

“ORGANIZATION OF INDEPENDENT EDUCATION OF STUDENTS USING TIME MANAGEMENT TECHNOLOGIES”

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ANNOTATION

This article talks about the methods of correct and accurate organization and implementation of independent studies of students of higher education institutions, development of independent research of students based on time management technologies.

Keywords. Time management, independent education, additional literature, textbook, lesson, new education.

INTRODUCTION

Students' skills of independent work with literature are formed in the educational process. The main thing is that the student creates himself by acquiring the ability to understand scientific and life problems. Teaching a student to study independently is one of the important issues. This means that in the studied material, the student does not memorize the theory, but develops thinking, which helps him to study better by analyzing life events with the help of it. In order for students to achieve the stated goals, the following issues should be resolved by the teacher. In the independent study of literature, the following motto should be a constant instruction for the student, calling for actions. It is necessary to write down all the conclusions obtained from the psychological analysis (research) of life events. Making such notes in traditional teaching (in schools and universities) is often writing summaries, which consists of copying and writing down what is in the book. But if an idea is brought from the book, it should be interpreted immediately. The student is required to write down personal thoughts that reflect his/her practical understanding of the written rules. This means that his grasp of science is independent of reality. When solving the mentioned problems, the student should not only listen to a lecture, but not only read the book while understanding its content, he should be able to understand its content, perform psychological analysis, evaluate people's behavior based on his knowledge, and learn from his scientific knowledge is ready for use in daily practice. Teaching at a higher educational institution depends on the proper organization of students' independent learning between sessions. In order for independent learning to not become another temporary activity (the student starts reading books half a year before the session), it should help him to turn this work into a permanent system. It is known that independent learning is not an artificial forcing to solve the problem, but requires a holistic approach, independence in terms of content and performance. All elements of the learning structure, such as studying individual issues, reaching some kind of private and formal reports (for example, "reporting" on the timely completion of control work) are all naturally related to each other. does not allow to master the content of a science that cannot be fully mastered separately from each other in some system conditions. Even if you can remember something, you still cannot know it deeply and cannot serve as a scientific manager of a person's social behavior. If a student begins to solve a particular problem (for example, to do work on writing an abstract), but has not yet mastered

the scientific foundations for a full solution of this problem, he will use scientific knowledge that allows him to understand the behavior of existing people in order to achieve the main goal. he creates artificial affirmations for himself on the way to acquiring knowledge. Therefore, the environment is not the student's reports on separate forms of the curriculum, but the step-by-step complex study of the subject, simultaneously mastering it and applying it to solving all separate educational issues. This is the dialectic: a student learns a science by solving a specific problem, and learning becomes able to correctly solve all subsequent educational (theoretical and practical) problems. This can be achieved only with the help of a complex and systematic approach to the teaching of science, in particular, to the organization of the student's independent learning. How a student can implement a comprehensive approach to independent work. The main thing is that the student should rely on the information received in lectures while reading textbooks and other literature. He should compare what he read from one source with the information he got from another source, confirm and clarify the knowledge he got. These, in turn, must be compared with real psychic phenomena, which are still observable in life, in people, including themselves. Thus, in the lecture, there is a phenomenon of transition from theoretical literature to practice. This takes over the knowledge that is not present in the mind of the student, that is, the process of assimilation goes. The knowledge in scientific literature can be considered mastered only when the student learns to use the knowledge obtained by performing practical analytical operations on the study of human psychology. Thus, mastery of science by a student means not only knowing its content well, but also knowing how to apply this knowledge in practical situations. Independent learning as a system has its own structure. It is important for the student to fully use all the elements of this structure. It should also be taken into account that not every student can turn to a teacher for advice. Experience shows that students do not even come to the meeting with the teachers on duty for consultations. In a serious situation where it is necessary to understand a difficult theoretical issue in mastering the educational material, the student first of all relies on the ability to build his own learning activity. But no matter what happens, the first-year student still does not know how to read. It helps him to use some of the methods and methods of working so that he can quickly learn the skills of independent learning.

