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The Main Features of Organizing Students' Independent Work in The Educational Process

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Abstract: *In this article it is outlined that the main features, methods of organizing students' independent study, the types and objectives of independent learning. It also reveals the levels and criteria of independent learning activities, the stages of implementation of independent learning in the educational process, the ways of developing skills and competence of working independently, as well as the degrees of independent learning.*

Keyword: *education, creative, degree, criteria, knowledge, skills, competence, independent education, independent work, degrees of education.*

Introduction

One of the main tendencies of modern education is a transition from the knowledge model of a specialist to the competency model, which implies acquisition of the integrative skills for solving the problems that emerge during implementation of the interdisciplinary practical tasks of a future profession. Such skills.

In the modern pedagogical practice the independent education of students is represented by the unity of interrelated forms: (1) independent education in the classroom, performed under the direct guidance of a teacher; (2) out-of-class independent education; (3) creative work, including research.

Independent education is an important factor in becoming a competent professional. This is especially true in the system of vocational training. Our ancestors also paid attention to the education of

the younger generation as a professionally mature, nurturing and progressive person.

Literature Review

Positive features of independent work and independent learning from scholars: V.I Andriyanova's teaching to work independently in Russian classes in the 5th and 6th grades of Uzbek schools [1], Sh.Sharipov's Pedagogical Fundamentals of Student Creativity [14], Sh.Yunusova's formation of students' educational activity [15], Q.P.Husanbayeva's teaching students to think independently in the process of literary education. These scholars researched such problems scientifically [11] Z.Nishonova, J.Tolipova, I.B.Askarov, N.Halilov's research about forms of independent education has been viewed [8, 9, 10, 2, 3, 13].

The majority of pedagogical scholars consider the issue of activation of the process of organizing independent learning as a common problem. In particular, a part of the work in this regard is the

individual approach to organize students' independent learning. At the same time, independent education is considered to be an important factor in the formation of an active, educated, and socially responsible person in pursuit of high results in education and professional development.

Research Methodology

In order to organize an independent education, you need not only an interest in a particular profession or area of activity, but also the ability to do that. Given that self-education is governed by the individual, the individual can freely choose the resources and use the goals, the means, the content at any time.

Since independent learning is directly linked to independent thinking, it is also desirable to express it as : “Independent thinking is the use of one's intellectual abilities in a variety of ways, methods and means, based on their own knowledge and life experience, setting goals and objectives for the problems they face. It is a mental activity that is self-solving at the level of competence” [11].

Professional self-education is a key factor in the development of an individual, which characterizes the ability to work independently in their future activities. The content of independent education depends not on the nature of work, but directly on the ability to find opportunities for independent education. Independent learning is a tool for a student to determine his or her own path to future activity and to help students evaluate their own abilities. Although the student does not feel a clear need, there is a neurological need for self-satisfaction, self-expression, self-existence.

The concept of “independent learning” is defined in pedagogical dictionaries as a form of learning that is gained by learning outside the school. Currently, the terms “independent learning”, “self-education”, “independent learning” are used interchangeably.

Based on the results of scientific research, independent learning is defined as: *independent learning* – a systematic activity aimed at developing

theoretical knowledge, practical skills and abilities by independent study material, creative and independent execution of practical tasks both in the classroom and outside the classroom. Independent work varies depending on the didactic purpose, function, degrees of complexity, for whom (for individual or collective). In the course of independent learning, it is important that the chosen topics are scientific, systematic, and the content of the teaching materials, practical, interdisciplinary, and the creative nature of the assignments and assignments given. Analyzing its theoretical, practical, scientific, methodological and pedagogical bases, it is possible to achieve positive results if selected effective forms and tools. The importance of the topic, practicality, scientific and educational content, the systematic nature of the topic, the versatility of the tasks play an important role. But most importantly, it is important to pay attention to the aspirations and interests of students in organizing their own learning activities. It is important to ensure that students are able to apply the acquired knowledge in practice, to participate in socially useful and outreach activities.

In the process of independent learning, students refer to additional literature, review the topics covered. Many students work on home-made lecture texts, use popular scientific publications, periodicals for lectures and essays.

In our view, there is great potential for independent teaching and learning in the field of pedagogical and technical and technological work. It can serve as the basis for the creation of a set of tasks that allow the independent learning of pedagogical and technical-technological work.

Problems of the learning task allow for the activation of thinking activity, but each does not lead to the independent formation of pedagogical and psychological concepts at the scientific level. Therefore, the development of independent pedagogical and technical-technological work should take into account the didactic nature of the learning problem. If the task is presented correctly, it will be easier for the student to accept them [2, 3].

