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INDEPENDENT STUDY IN HIGHER EDUCATION AND THE IMPORTANCE OF FORMING A TYPE OF SELF-STUDENTS

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Abstract: This article examines the formation, application and types of independent study of students in higher education. Controlled independent work of students is considered, since in higher educational institutions, along with fundamental scientific knowledge, a student must have a scientific and applied orientation, orienting teachers to search for effective teaching methods in the development of a student's personality and his professional formation.

Keywords: higher education institutions, student, independent work, learning, method, assessment, efficiency, personality, profession.

Scientific and technological progress with a huge flow of information leads to the fact that a specialist's knowledge becomes obsolete almost simultaneously with the graduation from a higher educational institution. As a result, the higher education system should use such models of the organization of the educational process that are able to quickly and effectively respond to changes in the socio-cultural environment [1,45].

In modern domestic psychological and pedagogical research, as well as regulatory documents in developed countries, various criteria for the effectiveness of higher education are proposed. At the same time, the number of teachers with academic degrees and titles, the volume and number of scientific and educational-methodical publications, the provision of structural units with educational and scientific literature, classrooms, computer equipment, etc. However, these criteria only indirectly make it possible to judge the

development of the student's personality and his professional formation [2, 20-28].

Socio-economic changes occurring in the process of creating an effective socially oriented market model of the country's economy require adequate reform of the higher education system, improving its quality and continuous improvement of the educational process [3, 11-16].

The learning process in higher educational institutions, along with fundamental scientific knowledge, should have a scientific and applied orientation, orienting teachers to the search for effective teaching methods for the development of the student's personality and his professional development [4, 111-115; 5, 90-125].

The purpose of reforming the higher education system in the Republic of Uzbekistan is the formation of a new type of specialist, capable of maximizing the intellectual potential and

possessing a high level of professional training.

In modern conditions, a specialist must have not only a sufficient level of fundamental scientific knowledge, but also analytical and creative thinking, which, in turn, makes higher demands on the teacher of a higher educational institution.

The urgent task of higher education today is to ensure the transition from teaching to learning, and then from independent educational activity to the permanent need for self-education and self-realization, which is very important in the formation of a specialist.

The success of training largely depends on the correct application and combination of various teaching methods, forms and teaching methods.

Considering the above, our research was conducted to form students' skills and abilities of independent work. Formation of students' skills and abilities of independent work, ultimately, is one of the main tasks, first of educational, and then of professional activity.

Currently, the concept of "controlled independent work of students" (USRS) in the scientific and methodological literature does not have an unambiguous clear definition.

Practitioners place an emphasis on determining the weight of students' independent work in the curriculum, the individual workload of the teaching staff, as well as its methodological and material and technical support. In the didactics of higher education, independent work itself can be viewed from two sides: on the one hand, as a form of teaching and a type of educational work carried out without the direct intervention of the teacher, and on the other, as a means of involving students in independent cognitive activity, a means of forming their methods of it. organizations.

The following forms of controlled independent work of students can be distinguished: classroom and extracurricular; group and individual.

The ratio of classroom and extracurricular, group and individual independent work is determined, as a rule, taking into account the educational, methodological, material and technical support of the educational process and depends on the level of complexity and volume of the discipline being studied, as well as the readiness and motivation of students.

The organization of controlled independent work of students involves the development of technology for its implementation and the presence of appropriate conditions:

- educational and methodological support of the USRS (educational, methodological, reference and scientific literature, electronic educational and methodological complexes);
- material and technical support;
- availability of teaching aids and recommendations for the organization of guided independent work of students;
- ensuring a phased implementation, systematic organization and high-quality system control, assessing the effectiveness of the CDS.

It is also advisable to highlight the types of controlled independent work of students:

1. Reproductive: performing exercises from educational literature; listening to audio materials; watching video materials; work with dictionaries; written work; study of teaching aids, etc.
2. Productive: preparation of lecture fragments and their presentation; study, annotation, abstracting of additional scientific literature; writing thematic reports, abstracts; participation of students in the preparation of tests; creation of maps, graphs and other visual aids on the topics studied, etc.

3. Research - creative: tasks of a creative nature; carrying out research work; writing essays on problematic topics; compilation of bibliography and summaries on a given topic; preparation for olympiads, conferences and competitions, preparation of publications, etc. The types of controlled independent work of students can be different depending on the goals of training, the nature of the discipline, the amount of allocated hours. The results of the SDS can be presented in the form of an individual or group report in various forms - an abstract, a synopsis of primary sources, a report, oral communication, diagrams, tables, models, models, annotations, essays, presentations, etc.

