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EFFECTIVE WAYS OF ORGANIZING SELF-STUDY OF STUDENTS

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Abstract

Self-study is one of the forms of learning in which the level of knowledge, skills and competencies that are defined in the curriculum of a particular subject must be acquired by students using the recommendations of teachers. This article summarizes information about ways to organize independent education, and it is based on materials available today.

Key words: *self-study, curriculum, acquiring knowledge, independent learning, qualification, experience, e-resources.*

In modern conditions, changes occurring in the process of education and training of specialists require the development of the concept of self-education. The new educational system considers as a priority the interests of the individual, adequate to modern trends in social development. If previous concepts were designed for such symbols of learning as knowledge, skills, public education, then the symbols of a new view of education are competence, individual creativity, independent search for knowledge and the need to improve it. Among the existing forms and methods of teaching, independent work is becoming increasingly important. Educational practice confirms that only knowledge acquired through independent work makes a graduate a productively thinking specialist, capable of creatively solving professional problems and confidently defending his positions.

The formation of an internal need for self-learning becomes both a requirement of the time and a condition for the realization of personal potential. A person's ability to achieve at a level adequate to his claims to a high position in society depends entirely on his individual involvement in the independent process of mastering new knowledge. Therefore, one of the goals of professional training of a specialist is the need to give students fundamental knowledge, on the basis of which they could study independently in the direction they need.

Independent work of students is one of the effective means of developing and enhancing the creative activity of students. It can be considered as the main reserve for improving the quality of specialist training.

The methodological basis for students' independent work is the activity approach, which consists in the fact that learning goals are focused on developing the ability to solve standard and atypical problems, i.e., on real situations where students need to demonstrate knowledge of a specific discipline.

The essence of independent learning is defined in didactics as a person's ability to acquire information from different sources without outside help. No image is formed in a person without independent cognitive actions. The greatest success in learning is achieved when the student focuses on independently performing pre-selected intellectual operations.

The main goal of students' independent work is to improve the professional training of specialists, aimed at developing a system of fundamental and professional knowledge, skills and abilities that they could freely and independently apply in practical activities. During the organization of independent work of students, the teacher solves the following tasks: deepen and expand the professional knowledge of students and develop their interest in educational and cognitive activities; teach students to master the techniques of the cognition process; develop their independence, activity, responsibility; develop the cognitive abilities of future specialists.

In modern resources, two levels of independent work are distinguished - teacher-controlled independent work of students and independent work itself. It is the first level that is most significant, because it presupposes the presence of special methodological instructions from the teacher, following which the student acquires and improves knowledge, skills and abilities, and accumulates practical experience.

Depending on this, there are three levels of independent work: reproductive (training); reconstructive; creative. Independent training work is carried out according to the model: solving problems, filling out tables, diagrams, etc. The student's cognitive activity is manifested in recognition, comprehension, and memorization. The purpose of this type of work is to consolidate knowledge, develop skills and abilities.

In the course of independent reconstruction work, decisions are restructured, a plan and theses are drawn up; at this level, primary sources can be studied and abstracts completed. The purpose of this type of work is to teach students the basics of independent planning. Independent creative work requires analyzing a problem situation and obtaining new information. The student must independently select the means and methods of solution (educational and research assignments, coursework and dissertations). The purpose of this type of work is to

teach the basics of creativity and long-term planning, in accordance with the logic of organizing scientific research. To organize and successfully function independent work of students, the following is necessary:

An integrated approach to organizing students' independent work (including all forms of classroom and extracurricular work). Ensuring control over the quality of independent work (requirements, consultations). Use of various forms of control. A prerequisite for ensuring the effectiveness of independent work is adherence to stages in its organization and implementation. The following stages of controlled independent work of students can be distinguished.

The first stage is preparatory, it should include drawing up a work program highlighting topics and tasks for independent work; end-to-end planning for the semester; preparation of educational and methodological materials; diagnostics of students' preparedness level.

The second stage is organizational, at this stage the goals of individual and group work of students are determined; an introductory lecture is given, individual and group orientation consultations are held, during which the forms of independent work and its control are explained; deadlines and forms for presenting intermediate results are established.

The third stage is motivational and activity-based. The teacher at this stage must provide positive motivation for individual and group activities; checking intermediate results; organization of self-control; mutual exchange and mutual verification.

The fourth stage is control and evaluation. It includes individual and group reports and their assessment. The results can be presented in the form of graduation projects, coursework, abstracts, reports, diagrams, tables, oral communications, reports, etc. (depending on the discipline and specialty). Control of independent work can be carried out using intermediate and final testing, writing written tests in the classroom, submitting reports, and tests.

While studying each discipline, the organization of independent work should represent the unity of three interrelated forms:

1. Extracurricular independent work

Specific forms of extracurricular self-help work can be very different, depending on the purpose, nature, discipline, volume of hours determined by the curriculum:

preparation for lectures, seminars, practical and laboratory classes; abstracting articles, individual sections of monographs; study of textbooks; performing control work; writing thematic reports, abstracts and essays on problematic topics; participation of students in the preparation of tests; performing research and creative tasks; writing coursework and dissertations; creating visual aids on the topics being studied.

2. Classroom independent work, which is carried out under the direct supervision of the teacher.

In-class independent work can be carried out during practical classes, seminars, laboratory workshops and while giving lectures. While delivering a lecture course directly in the classroom, it is advisable to monitor the assimilation of the material by the majority of students by conducting knowledge tests and questioning

students. In practical and seminar classes, the use of various forms of independent work makes the learning process more interesting and increases the activity of a significant part of the students in the group.

