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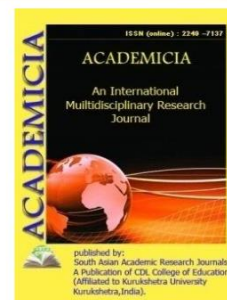
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DESIGNING AND REALIZATION OF SYSTEM OF ORGANIZING INDEPENDENT WORK OF STUDENTS

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ABSTRACT

The following article deals with the theoretical approaches of designing and implementing a model for organizing students 'independent work in modern higher education, and also discusses the types, process of creating and portfolio functions as a complex technology for organizing students' independent work.

KEYWORDS: *Types And Stages Of Independent Work, Psychological And Pedagogical Requirements For Independent Work, Educational Independence, Portfolio, Reflection.*

INTRODUCTION

Today it is absolutely obvious that knowledge without reinforcement by their independent work cannot be complex for students. Independent activity is especially important when becoming a professional. It is a specific qualities higher degree of students' independence that distinguishes them from general education.

In the modern educational process, there is no question more important and at the same time more complex than the organization of independent work of participants in the educational process in a higher educational institution. The importance of this question is related to the new role of independent work, which it acquires in connection with the transition to a new education paradigm.

As a result of this transition, independent work becomes the main form of organization of the educational process, and therefore the problem arises of its effectiveness and activation. However, the activation of independent work is not achieved by a proportional increase in the time spent on it. The task is to increase the effectiveness of independent work, its adaptability while mastering professional competencies, and there is also a need to strengthen students' independent activities, to review approaches to its organization and implementation in the educational process of a university, which should be built in such a way as to develop skills to study, to form the student's ability to self-development, self-education, creative application of the knowledge gained in the process of self-realization, ways to adapt to professional activities in the modern world. Strengthening the role of students' independent work means a fundamental review of the emphasis of the educational process, which should be built so that students learn to independently acquire knowledge and can effectively apply this knowledge in standard and non-standard situations, are able to constantly improve their educational and professional level. This requires the modernization of educational and methodological documentation, the development of new didactic approaches to the independent development of educational material and the revision of the fund of tasks for independent work.

The increase in the number of hours for students to work independently is a global trend. In foreign universities, much more time is allocated for independent work of students than for classroom work.

To increase the effectiveness of students' independent work, clarification of its conceptual foundations is required. There are different approaches to the interpretation of the concept of "independent work of students." Until now, there is no unambiguous interpretation of the essence of independent work of students. Researchers involved in this problem in high school, P.I. Pidkasisty, S.I. Arkhangelsky, A.G. Molibog, G.N. Dinitis, I.I. Ilyasov et al.) Invest in the term "independent work" various contents. In modern pedagogical literature, there are various approaches to the definition of the concept of "independent student work." The most in-depth analysis of this concept from the organizational and substantive sides is considered in the works of P.I. Fagot. Under the independent work of students, he understands the variety of types of educational, production or research tasks performed by students under the guidance of a teacher (or self-instruction manual), with the aim of assimilating various knowledge, acquiring abilities and skills, developing creative work and developing a system of behavior.

Considering the organization of independent work as a component of students' independent work management, P.I. Pidkasisty formulates the following principles of students' independent work management:

The division of the educational material of the studied discipline into educational units;

The definition of didactic goals of educational units using terms expressing the controlled activities of students;

Management of students' independent work using methodological instructions;

Systematic feedback, acting in the form of self-control and also including control by the teacher;

G.N. Dinitis in the study "Independent work as a means of professional training of students" identifies the following main features of independent activity in higher education:

To focus, that is, such activity is aimed at achieving a consciously set goal;

Reasonableness - after the goal is set, the person analyzes the situation in which he has to act, and chooses ways and

Awareness, planning and anticipation of a possible result, the presence of a logical diagram;

Structural, specific set of actions and sequence of implementation;

Effectiveness when the activity finds its completion as a result.

S.I. Arkhangel'sk interprets the concept of "independent work" as an independent search for the necessary information, the acquisition of knowledge, the use of this knowledge to solve educational, scientific and professional tasks.

