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IBI (India) = 4.260
OAJI (USA) = 0.350

SOI: [1.1/TAS](#) DOI: [10.15863/TAS](#)

International Scientific Journal Theoretical & Applied Science

p-ISSN: 2308-4944 (print) e-ISSN: 2409-0085 (online)

Year: 2019 Issue: 11 Volume: 79

Published: 20.11.2019 <http://T-Science.org>

QR – Issue



QR – Article



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IMPROVING INDEPENDENT SKILLS OF STUDENTS IN HIGHER EDUCATION

Abstract: This article is about improving independent skills of students in higher education. In this article it is spoken about a psychological orientation among students for independent systematic replenishment of their knowledge and development of skills to navigate the flow of scientific and public information when solving new cognitive and professional tasks.

Key words: independent skills, students, work, in higher education, designed, activity, memory, thinking, creative, imagination, when, complete, task

Language: English

Citation: Mirzayeva, Z. A. (2019). Improving independent skills of students in higher education. *ISJ Theoretical & Applied Science*, 11 (79), 245-248.

Soi: <http://s-o-i.org/1.1/TAS-11-79-52> **Doi:**  <https://dx.doi.org/10.15863/TAS.2019.11.79.52>

Scopus ASCC: 3304.

Introduction

Independent skills of students work in higher education as a didactic phenomenon is, on the one hand, an educational task designed to achieve a specific didactic goal. On the other hand, it is a form of manifestation of the corresponding cognitive activity: memory, thinking, and creative imagination when students complete an educational task, which, ultimately, leads him either to obtain completely new knowledge previously unknown to him, or to deepen and expand the scope of the already obtained knowledge. Independent skills should be understood as any activity of students organized by the teacher aimed at fulfilling the set didactic goal in a specially allotted time for this: the search for knowledge, its understanding, consolidation, formation and development of skills, generalization and systematization of knowledge.

Therefore, independent work is such learning tool that:

In each specific learning situation corresponds to a specific didactic goal and task;

Forms the necessary volume and level of knowledge, skills and abilities for the student to solve certain cognitive tasks at each stage of his movement from ignorance to knowledge;

Develops a psychological orientation among students for independent systematic replenishment of their knowledge and development of skills to navigate the flow of scientific and public information when solving new cognitive and professional tasks; It is the most important tool of pedagogical guidance and management of the student's independent cognitive activity in the process of vocational training. Independent skills, along with classroom work, is one of the forms of the educational process and is an essential part of it. Students independent work is an integral part of training, students' activities in the learning process and in extracurricular time, performed on the instructions of the teacher, but without his direct participation. In addition, the student should and can engage in classes on his own. Independent work is aimed at studying the material covered during classes, replenishing and deepening knowledge, performing specific tasks (working with a book, preparing reports, completing term papers and diploma projects, searching for the necessary information, designing, teaching and research).

An independent skill is not only consolidation and deepening of knowledge, but also independent study and assimilation of material. Independent work has the following advantages:

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Allows you to well understand the material being studied; allows the student to develop their beliefs and views;

Allows the student to form diligence, a creative approach to business, determination, willpower, independent thinking and systematic distribution of time;

The student develops a need to acquire and deepen knowledge;

The student develops skills in working with literature, techniques and methods of communication with people to achieve the goal. An independent skill always causes difficulties for students, especially in the first year. In the first year, they need to be taught how to set educational goals for independent study of the material, how to analyze the read material and select the main thing, work with the primary sources. In view of the fact that an independent skill is the most important form of the educational process, the teacher should emphasize its advantages in forming the parameters of the qualification characteristics.

When issuing an assignment for independent work, it is necessary to clearly set a goal for students, actualize and motivate it, give an algorithm for completing the assignment and recommend literature that will help to complete the assignment, establish the form and deadlines for completing the work, determine the timing of consultations (assistance in organizing work), establish assessment criteria. It is advisable to develop a memo for students on independent work. It must indicate the following:

Read the topic carefully;

List your actions for completing the assignment;

Draw up a work plan, highlighting the main sections;

Outline the main points in each section;

Number them;

At the end of the work, evaluate whether you have achieved your goal.

Types of independent skills of students.

