

DEVELOPMENT OF PEDAGOGICAL IDEAS IN UZBEKISTAN DURING THE YEARS OF INDEPENDENCE.

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Abstract: *The article analyzes pedagogical research on the pedagogical features of organizing students' independent learning during the years of independence. independent work, independent study, independent work, independent learning, independent thinking.*

Keywords: Development, Pedagogical Ideas, Independence

Introduction.

Education in developed countries has been recognized as a key factor in ensuring sustainable development and is a top priority in the new education concept set up by 2030 and by many countries around the world to "improve the process and tools for assessing the quality of education and implement mechanisms that allow achieving results".]. From the very first days of independence, Uzbekistan has been systematically working out and implementing a new democratic education concept designed to give everyone a free choice of general education, vocational training and special training, with its high spirituality and profound knowledge of the younger generation. Identified priority areas for upbringing as an intellectually capable, intellectually advanced and active citizen. [1] Based on these conceptual ideas, the legal framework for the education system has been created, based on the laws of the Republic of Uzbekistan "On Education" and the National Program for Personnel Training, which is physically healthy, spiritually mature, with high intellectual potential, modern knowledge, independent thinking and confidence in the future. A national model of education that has no analogues in world practice has been established to bring up a harmoniously developed generation. Reforms carried out in the context of active innovation processes in the social and economic spheres of our society put one of the main trends in the development of the education system - the issue of training highly qualified teachers.

Continuing education is one of the most important and leading factors that determine the success of these processes. Today, the main objectives of modern education are to develop students' critical thinking, information search and retrieval, development of a culture of intellectual work, and independent learning skills. These areas are important for achieving the effectiveness of education [1].

The constant and rapidly changing technologies, the renewal of knowledge, the ability to adapt to the modern conditions, the need to raise the quality of a new level of self-thinking, high-quality cadres with modern knowledge and high moral and ethical qualities should teach students to acquire new knowledge independently.

The main part.

If we analyze the concepts of "independent learning" or "independent activity" of students by foreign and Uzbek scholars, independent learning is a prerequisite for reflection and the nature of reason (M.N.Mardonov, E.Z.Usmanova), independent learning is. the result and condition of acquiring methods of mental activity (D.B.Bogoyavlensky, E.N.Kabanova - Meller, V.I.Reshetnikov).

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According to Karimova, R.I.Sunnatova, self-study is a personality trait, and it is the choice of the exact solution to the problem and its solution [9].

V.V.Davydov, M.A.Danilov, E.G.Goosevs propose that independent learning is the ability to foresee, analyze and solve a new problem or problem.

According to Z.T.Nishonova, independent learning is the ability to become a person based on his own subjective judgment and understanding of the judgments and conclusions that come from the acquisition of knowledge by a person.

Independent learning is the result of independent and creative work of the learner in solving problems or tasks [3].

M.I.Makhmutov associates problem-based learning with the formation of independent learning in students' learning activities. Describes the ability to study independently as a qualification and its intellectual abilities. The scientist shows the student's indices of independent knowledge as follows:

A) the ability of the learner to acquire new knowledge independently from different sources and acquire new skills and skills;

B) the ability to apply the acquired knowledge and skills for further independent learning;

And (c) the ability to apply them in practical work to solve any life problem [12].

According to K.T.Olimov, independent and regular education is important for today, and at the stage of changing the concept of education it demands "to learn from life for the whole of life".

Foreign scholars believe that the education of a person throughout his or her life is not the sum total of primary, secondary, vocational and higher education, but rather the formation of a person's lifelong learning. They argue that education should be a continuous process throughout one's life.

Indeed, textbooks should effectively facilitate the learning of the material by students. Therefore, the textbook should be described in the textbook, taking into account the pedagogical and psychological regularities of learning.

In the textbooks to be created, the learning activities of the learner should be encouraged in a variety of ways, the control of the mastered material by the learner, and his or her focus on the particular problems and issues of a particular subject.

The textbook should give students the skills to work independently, recommend different learning techniques, and apply their knowledge to practice.

According to T.Nazarova, the modern generation of educational literature should be the basis for independent learning, the formation of knowledge, skills and abilities, as a means for organizing students' learning activities, and for the use of pedagogical technologies and techniques in teaching science.

Contemporary textbook - should be conducive to the development of independent learning, should be aimed at developing students' creative thinking through a differentiated approach.

According to a number of researchers, educational literature should be a tool for critical thinking. Each subject, as well as the critical content of the subject, will be of interest to the students, as well as critical reading literature, which seeks to strengthen their thinking on the basis of free thinking, seek to communicate with a trained teacher, and provide feedback. look for ways to express This means that the learner develops his or her knowledge on critical thinking and demonstrates the ability to think in difficult situations.

It also requires the management of cognitive activity in selecting text, exercises and issues, illustrative materials, schedules provided in textbooks, that is, directing the learning process, developing a mechanism for controlling students' knowledge, skills, qualifications and personal qualities.

The main task of educational institutions should be to provide students with an opportunity for extra-curricular learning, including independent thinking, motivation, development of individual and teamwork skills [4].

Occasionally, independent learning can take place outside of the learning process, meaning that a student can study and study independently, individually, based on learning materials at home without attending a particular institution.

According to N.Muslimov, independent education is the organization of a systematic, independent and autonomous activity in accordance with the subjective purpose of the educational process to develop the concepts of knowledge development, skills and competencies.

Independent learning is a learning activity based on the students' independent and creative performance of assigned tasks. The basis of independent learning is independent work.

Independent education should be organized on the basis of pedagogical principles. For example, the principle of pupils' consciousness and activity refers to the organization of teaching in such a way that students will be able to consciously and actively acquire scientific knowledge and the skills to apply them, which will require them to develop creativity, independence, thinking, and speech.

