning, conducting activities in the chosen direction;
3. Independent education, aimed at a more in-depth study of academic subjects, based on personal and life plans, personal interests;
4. Independent education, related to the development of one's own talents and hobbies.
5. Independent learning aimed at developing one's own character [31].

The implementation of independent learning by students in the educational processes of educational organizations serves as a great foundation for the student's subsequent activities. Scientists classify independent learning according to their didactic goals, the characteristics of the cognitive tasks solved by students in the process of independent learning, and the characteristics of students' cognitive activity in the process of solving cognitive tasks.

R.I. Ridkasistiu [108, p. 146] grouped independent learning according to cognitive tasks and the specifics of cognitive activity and distinguished the following types of independent learning:

- 1) implementation of independent learning by example;
- 2) reconstructive-variative;
- 3) heuristic;
- 4) creative (research).

Each of these types is characterized by the content-logical characteristics of the cognitive activity performed to change it, and accordingly, the degree of independence of the learner in the process of activity is determined.

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