3. Creative, including scientific research work.

Independent work of students within the framework of current curricula involves independent work in each academic discipline included in the curriculum. The amount of independent work (in hours) is determined by the curriculum.

During independent work, a student can use various forms of studying the material:

Master theoretical material in the discipline being studied;

Consolidate knowledge of theoretical material using the necessary tools in a practical way (solving problems, completing tests, self-tests);

Apply acquired knowledge and practical skills to analyze the situation and develop the right solution (preparing for a group discussion, prepared work as part of a business game, written analysis of a specific situation, project development, etc.);

use the acquired knowledge and skills to form your own position (writing a final qualifying thesis, performing research work).

The listed opportunities for independent work must correspond to the existing four modes of learning:

Learning is the acquisition of knowledge. Formation in the learning process of the student's understanding of the subject of study. Self-directed learning is a form of learning defined in the curriculum, a specific subject, as well as the formation of knowledge, skills and competencies that the student acquires, as well as the form of learning that takes place outside the classroom based on the advice, recommendations of the teacher, preparation for the dissemination of knowledge. This article provides information on how to organize self-study, based on the materials that are available today.

The task of independent search and assimilation of knowledge in accordance with the requirements of the state educational standard is one of the most pressing problems today. For this reason, the theoretical foundations of science are mastered at the level of practical skills.

The role of independent education is incomparable [5, 6]. Subject teachers give students methodological recommendations for independent learning. Depending on the nature of the subject, types of independent learning - colorful and various electronic forms - are developed by the subject teacher.

Students listen to lectures from teachers in classrooms. Outside of class, the student prepares for classes, summarizes literature, and does homework. In addition, in order to study certain topics more broadly, he prepares abstracts, reads additional literature, and solves tests on the topic. The results of self-study are assessed using a rating system.

The purpose of the study is to identify and analyze ways to organize students' independent learning using various sources.

In the book "Methods of teaching biology" by Zh.O. Tolipova and A.T. Gofurov on organizing independent learning for students, it is necessary to develop students' independent and creative thinking skills. Thought is a spiritual quality of a person, constituting human activity, his Self, strength and knowledge [5, 6, 8].

The tasks of organizing independent learning for students include the following:

- 1) acquire the skills to independently master new knowledge;
- 2) searching for the necessary information, identifying convenient methods and means of teaching;
- 3) effective use of sources and addresses of information;
- 4) work with educational and scientific literature, regulatory documents;
- 5) work with electronic educational literature and a data bank;
- 6) targeted use of the Internet;
- 7) determination of a rational solution to the assigned tasks;
- 8) database analysis;
- 9) systematic and creative approach to tasks;
- 10) be able to independently obtain scientific information in the classroom;

This is the ability to defend a practical task and independent work between a trained teacher and group students. Preparing the ground for the intellectual development of students and the formation of critical and creative thinking in this process is considered a priority in the organization of independent education.

After all, the importance of the factor of specialist personnel in the development of society is a fact of life that does not require proof. In recent years, a lot of work has been and is being done to train specialists, improve their professional quality and efficiency. In particular, special attention is paid to the development of such qualities as independence, creativity, entrepreneurship, and activity of trained specialists. As stated in the National Personnel Training Program, "it is necessary to individualize training, independent learning and development, mastering technologies and tools of the distance education system." Based on our pedagogical activities in the higher education system, as well as the study and analysis of the creative activities of modern teachers, targeted research has been confirmed on improving the content of their practical and creative training and teaching methods, due to which today there are a number of inconsistencies and contradictions in the training of highly qualified teachers.

The formation of independent learning skills plays a key role in the acquisition by students of in-depth knowledge and skills in a specialty, specialization or general professional subjects in the system of educational creative training. Independent learning skills include the ability to work independently on studies, perform independent practical tasks, and defend completed independent assignments in front of teachers and students.

Organization and management of independent educational activities of students. The only method of forming independent activities of students, organization and management of their independent educational activities. The organization of independent learning in the process of creative training of students should be carried out continuously and organically. In our opinion, to achieve high results in this direction in the educational process, in particular, in lectures and practical creative activities, it is necessary to develop students' interest in consolidating the learned educational material, the capacity of educational information in textbooks and applications. It is based on creating enthusiasm for expanding knowledge based on reading independently of literature. It is important

to ensure that future specialists turn into fully mature, educated, independently thinking, in-demand personnel, and to use new pedagogical and information technologies in the educational process that orient them to work on themselves. The first studies to provide a technological approach to the educational process, that is, an educational process that has a reproducible description as a production process, were carried out by American teachers in the 50s of the last century. In particular, the phrase "learning technology" was first used by the American scientist Skinner.

The formation of independent learning skills plays a key role in the acquisition by students of in-depth knowledge and skills in a specialty, specialization or general professional subjects in the system of educational creative training. In the process of creative training of students, the organization of independent learning is carried out continuously and organically.

The student can work with electronic educational literature and a data bank.

By organizing independent education, we will form a mature, knowledgeable, independently thinking, inquisitive generation. An important condition for transforming content into a system-forming factor is to focus the attention of teachers and students on the development of reflective competencies. It is on this basis that the success of the formation of educational and cognitive competencies and readiness for the scientific organization of intellectual activity are ensured.

The most important means of ensuring practical orientation of learning is independent work of students. The essence of independent work is not that the student completes tasks without the help of a teacher, but that he independently manages his own academic activities.

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