In our studies, the quality of performing tasks on the SDS can be assessed according to the following rating system: reproductive species - maximum score - 2 (two); productive - maximum score - 3 (three); research - creative - maximum score - 5 (five). The final mark on the USRS will be determined by the arithmetic mean.

The results of independent research work of students can be published in specialized student, scientific, scientific and methodological publications, tested at scientific and practical student conferences.

In the context of reforming the higher education system, when the emphasis is shifting from “disciplinary-organizational models” to “projective-constructive models” of education, a psychologically oriented approach to assessing the effectiveness of higher education becomes the most attractive.

In this regard, the organization of higher education and its structural subdivisions should be a system that uses innovative pedagogical technologies. At the same time, education should take into account the individual intellectual and personal characteristics of students. Effective

educational technologies must comply with the principle of maximum preservation of personal health.

One of the already tested and giving positive results of the systems of guided independent work of students is the rating system. It allows you to intensify the educational and cognitive activity of students, to improve the quality of professional training, to activate the forms and methods of guided independent work through a differentiated assessment of all types of educational and research work on a multi-point scale.

The existing system of independent work of students of higher educational institutions is somewhat outdated and requires a certain modernization, taking into account the organization of controlled independent work of students. The educational system that has developed in higher educational institutions is of an exclusively normative nature. The student reads and notes the literature indicated by the teacher, prepares a report or speech, attends a seminar and speaks at it because he must, must do it. The teacher in this situation is active, and the student is passive.

In this regard, the teachers strive by any means to encourage students to work actively, trying not only to logically substantiate such a need, but also to warn against possible troubles and "difficulties" in the upcoming exam or test.

The existing organization of independent work of students leads to underworking of students in the first half of the semester, when it is still far from the exams, and to overloading at the end, and especially during the test and examination sessions due to insufficient work during the semester.

One of the drawbacks of the existing system is that it is not entirely clear to the teacher (and even the student himself) until the exam, at what level of mastery of science he is at every moment of his work. This uncertainty about

the success of classes before the exam makes it difficult to manage learning activities. The organization of students' work, including guided independent work, depends on the goal that we set for ourselves, that is, the model of the university graduate that we strive to implement.

Undoubtedly, a university graduate must have knowledge in his specialty. But other components are no less important: deep interest in the chosen profession, sufficient creative experience in this area, interest in research work, relevant knowledge, skills and habits, successful professional work experience, positive experience of self-education and self-education. The meaning of the rating system for organizing students' independent work and seminars is to rely on the basic needs and desires of the student associated with studying at the university. We must strive to ensure that the student has the opportunity to allocate his time and manage it. The student himself must choose the order of the execution of educational affairs, independently plan the fulfillment of assignments, regularly receive information about the success of his academic studies. He must compare the achieved level of his knowledge with the level of other students, delve into the areas of interest in science and, as a result, successfully master the specialty and receive a diploma. The essence of the rating system is as follows. The quality and quantity of students' independent work should be assessed in conditional points. Each type of work performed must have a detailed "price list" of points. At the same time, various research activities are maximally encouraged (performing creative tasks, writing essays on independently studied literature, reports based on students' own observations and research, term papers, participation in a competition of scientific papers, etc.). Under the rating

system, a system of additional "bonuses" is introduced for high quality and on time work performed, and a system of "penalties" can be used for violation of the deadlines for completing certain cases or other "sins". Under the rating system, each student has the right to independently manage his time, but in any case, he needs to score the required number of points, which will make his rating. At the same time, it is very important to stimulate the presence of students at lectures and seminars. The pass and examination score must depend on the number of points scored. The rating system establishes a clear accounting system for the work performed by each student. This record should be kept by the teacher and at any time can be presented to everyone interested. In addition, once a month, the teacher must announce the number of points accumulated by each student to the group. To avoid possible distortions and one-sidedness when choosing activities on your own, you can use a system of regular tests. They can be conducted at the end of each section of the course and will ensure the consistent assimilation of the program material.

Thus, the controlled independent work of students in higher educational institutions, along with fundamental scientific knowledge, should have a scientific and applied orientation, orienting teachers to the search for effective teaching methods in the development of the student's personality and his professional development.

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