The rules for the development of independent pedagogical and technical-technological work in

accordance with the theory of independent learning include:

- independent pedagogical and technical-technological work should have problems with actual pedagogical and production conditions;
- implementation of various methods of problem solving (analysis, synthesis, comparison, summarization, etc.), which form the basis of independent work;
- should be able to identify evidence of independent work and generate ideas based on a strong link between students' experiences, events and processes;
- a more or less coherent expression of the performance of problematic tasks may result in a more complex understanding of the subject that has not yet been mastered by a few simple concepts that constitute the terms of the task;
- simple concepts or concepts that are not known to the subject are compared to each other in the performance of problematic tasks;
- when comparing concepts, the subject performs various types of thinking: analysis, synthesis, comparison, comparison, finding commonality, specificity and specificity between technical objects;
- in carrying out tasks with problem situations the subject performs the following:
 - reproduces concepts without changing the form and content of concepts;
 - changing the form of concepts and reproducing them;
 - reconsider previously acquired concepts using formal-logical reasoning;
 - formulates new concepts based on theoretical thinking [7].

The main source of interest in the first phase of independent learning is science. However, this interest is not sufficiently solid and profound. However, there is no purpose-oriented, systematic, specialized organizational, independent educational activity. Only reading books, listening to special lectures, and striving for independent thinking activity. The individual has no interest in independent learning activities, and he does a lot of extra, large-scale work, but does not do it on a

regular basis, and sometimes without deep knowledge.

In the second phase of independent learning, students independently (of course) set goals and objectives, understand the meaning of independent activities and carry out organizational work. During this period, students solve professional tasks as a means of implementing personal - life plans and ideas. In the second phase, their interest in independent work becomes more serious, with a strong desire to learn a particular subject, to make their own life plans, to pursue a profession. It is consciously engaged in extracurricular activities, and there appears a desire for self-education, which has become a means of implementing its ideas. Consistently organize independent learning.

In the third phase of independent learning, students will be engaged in independent learning for a number of years and will have the ability to clearly define their career goals and objectives.

Currently, independent work done outside the classroom can be done in the following ways:

- preparation for lectures, workshops, seminars and laboratories;
- independent study of topics in the curriculum subjects that are not learned during lectures;
- searching for information on the Internet;
- preparation of coursework, course projects, final qualifying works and master's theses;
- search of literature independently through the catalog of the Information Resource Center;
- listening to audio recordings, viewing video materials;
- study of textbooks, manuals on the studied subject;
- exercise control;
- writing reports, abstracts and essays on topics;
- preparing reports at seminars and conferences;
- solve problems and examples from practical exercises;
- creating albums, schedules, schemes, rebuses, tests and crosswords for systematic study of learning materials;
- develop visual aids for individual students or groups of students on the topics under study;

- summarize independently researched questions;
- solving tests to consolidate the knowledge gained in the lecture;
- creative and scientific work;
- participation of students in scientific societies and circles;
- participation in competitions and contests;
- preparation of reports on past practice, scientific reports to student conferences;
- perform calculations and graphic works;
- preparing for current, intermediate and final controls;
- interpretation of monographs [12]

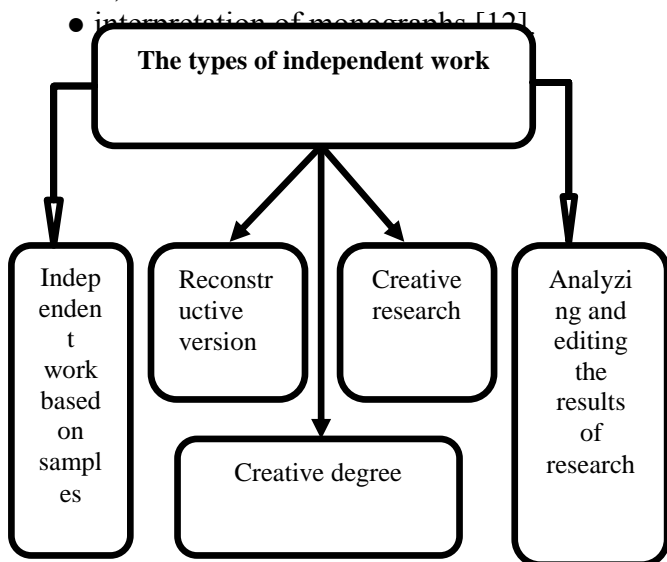


Figure 1.1. Types of Independent work

In our view, the analysis and synthesis of independent creative research results are also of great pedagogical significance (Figure 1). In addition to compiling the content, it was found that students' self-examination and control of their work would have a positive effect on developing the skills and abilities of independent work. Their essence is described as follows:

