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FORMATION OF EFFECTIVE INDEPENDENT WORK OF STUDENTS IN THE EDUCATIONAL PROCESS

Abstract: This article is about formation of effective independent work of students in the educational process. In this article it is spoken about the development of independence, responsibility, organization and creative qualities of the personality of students in solving the problems facing them at various levels. The solution to this problem is possible only in the transition from the traditional model of education to the innovative one, which is currently associated with the reform of educational process.

Key words: concept, development, century, basis, activity, organization, process, educational, formation, provide, modern, creative, communicative

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Introduction

In the educational system of Uzbek education, an innovative model is currently being implemented that defines the priorities, goals and stages of the formation of specialists for the period until 2030. This model requires the transition of education to a modular and competent approach to specialist formation, which, in turn, makes it necessary to change the content and methods of the educational process.

The concept of sustainable development of civilization, developed in the 90s. The twentieth century and adopted as the basis of activity in Uzbekistan requires such an organization of the educational process in an educational institution that would ensure the formation of personality traits that provide various types and levels of safe life. In a modern dynamically developing society, initiative and independent people are required, easily adaptable to new conditions.

Therefore, one of the main tasks of higher education is the formation of a creative personality of a specialist capable of self-development and creative

activity. The solution to this problem is possible only in the transition from the traditional model of education to the innovative one, which is currently associated with the reform of educational process.

It is necessary to transfer the student from a passive consumer of knowledge to an active creator of them, able to think critically, plan their own actions, be able to take the initiative, formulate a problem, analyze ways to solve it, find the optimal result and prove its correctness, as well as successfully find a way out of the prevailing non-standard situations. The new education paradigm attaches great importance to the independent educational activities of students, which allows them to more successfully master the competencies necessary for the implementation of future professional and everyday activities. It promotes the development of independence, responsibility, organization and creative qualities of the personality of students in solving the problems facing them at various levels.

One of the forms of independent educational activity is the independent work of students, which is

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divided into classroom and extracurricular activities. These varieties of independent work have their own characteristics and specifics. The student's independent work is intended not only for mastering each discipline, but also for the formation of independent work skills in general, in educational, scientific, professional activity, the ability to take responsibility, independently solve a problem, find constructive solutions, get out of a crisis situation, etc. In this regard, it can be argued that the preparation of students in an educational institution requires the use of educational technologies that ensure the formation of a professionally competent, socially active, creatively independent person. The most important task of training students is the targeted development of intellectual skills, which are the basis of one of the key competencies that ensure their professional mobility and flexibility.

Thus, one of the conditions for training a competitive specialist is the competency-based approach that ensures the formation of a high level of scientific knowledge in a student, and the main goal is to increase the role of independent work as a form of the educational process in higher education. The traditional training system is based on the transfer of ready-made knowledge from the teacher to the student, where the main activity of the student is to solve theoretical and practical problems, with a clear wording and a ready-made set of actions (algorithm), and does not require deep mental reflection. Independent work involves the development of internal and external self-organization of a future specialist, his ability to build an individual trajectory of self-training, as well as to form the ability to self-development and creative application of acquired knowledge.

According to the new educational paradigm, regardless of specialization and nature of work, any novice specialist should have fundamental knowledge, professional skills and skills in his profile, experience in creative and research activities to solve new problems, and experience in social and evaluation activities. Therefore, the independent work of students is not just an important form of the educational process, but its basis. Many leading experts consider it one of the most effective ways (methods) of activating the cognitive activity of students, developing their independence, responsibility and creative abilities. Moreover, particular attention is required here to the questions of motivational support for independent cognitive activity of students.

The main task of organizing students' independent work is to create conditions in the classroom for the development of their initiative and thinking. Such didactic conditions that increase the effectiveness of the formation of professional competence of students include:

- structuring of educational material, providing optimal implementation of educational and cognitive activities by students;
- development and application of a system of developing educational tasks, allowing revealing and enrich the mental potential of students;
- interdisciplinary communications; implementation of active and interactive methods for their preparation in the educational process;
- monitoring the process and results of training activities.

These conditions allow students to develop the ability to think conceptually, to see not only individual phenomena and events, but also to be able to find common connections and patterns in them. The motivation for the educational activities of future specialists can be enhanced by explaining the importance of learning, the need and importance of self-development, as well as preparing for the upcoming professional activity. It should also be noted that methods of raising positive motivation, such as the desire for a positive result, self-affirmation, self-realization, a sense of success, self-confidence, emotional elation, are of no small importance in enhancing the motivation of students to study independently.

Active independent work of students is possible only if there is a serious and sustained interest in obtaining knowledge.

