



The Significance of Students' Independent Work in Learning Activities

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ABSTRACT

The student's independent work, in the general context of his self-education, is the highest form of his educational activity according to the criterion of self-regulation and goal-setting; it can be differentiated depending on the source of control, the nature of motives, etc.

Keywords:

Independent work, Self-education

Another important trend in the development of the organizational structure of learning is the assertion of self-education and self-learning as the leading forms of education. The essence of this trend is that in the new information and educational environment, due to the availability of any information at any time and in any place, the role and place of independent work objectively increase. In this regard, a number of researchers believe that the trend of turning self-education and self-learning into the leading forms of education is gaining momentum. Self-learning in the strict sense of the word means that a person is completely independently, without the participation of a teacher, learning certain knowledge or skills. But, on the other hand, any learning (as the interaction of a teacher and a student), in fact, is the management by the teacher of the cognitive activity of the student.

The student's independent work, in the general context of his self-education, is the highest form of his educational activity according to the criterion of self-regulation and goal-setting; it can be differentiated depending on the source

of control, the nature of motives, etc. It is obvious that the possibilities of using independent work as a form of organizing the educational process in higher educational institutions are quite wide. At the same time, the types of independent work can be classified into teaching, training, reinforcing, repetitive, developing, creative, control. Although this is not the only basis for the classification of this form of activity, and each of the above types is not found in educational practice separately.

Independent work of students must meet the following didactic requirements: be purposeful; be truly independent work and encourage the student to work hard and regularly while doing it. In most cases, it is necessary to offer such tasks, the execution of which does not allow action on ready-made recipes and a template; tasks should be of interest to students; independent work must be systematically and systematically included in the educational process; when organizing independent work, it is necessary to carry out a reasonable combination of the presentation of the material by the teacher with the independent work of students to acquire

knowledge, skills and abilities. When students perform independent work of any kind, the leading role should belong to the teacher. [1,4]

When building a system of independent work for its effective application, it is necessary to take into account the peculiarities of students' cognitive processes: memory, thinking, imagination, perception, attention. correction component 1.

The purpose of the study was to test the conditions for the formation of independent cognitive activity of students in the study of the discipline "Labor protection" at the Bukhara Institute of Engineering and Technology, subject to taking into account the individual characteristics of the cognitive processes of each of the students and the focus of the content of tasks on the development of their creative thinking.

The study was carried out in the third year in groups studying in the direction of the bachelor's degree "Occupational Health and Safety". The study process consisted of 3 stages: 1 - ascertaining, 2 - forming, 3 - control.

1. Ascertaining stage

Purpose: diagnosis of the initial state of the organization of independent work of students.
Progress:

1. Interview with students:

How much time is spent on independent work?

What kind of tasks are most interesting for independent work? What types of independent work are used?

Is a differentiated approach used when selecting tasks for self-study?
work?

What teaching aids are used in the preparation of independent
(individual) assignments?

2. Finding out the level of progress of the students of the group.

3. Finding out the difficulties that students experience when performing assignments for independent work.

Tasks:

1. Select the criteria by which the assessment of various characteristics of students will be carried out, and based on the results obtained, subsequently develop separate groups of tasks for independent work.

2. To select a set of methods that will reveal the personal characteristics of students, the consideration of which is necessary when compiling assignments for independent work.

At the ascertaining stage, 2 groups were selected: 18 people as an experimental group and 20 people as a control group. The socio-psychological level of both groups is approximately the same. Based on the results of a survey of students in terms of their attitude to educational activities, it was found that 39% want to simply get a mark, 36% want to test their knowledge, 18% want to work independently on the material being studied, expand and deepen knowledge - 7%.

At the ascertaining stage, much attention was paid to identifying the level of formation of general educational skills. When explaining new material, students listen carefully, but take notes only when the teacher tells them about it. Individual students are able to quickly and correctly perceive new material, but it cannot be said that they have a high level of formation of listening skills.

When working independently with educational literature and specialized WEB-sites, the students of the experimental group in most cases could independently deal with new material. They also made relatively free use of reference material. Thus, it was found that the ability to work with educational literature in this group is relatively satisfactory.

When completing tasks of an average level of complexity, most students are active, but when faced with difficulties, they come to a standstill and cannot offer the right solution, and therefore, in this group, the ability to apply knowledge in familiar and unfamiliar situations is at an average and low level, respectively. . Students practically do not know how to plan their actions and

evaluate the results, therefore these types of learning skills have a low level of formation.

For evaluation, the following groups of criteria were also identified, which were subsequently taken into account when selecting the content of tasks for independent work, and on the basis of which the effectiveness of the use of independent work of students was tested in the study of the discipline "Labor protection". [5,9]

Cognitive criteria: flexibility and strength of knowledge.

Activity criteria: • Formation of general educational skills.

Personal criteria make it possible to evaluate the motives of educational and cognitive activity; satisfaction with independent work; student's ability; diligence and efficiency of the student; the need for self-education, self-development. The overall performance in the experimental group is average. The group is highly differentiated in terms of the level of training and learning. As the observation showed, the students of this group have an average pace of activity.

For students in the control group, the leading motive is the desire to get a mark - 32%, to test their knowledge - 38%, to show independence - 21%, to replenish and deepen knowledge - 9%. In terms of the level of formation of general educational skills, this group practically did not differ from the experimental group in its characteristics. When processing and analyzing the results of the survey in the control and experimental groups, it was found that the attitude towards independent work among students in both groups is almost the same, mostly positive.

In the control group, moral motives for independent work prevailed; a minority of students were guided by the motives of self-education and self-education when performing independent work. In the experimental group, somewhat different results were obtained: in addition to moral motives, students are also guided by cognitive motives, but the percentage

of students who strive for self-education is still small.

At this stage, it was also important for us to determine the characteristics of the cognitive processes of students and the level of development of independent activity skills, as well as the ability for this type of activity. Since independent work involves a large amount of work and creative activity in the performance of some tasks.

2. Formative stage

Purpose: to test the complex of psychological and pedagogical conditions for the formation of independent cognitive activity of students.

After analyzing the results obtained at the first stage, students with different characteristics of cognitive processes were identified within the experimental group. 3 groups of students were identified: with a high, medium and low level of development of cognitive processes and learning skills.

Based on the analysis of the ascertaining experiment, the following work plan was drawn up:

1. Develop teaching methods with the widespread introduction of elements of independent work of students in the classroom.

2. Use various types of organization of students' independent work.

3. Control experiment

Purpose: to identify the dynamics of changes in the quality of knowledge of the discipline "Labor protection", the attitude of students to independent work, as well as the development of various skills.

At this stage, the completed assignments for independent work were checked, the degree of student's independence was assessed. Testing was also carried out. The performance of the control and experimental groups was analyzed.

The conditions for passing and assessing the knowledge of students were the same. When processing the data, it turned out that the level of assimilation of educational material in the control

group was 81.8%, and in the experimental group - 100%.

The use of conditions for the effective use of independent work of students showed its productivity. So, at the ascertaining stage in the experimental class, three groups of students with different characteristics of cognitive processes and levels of development were identified. The formative stage of the work consisted in the fact that for each of these groups, tasks for independent work were selected individually.

The control stage showed that the learning outcomes in the experimental group are higher than in the control group. We can also talk about a higher level of development of cognitive processes, the formation of general educational and special skills and abilities in this group. It can also be noted that the attitude of students to independent work has improved significantly and the number of students who do not know how to properly organize their independent work has decreased.

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