



SELF-EDUCATION AS A FORM OF STUDENTS' INDEPENDENT WORK

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Article history:	Abstract:
Received: 20 th March 2023 Accepted: 28 th March 2023 Published: 28 th May 2023	The more independently we study, the more actively we engage in self-education, the more we need help, always businesslike and concrete, but becoming more and more subtle and delicate over time. And it begins with recommendations on how to study in order to succeed in this most difficult business, so that it brings satisfaction, encourages further knowledge. The purpose of the article is to consider the organization of independent work of students in higher professional education.
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The main task of higher education is to form the creative personality of a specialist capable of self-development, self-education, and innovation. The solution to this problem is hardly possible only by transferring knowledge in finished form from the teacher to the student. It is necessary to transfer a student from a passive consumer of knowledge to an active knowledge creator who is able to formulate a problem, analyze ways to solve it, find the optimal result and prove its correctness. The ongoing reform of high specialized education is inherently connected with the transition from the paradigm of education to the paradigm of education. In this regard, it should be recognized that independent work of students is not just an important form of the educational process, but should become its basis [2].

This implies an orientation towards active methods of mastering knowledge, the development of students' creative abilities, the transition from in-line to individualized learning, taking into account the needs and capabilities of the individual. This is not just about increasing the number of hours for independent work. Strengthening the role of independent work of students means a fundamental revision of the organization of the educational process at the university, which should be built in such a way as to develop the ability to learn, form the student's ability for self-development, creative application of the acquired knowledge, ways of adapting to professional activities in the modern world. At the same time, independent work, its planning, organizational forms and methods, the results tracking system are one of the weakest points in the practice of higher education and one of the least studied problems of pedagogical theory, especially in relation to the modern educational situation (diversification of higher education, the introduction of educational standards, the introduction of a system of pedagogical monitoring, etc.) [1].

First of all, it is necessary to clearly define what is independent work of students. In the general case, this is any activity related to the education of the thinking of a future professional. Any type of occupation that creates conditions for the emergence of independent thought, cognitive activity of the student is associated with independent work. In a broad sense, independent work should be understood as the totality of all independent activities of students both in the classroom and outside it, in contact with the teacher and in his absence.

Independent work is implemented:

- 1) Directly in the process of classroom studies - at lectures, practical and seminar classes, in the performance of laboratory work.
- 2) In contact with the teacher outside the schedule - at consultations on educational issues, during creative contacts, in the elimination of debts, in the performance of individual assignments, and so on.
- 3) In the library, at home, in the hostel, at the department when the student performs educational and creative tasks [4].

The boundaries between these types of work are quite blurred, and the types of independent work themselves intersect. Thus, independent work of students can be both in the classroom and outside it. Nevertheless, when considering the issues of independent work of students, they usually mean mainly extracurricular work. It should be noted that for the active possession of knowledge in the process of classroom work, it is necessary, at least, to understand the educational material, and most optimally its creative perception. In reality, especially in junior courses, there is a strong tendency to memorize the material being studied with elements of understanding. Departments and lecturers often exaggerate the role of the logical principle in the presentation of their disciplines and do not pay attention to the problem of its perception by students. Internal and interdisciplinary connections are weakly highlighted, the succession of disciplines

is very low even despite the existence of continuous training programs. Students' knowledge that is not secured by connections has poor retention. This is especially dangerous for disciplines that provide fundamental training.

Although the educational standards allocate half of the student's study time for extracurricular work, this standard is not maintained in many cases. The number and volume of assignments for independent work, and the number of control measures in the discipline is determined by the teacher or the department in many cases based on the principle "The more the better" [3]. According to the new educational paradigm, regardless of the specialization and nature of the work, any novice specialist must have fundamental knowledge, professional skills and skills in their field, experience in creative and research activities to solve new problems, and experience in social evaluation activities. The last two components of education are formed in the process of independent work of students. In addition, the task of the departments is to develop differentiated criteria for independence, depending on the specialty and type of activity.