The greatest motivating force is internal motivation, which comes from the activity itself. We can talk about the interest in learning and the creation of conditions for the successful development of the student's intellectual skills, when the perception of new information evokes positive emotions, and the activity itself encourages you to learn.

The decisive role in organizing independent work belongs to the teacher, who should not work with the student "in general", but with a specific personality, with its strengths and weaknesses, individual abilities and inclinations. The main task of the teacher is to develop the best qualities of the student, his creative abilities, to instill the skills of search work, to teach analyzing and critically evaluate the information received. To do this, he must organize the learning process and the activities of students so that they go towards the achievement of the goal, without his direct guidance. In this case, the students themselves perform tasks, and the teacher acts only as a consultant, directing their activities in the right direction.

Thus, it should be noted that when organizing independent work, it is most appropriate to rely on the principles of personality-oriented education, which allow taking into account the individual interests, abilities and inclinations of students.

Recently, much attention has been paid to the problems of extracurricular independent work of students, but the very concept of such work is

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interpreted differently by different scientists. In this study, the following working concept is used:

Extracurricular independent work of students is a variety of individual and collective activities of students, carried out under the guidance, but without the direct involvement of the teacher, in a specially allotted extracurricular time aimed at enhancing their cognitive activity.

In the process of extracurricular independent work, as well as any independent work, lies an independent educational and cognitive activity, including targeted, semantic and performing components. By organizing his cognitive trajectory, the student in the process of reflection comes to the formulation of the specific goal of his cognitive activity. Then he defines its tasks in a specific field, plans it, chooses ways and means to carry out the necessary activities, performs its stages, receives certain results, analyzes them himself (introspection), controls his activities (self-control), discusses the results with the teacher, if necessary corrects the nature of the activity and considers possible prospects. Upon completion of one stage, the student joins in the other stages of his independent work.

Successful extracurricular independent work is possible under the following conditions:

- the student must be prepared for independent activities (mentally prepared for the need for such activities);
- positive motivation for acquiring new knowledge in a specific field of knowledge is needed;
- the availability and accessibility of the necessary scientific, educational, methodological and reference material;
- Providing teacher advice;
- systematic and systematic self-and external control of the level of achievement of the student in the independent cognitive activity he realizes in extracurricular time.

The principle “teach a student to learn”, which is necessary for the effective organization of their independent work, comes to the fore in the pedagogical activity of a professional school. Moreover, the functions of a teacher can vary from information-controlling to consulting-coordinating. Therefore, the teacher organizes his activities so that the above conditions are realized. Under his leadership, students develop and develop skills in working with educational, popular science and scientific literature. The teacher helps students to find optimal solutions to complex issues and problems, getting out of various adverse situations, developing skills in conducting educational research work, etc.

Extracurricular independent work may include:
reading text;
drawing up a plan or abstract of the text;
graphic representation of the text structure;
compilation of tables; work with dictionaries and reference books;

study of regulatory documents; analytical processing of the text (annotation, reviewing, reviewing, etc.);

the use of audio, video, computer equipment (including the Internet);

preparing messages for speaking at a seminar, conference, etc. preparation of reports, essays;

development of projects and conducting educational research on their basis;

compiling bibliographic lists, thematic crosswords, tests;

solving situational problems, etc.

In any educational process, independent work of students is a type of educational work, when a student himself studies certain problems, according to various sources (study guides, scientific articles, the Internet, etc.). Independent work, including extracurricular work, is an essential component of the methodological system of forming competencies in accordance with the “concept of sustainable development of civilization.”

The topic of extracurricular independent work is very diverse and depends on the characteristics of the college, its location, the interests of students, which is important to consider when developing the content of such work. An interesting direction of extracurricular independent work is the preparation for excursions. Excursions play a large role in the formation of environmental culture and skills in communicating with nature. Such excursions make it possible to improve the skills of ecosystem analysis, the formation of a caring attitude to biological objects, help to foster a sense of responsibility for the natural territories of the residence area, and improve the students' systemic ecological thinking skills. After the excursion, students draw up reports that systematize their ideas about the excursion object and the new that they learned during the excursion.

As mentioned, the forms of independent work of students are very diverse and closely intertwined. Classroom and extracurricular independent work is interconnected and complementary to each other. Their application allows you to activate the educational process, to implement inter subject communications and the principle of meaningful profile. Implemented forms of classroom and extracurricular activities conducted on the basis of independent work can increase the cognitive, creative and energetic students and identify the effectiveness of project activities, subject excursions and multi-subject classes in the formation of environmental awareness of college students.

Thus, in the light of the ongoing education reform, the transformation of the educational process in the educational institution in accordance with the competency-based approach involves the creation of an effective system of independent work, which plays an important role in the learning process and should

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become the basis for the preparation of modern specialists for their further professional activities.

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