

Methods of organizing independent work of students

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Abstract

It is time to explore ways to develop students' independent learning methodological guidance. The most sustainable way to motivate is through professional work and a creative approach to work. Involvement of young people in various practical, social, organizational and creative activities is also a factor in increasing the effectiveness of independent education. - In the process of independent study, students refer to additional literature, review the topics covered. The role of teachers is especially important in preparing students for independent work. The teacher should define the topic of independent work in a way that suits the student's ability and level of knowledge, in which he / she is interested in the work and forces him / her to think independently. It is necessary to provide all the necessary information for the implementation of this work, methodological guidelines, and, if necessary, the organization of questions and answers, advice and excursions on these topics.

Keywords: Student, independent education, methodical, developmental, creative, practical, social, organizational, creative literature, teacher, independent work, topic, knowledge, question-answer.

INTRODUCTION

Modern methods, forms and means of teaching, game technologies, problem-based learning, in particular, non-traditional methods of independent learning play an important role in improving the quality and effectiveness of education. This requires scientific and pedagogical research in higher education institutions to develop the content of independent education of students and improve the methods of its organization and implementation.

Defining the content, forms and methods of organizing independent work of students in the educational process, pedagogical conditions, developing methodological recommendations and their implementation in practice.

- Theoretical analysis of the content, status and components of the organization of independent work of students;

- to study the conceptual problems of independent work of students and opportunities for independent learning in the teaching of academic subjects;

- To determine the theoretical typology of independent work of students;

- Development of forms and methods of organizing the independent work of students, the definition of pedagogical conditions;

- Development of tasks related to the organization of independent work of students;

- Development of practical and methodological recommendations based on the methodology of organizing independent work of students, their implementation in practice.

Theoretical background.

The organization of independent education as a pedagogical problem VI Andriyanova, P.T. Magzumov, U.N. Nishonaliev, N. Saidakhmedov, A.R. Khodjaboyev, K.P. K. Tolipov, BM Turdibayeva, N. Khalilov, Sh. Sharipov, Sh. Yunusova and others studied in their work. the development of criteria for the organization of independent work of students and their contribution to the theory of pedagogy; students have access to learning materials that allow them to work independently; creation of a system of methods and tools for students to work independently; The application of the research results reflects the fact that the content, conditions, tools and ways to improve the organization of independent work of students are scientifically substantiated.

Since independent learning is inextricably linked with independent thinking, it is worthwhile to cite the definition given to it: , is a mental activity that consists of solving independently at the level of its intellectual potential, using different ways, methods, means.

“Students understand the content of independent work by the teacher, the time devoted to the organization of independent work, the fulfillment of didactic goals set for them, and the time allotted for this purpose. It is the process of generalizing and systematizing the search for knowledge, understanding it, consolidating it, forming and developing skills and competencies. ” Prospective bachelors should be interested in independent learning and the ability to develop as a motivating factor for improving the pedagogical culture. An important factor in solving the problem is the need for future undergraduate teachers in the field of vocational education to improve their pedagogical skills, deepen their professional knowledge and improve their skills.

Depending on the motivation and motivation of students to learn independently, they set goals and objectives that make up the content of independent study. This can be expressed as follows:

- Political independent education, modern realities and attitudes towards them, which are important for independent activity;
- Professional independent education in the period of preparation for the student's independent study, working in the chosen field;
- Independent study aimed at deeper study of academic disciplines, personal life plans, personal interests;
- Independent education related to the development of their talents and hobbies;
- Independent education aimed at cultivating one's character.

Vocational independent education is a key factor in the development of an individual and serves as a description of the characteristics of his ability to work independently in his future career. The content of independent study depends on the ability to find opportunities for independent study, not directly but indirectly affecting the nature of work. Independent learning is a tool for the student to determine his or her own path in the future, allowing the student to assess their own abilities. While there is no obvious need for a student, there is always a nobiological need for self-satisfaction, self-expression, and self-existence.

A vocational education teacher must focus his or her independent learning activities on a specific goal and meet the following conditions to achieve that goal. The content of independent training should be adapted to the specific conditions, conditions and requirements of the internship in the educational workshop of the educational institution where the teacher of professional education is undergoing pedagogical practice.

A vocational education teacher should develop the following qualities based on a specific goal and in a certain order:

- To be able to deeply understand the aspirations and interests of students, to take into account their spiritual needs;

- Establish emotional contact with students, actively influence their mental, moral and practical activities.