Not always is even an expert, that is, justified by the personal experience of teachers, an assessment of the complexity of the task and the time required to prepare it. The deadlines for submitting homework assignments in various disciplines are not always coordinated in time, which leads to uneven distribution of independent work over time. All these factors push students towards a formal attitude towards doing work, towards cheating and, paradoxically, towards reducing the time actually spent by a student on this work. Quite common was the non-self-fulfillment of homework, course projects and work (sometimes for a fee), as well as cheating and cheat sheets at control events. Many educational tasks are not set up for the active work of students, their implementation can often be carried out at the level of a series of formal actions, without a creative approach and even without understanding the operations performed.

Active independent work of students is possible only if there is a serious and sustainable motivation. The strongest motivating factor is preparation for further effective professional activity.

Consider the internal factors that contribute to the activation of independent work, among them the following can be distinguished:

1) The usefulness of the work performed. If a student knows that the results of his work will be used in a lecture course, in a methodological manual, in a laboratory workshop, in preparing a publication or otherwise, then the attitude towards completing the task changes significantly for the better and the quality of the work performed increases. At the same time, it is important to psychologically set up the student, to show him how necessary the work is.

Another option for using the utility factor is the active use of the results of work in professional training. So, for example, if a student received an assignment for a diploma (qualification) work in one of the junior courses, he can perform independent assignments in a number of disciplines of the humanitarian and socio-economic, natural science and general professional cycles of disciplines, which will then be included as sections in his qualification work.

2) Participation of students in creative activities. This may be participation in research, development or methodological work carried out at a particular department.

3) An important motivational factor is intensive pedagogy. It involves the introduction of active methods into the educational process, primarily game training, which is based on innovative and organizational-activity games. In such games, there is a transition from one-sided particular knowledge to multilateral knowledge about the object, its modeling with the identification of leading contradictions, and not just the acquisition of decision-making skills. The first step in this approach is business or situational forms of training, including using a PC.

4) Participation in olympiads in academic disciplines, competitions for research or applied work, and so on.

5) The use of motivating factors for knowledge control (cumulative grades, rating, tests, non-standard examination procedures). These factors, under certain conditions, can cause a desire for competitiveness, which in itself is a strong motivational factor for student self-improvement.

6) Encouragement of students for success in their studies and creative activities (scholarships, bonuses, incentive points) and sanctions for poor study. For example, for work submitted ahead of schedule, you can put down an increased mark, and otherwise reduce it.

7) Individualization of tasks performed both in the classroom and outside it, their constant updating.

8) The motivational factor in intensive study work and, first of all, independent work is the personality of the teacher. A teacher can be an example for a student as a professional, as a creative person. The teacher can and should help the student to reveal his creative potential, to determine the prospects for his inner growth.

9) Motivation for independent learning activities can be enhanced by using such a form of organization of the educational process as cyclic training ("immersion method"). This method allows you to intensify the study of the material, since reducing the interval between classes in a particular discipline requires constant attention to the content of the course and reduces the degree of forgetfulness. A variation of this type of training is to conduct many hours of practical training covering several topics of the course and aimed at solving cross-cutting problems [4].

The main thing in the strategic line of organizing independent work of students is not to optimize its individual types, but to create conditions for high activity, independence and responsibility of students in the classroom and outside it in the course of all types of educational activities. An innovative approach to learning allows you to organize the learning process in such a way that the student is both happy and beneficial, without turning into just fun or a game [5].

The simplest way - reducing the number of classroom studies in favor of independent work - does not solve the problem of improving or even maintaining the quality of education at the same level, because a decrease in the volume of classroom work is not necessarily accompanied by a real increase in independent work, which can be implemented in a passive way.

On the whole, the orientation of the educational process towards independent work and increasing its efficiency presupposes, firstly, an increase in the number of hours spent on independent work of students; secondly, the organization of permanent consultations and advisory services, the issuance of a set of tasks for independent work of students immediately or in stages; thirdly, the creation of an educational, methodological and material and technical base in universities (textbooks, teaching aids, computer classes), which makes it possible to independently master the discipline; fourthly, the availability of laboratories and workshops for self-fulfillment of a laboratory workshop; fifthly, the organization of constant (better than rating) control, which allows minimizing traditional control procedures and increasing the time budget for independent work of students at the expense of session time; fifthly, the abolition of most of the established forms of practical and laboratory classes in order to free up time for independent work and maintenance of counseling centers.

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