

DEVELOPMENT OF INDEPENDENT LEARNING ACTIVITIES OF UNIVERSITY STUDENTS

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Abstract

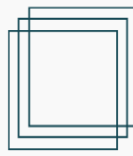
The article examines the basic concepts and definitions of the development of independent educational activity among university students. As well as the organization and forms of independent work, since the independent work of students is not just an important form of the educational process, but should become its basis.

Keywords: formation of a creative personality, independent work of students, passive consumer of knowledge, integral pedagogical system, activity of students' work.

The main task of higher education is to form a creative personality of a specialist capable of self-development, self-education, and innovation. The solution to this problem is hardly possible only by transferring knowledge in a finished form from teacher to student. It is necessary to transfer a student from a passive consumer of knowledge to an active creator of knowledge, who is able to formulate a problem, analyze ways to solve it, find the optimal result and prove its correctness. The ongoing reform of higher education is inherently associated with the transition from the paradigm of learning to the paradigm of education. This presupposes an orientation towards active methods of mastering knowledge, the development of students' creative abilities, the transition from continuous to individualized training, taking into account the needs and capabilities of the individual. This is not just about increasing the number of hours for independent work.

Strengthening the role of students' independent work means a fundamental revision of the organization of the educational process in the university, which should be built in such a way as to develop the ability to learn, to form the student's ability for self-development, creative application of the knowledge gained, ways of adapting to professional activity in the modern world. The main task of higher education is to form a creative personality of a specialist capable of self-development, self-education, and innovation. The solution to this problem is hardly possible only by transferring knowledge in a finished form from teacher to student. It is necessary to transfer a student from a passive consumer of knowledge to an active creator of knowledge, who is able to formulate a problem, analyze ways to solve it, find the optimal result and prove its correctness.

The ongoing reform of higher education is inherently associated with the transition from the paradigm of learning to the paradigm of education. In this regard, it should be recognized that the independent work of students is not just an important form of the



educational process, but should become its basis. This presupposes an orientation towards active methods of mastering knowledge, the development of students' creative abilities, the transition from continuous to individualized training, taking into account the needs and capabilities of the individual. This is not just about increasing the number of hours for independent work. Strengthening the role of students' independent work means a fundamental revision of the organization of the educational process at the university, which should be built in such a way as to develop the ability to learn, to form the student's ability for self-development, creative application of the knowledge gained, ways of adapting to professional activity in the modern world.

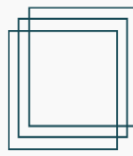
At the same time, independent work, its planning, organizational forms and methods, the system for tracking results are one of the weakest points in the practice of higher education and one of the least studied problems of pedagogical theory, especially in relation to the modern educational situation (diversification of higher education, the introduction of educational standards, introduction of a pedagogical monitoring system, etc.).

In studies devoted to the planning and organization of independent work of students (L.G. Vyatkin, M.G. Garunov, B.P. Esipov, V.A.Kozakov, I.Y. Lerner, M.I. Makhmutov, N.A. Polovnikova, P.I. Pidkasisty and others), general didactic, psychological, organizational-activity, methodological, logical and other aspects of this activity are considered, many aspects of the problem under study are revealed, especially in the traditional didactic plan. However, special attention is required to the issues of motivational, procedural, technological support of independent classroom and extracurricular cognitive activity of students - an integral pedagogical system that takes into account the individual interests, abilities and inclinations of students.

First of all, it is necessary to clearly define what the independent work of students is. In general, this is any activity related to the upbringing of the thinking of a future professional. Any type of study that creates conditions for the emergence of independent thought, cognitive activity of the student is associated with independent work. In a broad sense, independent work should be understood as the totality of all independent activities of students both in the classroom and outside it, in contact with the teacher and in his absence. Independent work is carried out:

1. Directly in the process of classroom studies - at lectures, practical and seminars, while performing laboratory work.
2. In contact with the teacher outside the schedule - at consultations on educational issues, in the course of creative contacts, when eliminating arrears, when completing individual assignments, etc.
3. In the library, at home, in the dormitory, at the department when the student performs educational and creative tasks.

The boundaries between these types of work are rather blurred, and the types of independent work themselves overlap. Thus, independent work of students can be both



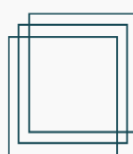
in the classroom and outside it. Nevertheless, considering the issues of independent work of students, they usually mean mainly extracurricular work. It should be noted that for active possession of knowledge in the process of classroom work, it is necessary at least to understand the educational material, and the most optimal creative perception. In reality, especially in junior courses, there is a strong tendency to memorize the studied material with elements of understanding.