Educational Leadership

Vocational education teachers are required to independently review a list of questions on general pedagogy, psychology, occupational hygiene and physiology, engineering and technology. A vocational teacher must choose the most effective methods and ways of working on improving his / her pedagogical skills, correctly select the technological process and technical objects. It is advisable for a vocational education teacher to use practical forms of self-improvement, either individually or in a team, taking into account the specific circumstances and in accordance with them. A teacher of vocational education should organize his / her knowledge in the form of constant creative research and focus on a specific goal.

"Independent learning" means the organization of regular, independent and autonomous activities in accordance with the subjective purpose of the educational process to develop the concepts, skills and competencies for the development of knowledge.

Materials and Methodology

Research has shown that insufficient attention is paid to the problem of organizing independent study of students of pedagogical higher education institutions. It has been observed that the forms, methods and tools used in independent training in the training of vocational education teachers are not sufficiently scientifically based. It has been proven that in order to be fully engaged in independent learning, first of all, a student needs to be able to work independently, with sufficient interest, desire and ability. A number of psychological factors have also been found to influence students' independent learning. In the next chapter of the dissertation, we will discuss the psychological factors influencing independent learning.

The above considerations show that the independent learning of a vocational education teacher is important in the training of personnel with a new creative mind.

Based on the results of scientific research, independent education is defined as follows: independent education - independent study of educational material, tasks of varying complexity, theoretical knowledge based on creative and independent performance of practical tasks in the classroom and outside the classroom, is a systematic activity aimed at developing practical skills and competencies. Independent work differs depending on the didactic purpose, task, level of complexity, and for whom (individually or collectively). In the process of independent learning, it is important that the selected topics are scientific, systematic and interesting, relevant to practice, interdisciplinary, as well as the creative nature of the independent work and assignments.

Its theoretical, practical, scientific, methodological and pedagogical bases are analyzed, effective results can be achieved if effective forms and means are chosen. The relevance of the topic to practice, the scientificity and interest of the teaching materials, the structure of the topics, the versatility of the assignments and tasks, the interdependence play an important role in this. But most importantly, it is important to pay attention to the aspirations and interests of students in the organization of independent learning activities. It is important to ensure that students are able to apply their knowledge in practice, to participate in socially useful, advocacy work.

Observations of the academic performance of students studying in the field of vocational education have shown that conscious interest is a motivating force for independent activity.

It is a conscious interest in the professional disciplines that inspires students to practice independent comprehension, reasoning, and broad, deep comprehension in practice. Vocational education students' motivational environment for independent study is formed due to other sources and interests in the

profession. Conscious interest is the most important indicator of independent activity, a high level. It depends on the level of skill of science teachers, students develop an interest in a particular science or profession. While students may not have the time to learn all the secrets of the profession, the information that a teacher gives them is important when they first take an interest in it.

It is time to explore ways to develop students' independent learning methodological guidance. The most sustainable way to motivate is through professional work and a creative approach to work. Involvement of young people in various practical, social, organizational and creative activities is also a factor in increasing the effectiveness of independent education.

How to carry out the process of independent learning, its development, the level of independent learning activities on the basis of acquired knowledge can be determined by the following criteria:

- goal-oriented, motivated independent learning;
- skills for independent thinking;
- to acquire skills aimed at organizing independent educational activities, to ensure their participation in socially useful, advocacy work.

Observations of students' learning have shown that conscious interest is a motivating force for independent action. It is a conscious interest in the professional disciplines that inspires students to practice independent comprehension, reasoning, and broad, deep comprehension in practice. Vocational education students' motivational environment for independent study is formed due to other sources and interests in the profession. Conscious interest is the most important indicator of independent activity, a high level. It depends on the level of skill of science teachers, students develop an interest in a particular science or profession. While students may not have the time to learn all the secrets of the profession, the information that a teacher

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How to carry out the process of independent learning, its development, the level of independent learning activities on the basis of acquired knowledge can be determined by the following criteria:

- goal-oriented, motivated independent learning;
- skills for independent thinking;
- skills to organize independent learning activities.

In the process of independent study, students refer to additional literature, review the topics covered. Many students work on the text of homework, use popular science and periodicals in the preparation of lectures and abstracts.