A.G. Molibog accepts independent work as a multidimensional activity, consisting of many elements: creative perception and comprehension of educational material during a lecture, preparation for classes, exams, tests, completion of term papers and dissertations, etc.

Also, independent work is understood by a number of authors as a system of organizing pedagogical conditions that ensure the management of educational activities that occur in the absence of a teacher.

In the "Regulation on the organization of independent work of students in BSU" under the independent work of students refers to individual and group educational activities carried out in classroom and extracurricular activities on the instructions of the teacher without direct participation.

Thus, independent work is the planned work of students, carried out on assignment with the methodological guidance of the teacher, but without his direct participation. As can be seen from the above definitions, independent work is considered, on the one hand, as a type of activity that stimulates activity, independence, cognitive interest, self-education, motivation for further training, and on the other hand, as a system of events or pedagogical conditions that provide independent guidance for a student activities. According to some scholars, this concept is defined as planned scientific and educational work, carried out on the instructions of the teacher and under his methodological and scientific guidance, like any active student work organized by teachers.

From the point of view of other scientists, independent work is an active creative work of a student, based on his ability to think independently, to see problems on his own, to pose new tasks and find approaches to solving them.

As we see, in some definitions the leading role in organizing independent work is assigned to the teacher, in others, on the contrary, to the student himself.

We believe that these approaches do not contradict each other, but reflect the features of the organization of students' independent work at various stages of study at a university. We share the point of view that it is unlawful to completely exclude a teacher from the process of independent work of a student. And in advanced courses, the teacher continues, albeit to a minimum degree, to manage the educational activities of students, including independent work.

Proceeding from this, the independent work of students should be considered as a form of their educational activity, planned and carried out on assignment and with methodological guidance

and control by the teacher. Of course, the degree of this guidance and control will vary depending on the course of study. In addition, the degree of influence of the teacher on the organization of students' independent work depends on the level of formation of their academic independence, which is understood as the quality of a person expressed in the ability to manage their educational activities: clearly define the purpose and objectives of training, develop and implement a program of actions for their implementation, evaluate the results of these actions.

Obviously, it is possible to form students' independent educational activities if students are placed in situations in which they have to act independently, without the help of a teacher. It is these conditions that independent work is called upon to create.

Researchers note that the motivation of students to work independently depends largely on the teacher, especially:

On his or her professional competence;

On the ability to form students' positive attitude towards independent work;

On the teacher's ability to manage the process of formation of professional competencies among students;

On the ability to work with students individually or in creative cooperation;

On the possession of computer technology to implement free creativity with students

Independent work ensures the development of skills of self-organization and self-control of educational activities, creates methodological foundations for independent solution of professional tasks, the formation of educational and professional independence. Given the above, the study of students' independent work as an effective means of forming professional competencies of a future teacher in the process of studying pedagogical disciplines, special courses in pedagogy and psychology is relevant.

The assimilation by students of each academic discipline requires not only a certain system of knowledge, but also the ability to comprehend and generalize the connections between the teaching materials of various disciplines, primarily pedagogical, which lead to the design of the didactic process for organizing independent educational activities.

From the above, in our opinion the learning process should be directed, first of all, to the development of students' ability to multidimensional modeling of educational-cognitive and educational-research activities, to their creative self-realization and self-development. A student should act as a researcher of his educational, cognitive and educational research activities. Reflection should occupy a special place here as the ability to analyze, comprehend the contradictions and problems that arose in the process of this activity, and to determine ways to solve the problem. It is known that the higher the student's level of awareness of personal responsibility regarding the quality of educational and cognitive activities, the more developed is his value orientation towards creative self-realization and self-development in professional activities

Learning about the fundamental values of cognition, science, culture, creativity, the profession, understanding the value is not only for those processes, but phenomena and objects that are

studied are the educational and cognitive activity itself, and the awareness of one's personal role become personally important for students.