Departments and lecturers often exaggerate the role of the logical principle in presenting their disciplines and do not pay attention to the problem of its perception by students. Interdisciplinary connections are also poorly highlighted, the continuity of disciplines is very low, even despite the existence of continuous training programs. Students' knowledge that is not secured by connections is poorly preserved. This is especially dangerous for disciplines that provide fundamental training. Although in educational standards half of a student's study time is allocated for extracurricular work, this standard in many cases is not maintained.

The number and volume of assignments for independent work and the number of control activities in the discipline are determined by the teacher or department in many cases based on the principle "The more, the better." Even an expert one is not always done, i.e. justified by the personal experience of teachers, an assessment of the complexity of the task and the time required for its preparation. The timing of the submission of homework assignments in various disciplines is not always coordinated, which leads to an uneven distribution of independent work in time. All these factors push students towards a formal attitude towards the performance of work, to cheating and, paradoxically, to a decrease in the time actually spent by a student on this work.

It has become quite common to do homework assignments, course projects and work (sometimes for a fee), as well as cheating and cheat sheets at control events. Many educational tasks are not tuned to the active work of students, their implementation can often be carried out at the level of a number of formal actions, without a creative approach and even without understanding the operations performed.

The main thing in the strategic line of organizing the independent work of students at the university is not to optimize its individual types, but to create conditions for high activity, independence and responsibility of students in the classroom and outside it in the course of all types of educational activities. The simplest way - reducing the number of classroom activities in favor of independent work - does not solve the problem of increasing or even maintaining the quality of education at the same level, because a decrease in the volume of classroom work is not necessarily accompanied by a real increase in independent work, which can be implemented in a passive version. In the standards of higher professional education, at least half of the student's time budget is allocated for extracurricular work - 27 hours per week on average for the entire period of study. This time can be fully used for independent work. In addition, most of the time allocated to classroom activities also includes independent work. Thus, there is enough



time for independent work in the educational process, the question is how to use this time effectively. In the general case, two main directions of building the educational process are possible based on the independent work of students.

The first is to increase the role of independent work in the classroom process. The implementation of this path 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.

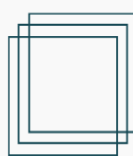
The second is to increase the activity of students in all areas of independent work outside the classroom. Increasing the activity of students when working outside the classroom is associated with a number of difficulties. First of all, it is the unpreparedness for it of both the majority of students and teachers, both in the professional and psychological aspects. In addition, the existing information support of the educational process is not enough for the effective organization of independent work. The main task of organizing students' independent work is to create psychological and didactic conditions for the development of intellectual initiative and thinking in classes of any form.

The main principle of organizing the independent work of students should be the transfer of all students to individual work with the transition from the formal performance of certain tasks with a passive role of the student to cognitive activity with the formation of their own opinion when solving the problematic issues and tasks. The goal of independent work of students is to teach the student to work meaningfully and independently, first with educational material, then with scientific information, to lay the foundations for self-organization and self-education in order to instill the ability to continuously improve their qualifications in the future.

The decisive role in organizing the independent work of students belongs to the teacher, who should not work with the student "in general", but with a specific person, with its strengths and weaknesses, individual abilities and inclinations. The teacher's task is to see and develop the best qualities of a student as a future highly qualified specialist. When studying each discipline, the organization of independent work of students should represent the unity of three interrelated forms:

1. Extracurricular independent work;
2. Classroom independent work, which is carried out under the direct supervision of the teacher;
3. Creative, including research work. The types of extracurricular independent work of students are varied: preparation and writing of essays, reports, essays and other written works on given topics.

It is desirable for the student to be given the right to choose a topic and even a work leader; doing homework of a varied nature. This is problem solving; translation and retelling of texts; selection and study of literary sources; development and drawing up of various schemes; performance of graphic works; calculations, etc .; fulfillment of individual tasks aimed at developing students' independence and initiative.