In pedagogical and technical-technological independent work, the student learns how to solve problems of future professional activity. Independent pedagogical and technical-technological work is considered in didactics as a means of management, encouragement, organization and control that enhances the level of independent learning.

The content of the student's learning activities is enriched by the teacher's specific requirements. In pedagogical and technical-technologically independent work, the form of assignment is the execution of management tasks and tasks, which involve drawing conclusions from the previously mastered model.

In our opinion, there are great opportunities for the transition to independent learning in the implementation of pedagogical and technical-

technological independent work and issues. It can be the basis for the creation of a set of tasks that allow to carry out independent learning in pedagogical and technical-technological independent work.

Using pedagogical and technical-technological independent work, students identify various features and connections between pedagogical phenomena, technical objects, technological processes (perform actions in the form of analysis and generalization), compare them, compare, show the generality and specific important features of processes and objects. Assignments are gradually becoming more complex. Talented students with the best preparation complete complex tasks that are creative and exploratory. Students with less preparation will be able to complete simpler assignments, but working on assignments will still allow them to work together as a group to solve a common problem. Completion of complex tasks allows some students to immediately master the pedagogical-psychological and technical-technological concepts at the scientific level.

In the first stage of independent study, interest in science is the main source. But that interest is not strong enough. There is no purposeful, systematic, special organizational, independent educational activity. All you have to do is read books, listen to special lectures, and strive for independent thinking. An individual's interest in independent learning activities is also inconsistent, and he or she also undertakes a lot of extra, large-scale work, but does so not organically, but sometimes and without in-depth knowledge.

In the second stage of independent learning activities, students independently (of course, relatively) set goals and objectives, understand the content 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 stage, their interest in independent work becomes more serious, the study of a particular part of science, through which they make their own life plans, a strong desire to pursue a profession. Consciously engages in

extracurricular activities, the desire to engage in independent learning, which has become a means of realizing their ideas. Consciously organizes independent learning.

In the third stage of independent study, students spend several years in independent study, gaining the ability to clearly define their professional goals, areas of activity and tasks. Assessment of independent learning is based on self-assessment and teacher assessment.

The role of teachers is especially important in preparing students for independent work. The teacher should define the topic of independent work in a way that suits the student's ability and level of knowledge, in which he / she is interested in the work and forces him / her to think independently. It is necessary to provide all the information necessary for the implementation of this work, to provide methodological guidelines, and to organize question-and-answer sessions, provide advice, and organize excursions on these topics when necessary.

In creative research, the student independently seeks and explores ways to solve a problem. These include testing, design of equipment, models, models and fixtures. Independent creative research develops students' ability to see the problem, and as a result, they are able to express the problem independently and develop a plan to solve it. By analyzing and synthesizing the results of creative research, the student explores the elements of knowledge, skills, and competencies acquired through self-critical control to determine how well they have achieved their goals. Draws conclusions about the results of independent work.

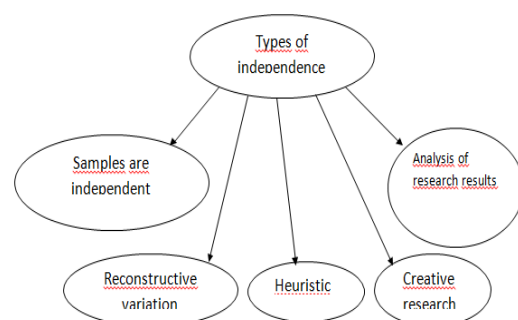


Figure 1.1. *Types of independence*

Conclusion

The analysis of the theoretical foundations of the problem of independent education led to the following conclusions:

The existence of the concept of independent learning is scientifically based, and it is important to note that the extent to which it is to be accomplished by students is described in the researchers' research.

Theoretical and practical thinking based on theoretical conclusions and generalization in the process of teaching students, the need to develop a methodology of independent work in science, to identify the main and specific stages of the problem. It also requires that the developed methodology and the specific problems in accordance with the plan, the results obtained on the basis of the solution of the problem and the conclusions drawn have a theoretical and practical character.

Research work on the relationship of sciences to students in the process of teaching the exact, natural and social sciences, on the example of one subject, one and two disciplines, on the basis of disciplines, integration, environmental education (consciousness, thinking, education, culture It is important that the recommendations made on the basis of) are taken into account.

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