In the didactic literature, the main reasons for the increasing importance of students' independent work are identified:

The rapid growth of scientific information;

Ensuring the highest level of assimilation of educational information;

The formation and development of personality qualities of a modern specialist: independence, activity, conviction, etc.

Also, it was identified the ways to enhance the independent work of students, especially:

Application of instruction programs;

Solving cognitive problems;

Using of algorithms;

a systematic decrease in direct teacher assistance;

Individualization of tasks on the content;

The use of methods of problem education;

There is a need to identify the optimal combinations of various ways to enhance independent work in order to form positive results.

Modern scholars of the theory of teaching have proposed a classification of the types of students' independent work, taking into account the following features:

The purpose of studying the material; -Type of student activity; -

Organization forms;

-Sources of knowledge

Given this, the independent work of students must meet the following pedagogical requirements: to be carried out personally by the student or to be independently performed part of the collective work; to end with the development or the completed development stage, in which the actual problems of the studied discipline are revealed, analyzed, taking into account the corresponding sphere of practical activity; reflect the student's level of competence in matters that are studied, disclosed, discussed; have educational, scientific and practical orientation and significance; to keep certain elements of the novelty and manifestation of the student's creative abilities.

Students' independent work can be classified by the types of educational activities.

Educational-cognitive activities: filling out tables, working with a book, documentation, periodical literature, performing exercises, solving problems, drawing up diagrams, tasks for identifying defects, compiling and classifying, generalizing, compiling questions

Educational - practical activities: laboratory and practical work, assignments according to the algorithm, exercises, making samples, making mock-ups, doing educational and production work, drawing up sketches, making drawings

Educational - research activities: development of the subject matter and methodology of experimental work, formulate problems in a given situation, put forward hypotheses for their solutions, evaluate, based on a comprehensive analysis, conduct an experiment, analyze its results, perform diploma works, design.

The success of any activity is largely determined by its conditions. From the totality of indicators of learning conditions, first of all we select those on which the effectiveness of “transmitting individual social experience developed by social practice”, the conditions for the information and methodological support of learning.

Under the provision of independent work of students, they understand the process of creating the teacher the necessary and sufficient learning conditions that guarantee the satisfaction of students' needs for information sources and prescriptions.

In other words, in order to achieve this goal, it is necessary to develop an appropriate system of normative, methodological and didactic materials as a condition for the successful design of educational and cognitive activities, as well as a list of the very means of supporting this activity, corresponding to the comprehensive educational and methodological support of students' independent work.

Active independent work of students is possible only with serious and sustainable motivation. The strongest motivating factor is preparation for further effective professional activity, and let's consider the internal factors that contribute to the activation of independent work. Among them are the following:

The usefulness of the work performed.

The participation of students in creative activities.

Participation in competitions in academic disciplines, competitions in research or applied work, etc.

Use of motivating factors of knowledge control (cumulative assessments, rating, tests, and non-standard exam procedures).

Encouraging students for academic excellence and creative activities (scholarships, bonuses, reward points).

Individualization of tasks performed both in the audience and outside of it, their constant updating.

The personality of the teacher, who plays a decisive role in the organization of the CDS. He should not work with the student “in general”, but with a specific personality, with its strengths and weaknesses, individual abilities and inclinations.

In practice, two main directions of building the educational process based on the independent work of students are possible. The first is to increase the role of independent work in the classroom process. The second is an increase in student activity in all areas of independent work during extracurricular time. The implementation of these paths requires teachers to develop

methods and forms of organizing classroom activities that can provide a high level of student independence and improve the quality of training.

In the study of each discipline, the organization of students' independent work should represent the unity of three interrelated forms:

Extracurricular independent work;

Classroom independent work, which is carried out under the direct supervision of a teacher;

Creativity, including research work.

Types of extracurricular independent work of students are diverse: preparation and writing of essays, reports, essays and other written works on given topics. Classroom independent work can be realized during practical classes, seminars, laboratory work and during lectures.

When reading a lecture course directly in the audience, it is necessary to control the assimilation of the material by the bulk of students by conducting rapid surveys on specific topics, testing knowledge control, and interviewing students using game techniques.