- in the independent work of samples, typical tasks are performed, that is, various exercises, practical tasks are performed on the basis of samples. Independent work on samples contributes

to the mastering of learning materials, but does not stimulate students' creative activity;

- reconstructive and varieties independent work not only reproduces the practical description of knowledge, but also the content of knowledge requires their practical use in solving a problem or problem;

- problems raised in lectures, labs, workshops, seminars in heuristic (partially creative) independent works;

- in creative research the student independently seeks out and researches ways to solve the problem. Such tasks include piloting, designing equipment, models and tools. Independent research in the form of creative research gives students the ability to see the problem, and as a result, they can independently express the problem and develop a plan for their solution.

In the process of research, we have also summarized the results of independent research in the nature of creative research based on the analysis and synthesis of independent research.

In our view, to increase the effectiveness of independent learning, it is very necessary to increase the proportion of hours devoted to independent learning. For teachers, in order to direct students to independent work, it is important to improve their skills, and teachers must effectively organize independent learning and prepare students psychologically for independent work.

Analysis and results

Independent learning activities of students in the field of vocational education accelerate the process of acquiring knowledge and practical activities, the process of selecting technological processes and technical resources, the processes of creative thinking, and form independent and active thinking as a prerequisite for high intellectual development.

It is advisable to use the methods of vocational education to determine the level of self-education skills of students.

They can be conditionally named as:

1. The ability to distinguish between the common and the private (distinguishing skills) in the study of learning materials and the organization of independent work processes.

2. Ability to choose technological processes and technical facilities, to carry out independent work, to draw technical drawings, schemes (ability to create).

3. Ability to organize independent work in the classroom, outside the classroom, in the classroom and at home.

4. Independent Thinking Skills (Thinking Skills)

5. Self-control skills (control skills) when studying material.

Table 1.2 shows the performance of students' independent skills and abilities. Developed skills of independent work of students in the classroom and off-site, as well as indicators of independent activity of students, the dynamics of their level of development.

Table 1.2

Degrees of students' independent learning

Independent Learning Skills	Degrees of Independent learning
Ability to distinguish typicality and specificity from study materials and organization of independent work	Effective and quick separation of key features of the learning material from the main content. Rely on your own knowledge, skills and teacher support in choosing technological processes and technical facilities
Ability to choose process, read, write, draw, schema, technological processes and technical objects during independent work	Ability to advance technological processes from a scientific point of view, has a high rate of work on selecting technical facilities, reading, writing, performing labor operations, and has the ability to select and analyze the work process independently.
Ability to effectively organize independent work in the classroom, outside the classroom, and at home	Properly allocates time for technical tasks, properly utilizes teaching aids, and actively pursues learning tasks, selects the tools and technological processes to suit their potential
The ability to think independently	Knows how to solve technical problems independently and creatively, introduces independent elements and methods in practical work, solving problems, independently choosing elements of creativity and creativity in practical tasks and exercises, optimal methods of practical work
Self-control skills in material study	Examines self-control in the learning process with additional questions and self-study assignments to determine the level of self-development, analyzes the quality of practical work, conducts independent research on errors, learns new methods as a result of corrections

This table shows what students need to achieve in order to achieve their degree.

There are many different ways in which students can be trained to work independently.

1. Students are provided with an example of solving a technical problem, a sample, after which students independently or collectively solve a similar problem. They will be given a technological map of practical work, and students will be able to carry out

activities independently based on the map. Based on their experience, students are asked to design a common activity plan, that is, to demonstrate the ways in which they use problem solving and practical exercises.

2. Students are provided with ready instructions (plan or algorithm) for solving the technical problem, stages of practical work, examples of their application and assignments for independent work. During the process, the most difficult stages of the assignment are learned in a team.

3. Students will be given a plan to solve a problem or exercise in one of the topics. As they practice it, students move on to a different topic, for which they are asked to create a plan using previous exercises as examples.

4. Students are provided with a general plan of independent work and a method of refinement. They begin by doing a specific topic, drafting an overall plan for the training theme, and then reinforcing it during a technical problem or practical exercise.

5. Students are provided with insights into how to plan a problem-solving process or practical exercises on a given topic, section. The developed plans are then used by students in their own work.

Conclusion

The attention has been given to the criteria for determining the main features and qualifications of independent education and the need to develop it, independently expressing the purpose and task of the problem, developing the methodology for independent work and the necessity to identify the main and specific stages of the problem. It also assumes that the problems developed by the methodology and the plans, which are of theoretical and practical nature.

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