



Independent Work of Students as a Factor of Increasing the Efficiency of the Educational Process

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ABSTRACT

The article examines the role of students' independent work, presents their components, considers the features of mental skills, presents the conditions for the effective organization of students' independent work.

Keywords:

Methods of independent work of students; individual activity of students; involvement in creative search; awareness of the need for continuous self-improvement

Introduction:

The fundamental factors in increasing the effectiveness of the educational process in the university, along with the training of highly qualified specialists, are the development of their abilities for successful independent creative activity and adaptation to new working conditions. It should be noted that in the Republic of Uzbekistan a set of measures is being taken to introduce modern pedagogical technologies into the educational process of universities, the use of interactive teaching methods that contribute to the development of critical thinking in students, skills of independent work, which in general ensures the quality of education. Along with this, the student must master the methods of collecting, storing, processing and using information in order to improve the ability to make scientifically grounded independent decisions. The planning of independent work of students is carried out at the stage of implementation of

the State Educational Standards (SES), curricula in the areas of undergraduate education and specialties of the magistracy when drawing up a program for self-education.

Relevance:

The independent work of a student is an important condition for the quality training of a highly qualified specialist. Note that at present in the Republic of Uzbekistan, in accordance with the requirements of scientific and technological progress, the modernization of the content of higher education is being carried out.

In this regard, it became necessary to develop a scientific and methodological organization of independent work of students, based on the specifics, content and teaching methods. The problem under consideration was the object of research: Azizkhodzhaeva N.N. (2005), Alexandrova G.N. (1982), Arkhangelsky S.I. (1990), Babanskiy Yu.K. (1998), Bespalko V.P. (1995), Verzilina N.M.

(1983), Vsesvyatsky B.V. (1969), Gabay T.V. (1988), Gofurova A.T. (2005), Golant E.Ya. (1969), Esipova V.P. (1961), Ibragimova R. (1991), Kozakova V.A. (1990), Levenberg L.Sh. (1991), Mickelson R.M. (1940), Nilsson O.A. (1978), Faberman B.L. (2001), Shchurkova N.E (2002), Yurkova A.M. (1991). Korsunskaya V.M. (1983), Tolipova Zh.O. (2005) and others.

On this topic, dissertation research was carried out, methodological recommendations were created, seminars and conferences were held. However, the literature contains scattered and sometimes contradictory information about the organization of students' independent work. The ancient Greek philosopher Socrates pointed out the need for special guidance of activity and independence in the learning process "heuristic conversation". The goals of education and factors influencing the development of personality are reflected in the works of the ancient Greek philosopher Plato. [one].

In the teacher's manual "Problems of didactics of biology" B.V. Vsesvyatsky analyzes the specific methods of independent work of students in the study of biology. The author dwells on the following facts: firstly, the desire for active independent work is inherent in the nature of a child and adolescent, and secondly, in the process of independent work, students develop their creative cognitive activity and initiative. At the same time, interest in the study of nature is noticeably increasing. Thirdly, in order to obtain the desired results, the teacher must prepare children for independent work, guide the process of performing these works. The manual presents the point of view on the need to combine independent work, observations and experiments with attentive listening to the teacher's explanations, with watching visual aids, educational films, studying a textbook, reading additional literature, while students can receive diverse and comprehensive knowledge about wildlife, the necessary skills and the skills of its knowledge. The author emphasizes the idea that if students usually try to memorize theoretical positions only in order to find out when checking good knowledge in front of the teacher, when participating in

independent work, they begin to understand that this knowledge is extremely necessary for them to solve the tasks assigned to them. Thus, the author brings us to the conclusion that with the correct organization, independent work stimulates the attention of students in the classroom to the teacher's explanation, forcing them to look for answers to their questions in the textbook and in additional literature, i.e. independent work has a significant impact on the attitude of students to theoretical knowledge. The essence of the above boils down to the fact that as they master theoretical knowledge, students' independent work naturally deepens, moving from fixing external phenomena to clarifying their interrelationships, causal dependencies, to revealing some simple laws. [6, 176-178]. If R.M. Mickelson believes that independent work should be understood as "students' performance of tasks without any help, but under the supervision of a teacher" [2, 35-36], then E.Ya. Golant, comes to the conclusion that the essential signs of independent work are, firstly, the presence of a certain educational task, consisting of several actions, and secondly, the performance of the work is possible without the direct guidance of the teacher, but with checking each action by him [3, 21 -22]. From the point of view of O.A. Nilson, independent work of students is a type of educational activity in which students, under the guidance of a teacher, perform individual, group or frontal study assignments with the necessary mental and (or) physical efforts [4, 116-117]. According to V.P. Esipova "The independent work of students included in the learning process is such work that is performed without the direct participation of the teacher, but on his instructions, at a specially provided time for this, while students consciously strive to achieve the goal set in the task, using their efforts and expressing in one form or another, the result of mental or physical (or both) actions" [5, 129].

Purpose: Based on the considerations that independent work is present at all stages of the lesson, including at the stage of communicating new knowledge, and also represents a qualitatively new phenomenon

that emphasizes the focus of modern education on the general development of students, we accept the point of view of L. NS. Levenberg and R. Ibragimova, considering that it is very important that students in the process of independent work rely on their own knowledge and life experience and express their own argumentation, referring at the same time to certain logical operations (analysis, synthesis, comparison, generalization, abstraction, concretization) showed initiative and creativity, which must be taken into account in our opinion in order to develop scientific and methodological foundations for increasing the effectiveness of students' independent work.

The task is:

Based on the study of philosophical, psychological, pedagogical, methodological, special literature, it is necessary to comprehensively study the current state of the problem under study and its reflection in teaching practice at the university, as well as identify the methodological, theoretical, foundations of independent work of students, laid down by K.D. Ushinsky and confirmed in the works of L. Sh. Levenberg and R. Ibragimov that the independence of students is a solid foundation of any fruitful teaching, since "independent work is a pivotal means of enhancing the cognitive activity of students" [7, 96-98].

This point of view is indisputable due to the fact that the educational and upbringing value of independent work is no longer in doubt, because it allows students to increase the consciousness and strength of knowledge assimilation in the learning process, to form the depth and awareness of skills and abilities, to use the acquired knowledge of skills and abilities in changed conditions, to develop such cognitive abilities as: observation, inquisitiveness, logical thinking, creative activity and instills a culture of mental and physical labor; effectively engage in self-education in the future.

Scientific novelty:

When characterizing the independence of students and identifying the levels of its formation, depending on the methods of obtaining information in the learning process, and determining the value of independent work in the implementation of scientific theoretical training of students, let us turn to the point of view of N.N. Azizkhodzhaeva, who argues that independent work is an important teaching method that presupposes the individual activity of the trainees themselves in consolidating the acquired knowledge, skills and abilities.

Results:

Summarizing the above, we, following the author, believe that the main conditions for the effective organization of independent work are the creative, research nature of independent work, as well as the individualization of tasks for independent work, with the methodological guidance of the organization of independent work, and finally, the formation of a need in self-replenishment of knowledge [8, 38-41].

Conclusion:

In conclusion, I would like to emphasize that in the process of self-education there is a specific acquaintance with the subject, secondary study, analysis and self-assessment of the results, while the ultimate goal of the pedagogical self-education of students should be to engage in creative search, multifaceted research work and awareness of the need for continuous self-improvement.

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