In practical and laboratory classes, various types of independent work of students can make the learning process more interesting and increase the activity of a significant part of students in the group.

In practical classes, allot at least 1 hour out of two (50% of the time) for independent problem solving.

To conduct classes, you must have a large bank of tasks for independent decision, and these tasks can be differentiated by degree of difficulty.

Performing a laboratory workshop, like other types of educational activities, contains many possibilities for applying active teaching methods and organizing students' independent work on the basis of an individual approach.

To increase the effectiveness of students' independent work, appropriate educational and methodological support is necessary.

Educational and teaching materials developed taking into account the specifics of students' independent work must comply with the following requirements:

To contain recommendations on the timing, volume and quality of assimilation of the material indicating the educational and scientific publications used for these purposes;

To include questions for self-control, verification tests, control tasks, as well as examples of independent written work;

It should be designed in such a way that the key points of the text (ideas, concepts) are highlighted.

When developing a system of independent work, the teacher must build it so that all its forms and goals are taken into account, the role of students in the process and their participation in it is thought out, and includes both independent work in the classroom and extracurricular (self-study, self-education).

One of the effective integrated technologies for organizing students' independent work is the technology of "portfolio".

In pedagogical theory and practice, a rather large arsenal of pedagogical technologies are collected that can be attributed to competency-based features. One of these technologies is the Portfolio technology, which is actively used in the vocational education system. The term portfolio refers to the way of fixing-accumulating and evaluating individual achievements.

The word "portfolio" originated in the Renaissance, as Italian architects called folders in which their construction projects were brought to the court of the customer. In previous time, a portfolio was called an album with photos, which are designed to show the skill of a photo artist or photo model.

Since the 1960s in American pedagogy, folders of individual student learning achievement were also called as "portfolio". They can contain their reports, compositions, essays, problem solving - everything that indicates the level of education and the spiritual evolution of the student.

Proponents of the idea of a portfolio note that a portfolio can be something far more than just a means of assessment or a collection of student work. This is a new approach to learning, a new way of working, expressing a modern understanding of the teaching process, a new learning culture. Thus, the idea of a portfolio involves building an educational process around the portfolio, in which the essence of the interaction between the teacher and the student changes significantly.

Various authors characterize the student's portfolio as:

A collection of student work that comprehensively demonstrates not only its learning outcomes, but also the efforts made to achieve them;

-Exhibition of student's academic achievements for a certain period of study;

A form of focused, systematic and continuous assessment and self-assessment of student learning outcomes;

The anthology of the student's work, suggesting his direct participation in the selection of works submitted for assessment, as well as their self-analysis and self-esteem - that is, the ability of reflection that forms the students.

Reflection is one of the innovative ways of revealing and revealing the spiritual potential of a person, as well as a special moral activity, which involves introspection, in the struggle with one's own shortcomings and in overcoming doubts about one's strengths and capabilities.

The meaning of reflection as a special cognitive action is the ability of the learner to adequately assess their own academic achievements and opportunities, to draw the necessary conclusions regarding self-improvement. The goal of creating a portfolio can be reduced to demonstrating the student's achievements based on the results of training, while the emphasis is not on what the student does not know and unable to do, but on what he knows and considers.

Portfolio is a collection of various materials characterizing the students' educational activities for a semester, academic year, for the entire period of study at the university.

Traditionally, the portfolio is made out in the form of a plastic folder with transparent files, in each of which information from a separate information source is embedded. Students should use a variety of sources to create a portfolio. Designed portfolio students represent protection.

Thus, the formation of the portfolio will help the student to realize his strengths and weaknesses, as well as choose the priority areas of his educational path.

In conclusion, I would like to note that specific ways and forms of organization of students' independent work, taking into account the curriculum, the level of training of students and other factors are determined in the process of the teacher's creative activity, therefore our experience and recommendations do not pretend to be universal. Their goal is to help other teachers to form their own creative system for organizing independent work.

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