Some researchers argue that students' level of knowledge is directly related to the size and regularity of their independent learning or learning activities. Because no one can achieve the goal without independent work. Therefore, independent activity can be viewed as a means of learning and its consequence. It is necessary to organize and manage such results to show that students acquire independent knowledge and that they are the result of research work. This contributes to the development of students' cognitive activity [6].

The acquisition of independent knowledge sets very important requirements for pedagogical technology. The end result of teacher-student-teacher collaboration is that the student must acquire a certain amount of knowledge, skills and abilities in the learning materials he / she is learning in independent learning, as opposed to a previously defined learning process [7].

U. Sodikov, however, is not only educating students to prepare modern experts, but also teaching students how to approach each issue. Developing students' creative thinking skills is seen as a phenomenon related to their interests and interests.

According to psychologist SL Rubinstein, in the course of creative activity a person has a tendency to think about what part of the work, what to change, improve, improve. As a result, it is necessary to compare the existing knowledge with the tasks that emerge in the process of comparing, observing and creating, and to think critically about the overall structure of the intended solution.

According to Ms.Abdullaeva, an individual approach to technical creativity allows implementing one of the most important principles of education and developing skills for highly complex creative activities. Consequently, the learner's moral strength is manifested in this approach to learning, and it creates the real conditions for the acquisition of knowledge by all students involved in independent creative work, including the weakest students.

PI Pidkasisty argues that the learner should be able to improve his or her professional skills throughout their entire career, teaching them how to solve problems in an independent and creative manner.

Methodist scientist S.Matchonov states: "Only those with the skills and abilities of learning can fully acquire knowledge" [11].

Creative thinking provides a strategy for perception based on a wide variety of possibilities, bringing new problems and issues to a whole new level. Its psychological mechanism can be linked to divergent thinking. Creating a subjective new skill is also an innovation in the perception of creating it. It is different from reproductive thinking by its sign [8].

According to N.Muslimov and Sh.Sharipov, in order to develop students' creative thinking, each of them needs a separate approach. One of the most important ways to develop creative thinking is to engage students in solving different types of problem questions or tasks, and to teach them to find their own solutions. Problems or tasks can be used in practice to develop creative thinking.

According to U.Sadikov, one of the most important ways to develop creative thinking is to engage students in solving unusual nuances of different levels, and to teach them to find unique and original solutions.

Including:

- Issues with insufficient initial data;
- issues with excess information;
- Issues with conflicting or incorrect information;
- Questions with uncertain questions;
- issues with limited time.

O.Kuysinov's research skills are divided into the upper, middle and lower levels, in order to identify students' independent and creative thinking abilities from the general curriculum, as follows:

- high level - easily and quickly distinguishes important features of the studied material;
- Medium - Able to distinguish the essential features of the material you read while making some mistakes;
- The low level often does not explain the important features of the material.

He believes that through these levels, each student needs an individual approach to developing independent and creative performance.

One of the leading factors in the formation of a fully developed personality is the students' technological activities in the production of a product in general professional and special subjects. At the same time, theoretical knowledge gained in the technical sciences is applied independently and is practical in the production of products. In this way, students develop their creative abilities through the combination of physical and mental work in their activities [3].

In the pedagogical literature and research, the concept of a "learning assignment", a "creative task" or a "problem" is widely used.

According to Pidkasistyy, students' ability to acquire knowledge is formed in the search for independent solutions of problem tasks and their independent fulfillment.

In analyzing the concept of task, L.Rubinstein analyzes the categories of motivation, attitudes, goals, and conditions: motivation is the relationship between the student and the learning task, motivating students and initiating actions.

A set of learning tasks is a set of key tasks that the student solves independently by a teacher.

O.Rozikov described the study assignment as follows:

"... the assignment is a modified form of instructional material for teaching and learning needs."

According to N.Muslimov, the tasks, which will ensure independent learning, are to create favorable conditions for students with low level and dissatisfaction with the development of understanding, reason and value. A sense of accomplishment also creates a psychological state that motivates the student to learn independently.

According to M.H.Baltabaev, electronic textbooks provide a high level of student learning and independent work. E-textbook should cover the process from the aim of teaching the subject to its outcome. The e-textbook must have a database that enables students to learn independently. For teachers, the electronic textbook is an open methodological system, which should always be developed based on pedagogical experience.

G.N.Nurgaliyeva is the result of theoretical research on pedagogical technology of creating electronic textbooks. This technology is based on the theory of textbooks, taking into account the teaching process, where the electronic textbook is a tool for teaching process, modular, interactive, multimedia information.

Summary. At present the following tasks are solved in the pedagogical science: Creation of opportunities for improvement of educational tools, methods and techniques, which will promote their comprehensive development in the process of formation of the youth as a fully developed personality;

- Creation of a pedagogical system aimed at the spiritual and moral education of the youth aimed at the inculcation of national values, traditions, cultural values, customs and traditions of the Uzbek people;

- Scientific and methodological support of the individual-oriented educational process; expanding the scope of fundamental research in the history of pedagogy; to define new forms and content of educational work.

Conclusion

Realizing the global economic and social reforms, the demand for breeding democratic democracies requires increasing the quality of education and upbringing of young people, the introduction of modern methods, tools and forms of education into the learning process [4]. Introduction of the state educational standards based on the competence-based approach to the organization and management of the quality of education and whether it is a complementary computer information system. Contemporary textbooks require students to develop creative thinking through a system of questions and tasks, and to create independent research to understand the nature of unknown or unclear information. Analysis of pedagogical research shows that independent work has a positive impact on the formation and development of students' creative thinking and their interest in independent learning.

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