The practice of working with students allows us to distinguish the following main types of independent activity of students that teachers use in the system of professional training:

Compilation of abstracts when working with educational, special, reference and methodological literature;

Independent study of the topic using educational and reference books;

Work on the instructions of the teacher with novelties in preparing material for advanced learning;

Society, in the media on topics, sections and discipline in general; creative dictations according to new terminology;

Crossword puzzles; answers to questions on material independently studied by students; answers to questions on teaching aids; peer review work;

Solution of problem situations; independent compilation of practical tasks on previously studied material;

Preparation of abstracts, reports on a given topic; Independent work with regulatory and technical documents; preparation of messages at conferences;

Completion of term papers and graduation projects:

Laboratory and practical tasks;

Research work.

Independent skills with the textbook are the main source of knowledge in the discipline, a means of forming educational skills, mastering the primitives of cognitive activity. In the learning process, the textbook performs informative, educational, developmental and educational functions. Before issuing a task to work with a textbook, it is necessary to set a goal for the student. It is advisable to offer tasks of increasing difficulty (to retell, find the answer to the question, and draw a conclusion).

The development of independent skills will allow you to get away from traditional group activities. Independent work is, first of all, the acquisition of specific skills, i.e. application of knowledge in work. A special role in the development of independent activities of the future specialist is played by the students' research work under the guidance of a teacher.

Organization and management of students' independent classroom work. In the conditions of student-centered learning, the teacher acts as the organizer of independent active cognitive activity of the student. It helps to reach the final result.

Learning is an active process. Knowledge and skills develop in the process of conducting practical exercises and laboratory work. Active learning techniques are more effective when they are used in combination with each other; each method should be used no more than 20-25 minutes. The use of several methods in the lesson contributes to lesser student fatigue, greater independence, practical problems when learning new material, alternating the activities of the teacher and student, reinforcing verbal information with a demonstration (development of visual memory), and obtaining more information.

The main methods of active learning in higher education system include: brainstorming; guided plenary discussion (loud discussion; silent discussion); the game; group activity in the classroom (work in pairs; work in small groups); collective training system: seminar lesson; case study; question-answer and others. An application of these teaching methods in the lesson takes the lesson beyond its traditional framework.

Brainstorm

Brainstorming (Brain storm — from English — joint development of ideas) is a way to get many ideas from a group of people on a specific topic in a short

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period. This method is one of the effective techniques for producing ideas. This method is used to:

— Switch from one topic and focus on the next topic;

— determine the breadth of the discipline or topic;

— create a lively atmosphere in the classroom;

— quickly get 30-40 ideas.

There are 2 stages of brainstorming:

Joint development of ideas — 10-15 minutes;

Ligament — 5-10 minutes.

The methodology for the joint development of ideas is as follows:

write a short topic name on the board. For example, “A manager must have qualities”; “A cook must have knowledge”; “The waiter must have the skills and competencies”;

ask for a brief thought in two or three words;

Do not discuss what is offered, but just write down;

instruct everyone not to argue with any ideas;

stand with your back to the group, write as quickly as possible;

encourage new ideas;

direct the process in the right direction, paying attention to certain, already written words;

stop when you see that you have enough material to discuss.

To carry out a bunch of ideas expressed:

Highlight the main ideas that you will work on;

Ask students to identify list items related to each of the main ideas;

show the connection between the points;

draw a conclusion that indicates the breadth of the issue and the need for its in-depth consideration.

All work should not take more than 20-25 minutes.

All students are involved in the work, the thought process is stimulated, and when their proposals are brought together, it immediately becomes clear how wide the problem of discussion is. Teachers consider this type of work useful, because it gives an idea of the depth of generalized knowledge, the nature of students' experience and the level of their training. Using this method helps the teacher adapt his approach and teaching style to the real needs of the group.

Brainstorming is a great way to increase students' motivation in the classroom and to revitalize individual classes. This technique is only effective if a specific and accurate problem is being developed, if the problem is too extensive, or complex, then brainstorming will be less effective. In order to effectively use the potential of the group's students, it is recommended to conduct game testing (for example, on classroom hours or during group work), which does not require additional training by either the teacher or students.

An innovative game is an open, self-developing, developing system of a free type. The game, without any restrictions, is focused on developing the ability to act in non-standard situations, the solutions are unknown, the potential of everyone is used to the maximum, and it has great intensity. In an innovative game, developing education, research work and solving problems of practical activity are combined.

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