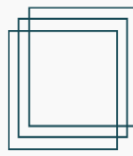
Both each student and part of the students of the group can receive an individual task; implementation of course projects and works preparation for participation in scientific and theoretical conferences, reviews, Olympiads, etc. In order to develop a positive attitude of students to the extracurricular independent work of students, at each stage it is necessary to explain the goals of the work, to control the understanding of these goals by students, gradually forming their ability to independently formulate a problem and choose a goal. Classroom independent work can be implemented during practical classes, seminars, laboratory practice and during lectures. When delivering a lecture course directly in the classroom, it is necessary to control the assimilation of the material by the bulk of students by conducting express polls on specific topics, test control of knowledge, questioning students in the form of a game "What? Where? When?" etc. In practical and seminar classes, various types of IWS can make the learning process more interesting and raise the activity of a significant part of the students in the group. In practical classes in natural science and technical disciplines, you need to devote at least 1 hour out of two (50% of the time) to independently solving problems. It is advisable to build practical exercises as follows:

1. Introductory word of the teacher (objectives of the lesson, main issues that should be considered).
2. A quick survey.
3. Solving 1-2 typical tasks at the board.
4. Independent problem solving.
5. Analysis of typical mistakes in solving (at the end of the current lesson or at the beginning of the next one).

To conduct classes, it is necessary to have a large bank of tasks and tasks for independent solution, and these tasks can be differentiated according to the degree of complexity. Depending on the discipline or its section, you can use two ways:

1. Give a certain number of problems for independent solution, equal in difficulty, and put an estimate for the number of problems solved in a certain time.
2. Give assignments with tasks of different difficulty and give an assessment for the difficulty of the solved problem. Based on the results of independent problem solving, an assessment should be given for each lesson. An assessment of the student's preliminary preparation for a practical lesson can be done by express testing (test tasks of a closed form) for 5, maximum - 10 minutes. Thus, with intensive work, each student can be given at least two grades in each lesson..

Based on the materials of the module or section, it is advisable to give the student homework and at the last practical lesson in the section or module to summarize the results of its study (for example, to conduct a test in general for the module), discuss the grades of each student, give additional assignments to those students who want to improve their grade.



The results of completing these tasks increase the grade already at the end of the semester, in the credit week, i.e. the rating at the beginning of the semester is given for the current work only, and the rating at the end of the credit week takes into account all additional types of work. Of the various forms of independent work of students, “business games” are best suited for practical training in senior years.

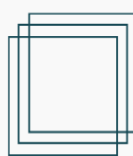
The theme of the game can be related to specific production problems or be of an applied nature, include tasks of situational modeling on topical problems, etc. The purpose of the business game is to give the student the opportunity to develop and make decisions in imitation conditions. When conducting seminars and practical classes, students can carry out independent work of students both individually and in small groups (creative teams), each of which develops its own project (task). The completed project (solving a problematic problem) is then reviewed by another team in a round robin system.

Public discussion and defense of their version increase the role of students' independent work and strengthen the desire for its high-quality implementation. This system of organizing practical classes allows you to introduce research elements into tasks, simplify or complicate tasks. The activity of students' work in ordinary practical classes can be enhanced by the introduction of a new form of independent work of students, the essence of which is that for each task the student receives his own individual task (option), while the condition of the task is the same for all students, and the initial data are different.

Before starting the task, the teacher gives only general methodological instructions (general order of solution, accuracy and units of measurement of certain quantities, available reference materials, etc.). The implementation of independent work of students in the classroom with verification of the results by the teacher teaches students to competently and correctly perform technical calculations, use computing tools and reference data. The material being studied is assimilated more deeply, students' attitude to lectures changes, since without understanding the theory of the subject, without a good summary, it is difficult to count on success in solving the problem. This improves the attendance of both practical and lecture sessions.

Another form of independent work of students in practical classes may consist in independent study of schematic diagrams, layouts, programs, etc., which the teacher distributes to students along with control questions to which the student must answer during the lesson. The implementation of a laboratory workshop, like other types of educational activities, contains many opportunities for using active teaching methods and organizing the independent work of students based on an individual approach. When conducting a laboratory workshop, it is necessary to create conditions for the most independent performance of laboratory work.

Therefore, when performing work, it is necessary: Conduct an express survey (orally or in a test form) on the theoretical material required to complete the work (with an assessment). Check the laboratory work plans prepared by the student at home (with



grades). Evaluate the student's work in the laboratory and the data obtained by him (assessment). Check and rate the report. Any laboratory work should include a deep independent study of theoretical material, study of methods for conducting and planning an experiment, mastering measuring tools, processing and interpreting experimental data. At the same time, some of the work may not be mandatory, but be performed as part of independent work on the course. In a number of works, it is advisable to include sections with additional elements of scientific research, which will require in-depth independent study of theoretical material.

Conclusion

In conclusion, we note that specific ways and forms of organizing students' independent work, taking into account the course of study, the level of training of students and other factors, are determined in the process of the teacher's creative activity, therefore, these recommendations do not claim to be universal. Their goal is to help the teacher form his own creative system for organizing independent work.

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