To consider these methods, we will separate them into independent work:

- Reading lecture notes;
- Reading, interpreting and summarizing educational and scientific literature;
- Preparing for exams (tests). Reading lecture notes has several purposes:
 - The first is to remember what was talked about in the lectures;
 - The second is to fill the student's work with life examples and ideas that strengthen and group the understanding of what they heard in the lectures;
 - The third is to read the information from the textbook, which cannot fully reveal the brief meaning, but which students should pay special attention to while reading some documents and literature. In this case, the abstracts of the lectures serve as a specific guide and guide for their further work. It helps to better and fully understand the issues that are only shown in the lectures, but not revealed. Here it is important to choose real-life methods to explain one or another psychological phenomenon, because the very process of thinking when choosing an example that corresponds to the student's real life observations, the thinking activity of

mastering this existing problem or topic in accordance with life, turns the theory into practice. is the first attempt.

All of this is certainly true for any teacher, but nevertheless, it is useful to think again about the role of the teacher in his work and the student's learning. The role of the teacher and the student is recognized from the point of view of evaluation as not the same, and sometimes as an opposite process. Many students overestimate the textbook. They consider him to be the only source of knowledge. That's why they don't write down the lectures, they believe in the book that they have everything to pass the exam. Other students believe that the main source of learning is lecture materials, that is, lectures supplemented and developed with information from other textbooks. They do not seek scientific truth elsewhere.

In particular, they do not use the recommended scientific literature, which is considered the primary source of scientific psychological knowledge. They make the mistake of considering the textbook as a sufficient resource for the subject, as long as it is possible to pass the exam on the basis of high evaluation of the textbook. But it should also be said that the student is seriously interested in psychology as a field of scientific knowledge that will be useful in his future career and tries to read as much specialized psychological literature as possible. Thus, according to students' evaluations, the textbook embodies almost all scientific knowledge, and they are more likely to trust it. From the teacher's point of view, the textbook is certainly not the whole subject, but it is the first step. But it is necessary as an initial source of compulsory and scientific knowledge and as a guide to "big science" for students who need to learn only through textbooks.

But the role of the textbook in the student's educational activity and its understanding in this way requires special pedagogical work. But it is necessary to pay more attention to independent research without being dependent on textbooks. What should a student do to overcome these challenges? Long before the preliminary exams, the teacher should ask the students questions that serve as a constant guide in independent study of literature and textbooks, and he himself prepares exam tickets based on these questions. By reading a psychology book, a student learns about a wide range of problems, including the questions he or she will have to answer in an exam. Therefore, the student should have guiding questions, and through this he determines for himself the need to find answers to the questions. Thus, the process of independent study of scientific literature is not a form of quality control by mastering a subject, preparing for an exam, repeating textbooks in one or two days during the session, memorizing and reviewing lecture notes, but a student's during the inter-sessional period, the effectiveness of the entire process of independent study remains to be checked. Thus, reading all the recommended possible literature, not only following the program, but also studying the auxiliary questions, the student gets independent knowledge.

So, let's briefly conclude what the student said about the method of managing independent learning.

1. The main requirement is to independently study scientific and educational literature, comparing the theoretical rules with real psychological phenomena observed in oneself and one's surroundings.

- 2 All educational work (coursework or test work, abstract, tests and preparation for exams) must be done simultaneously and with the study of the recommended literature, and only its successful completion can be a guarantee of mastering the content of the studied work. 3.

Independent study can be successful when it is interesting for the student to acquire new and useful knowledge.

Therefore, the teacher should always think about the formation and development of the student's interest in learning as a practical reason for the activity of psychology. Based on the above, independent learning is not a difficult task for a student, but it evokes the feeling of mental satisfaction that a person feels when he is engaged in creative work. There is no doubt that every change in the field of education will have a positive effect on the development of our society. Increasing the intellectual potential of the country is considered an important factor in the preparation of mature, competitive personnel who can meet the requirements of the state education standard. Striving to independently acquire knowledge in any field is the most distinctive feature of student activity in an educational institution, the basis of independent study and knowledge acquisition. Independent knowledge acquisition and control in the educational system is one of the main factors of independent education. In getting independent education, first of all, it is necessary to form in students the need for independent work, free, creative activity and, most importantly, independent thinking. The task of independent research and learning of knowledge according to the requirements of the state educational standard is one of the most pressing problems today. Therefore, the role of independent education in mastering the theoretical foundations of science at the level of practical skills is incomparable. Nowadays, when science is developing rapidly with pictures, it is a bit difficult to deliver all the information only during the lessons.

Therefore, the independent education type was introduced, which encourages pupils and students to search and work on themselves outside the classroom, helps them develop creativity, independent thinking and independent research skills. **TIME MANAGEMENT** for students Proper planning is necessary to organize student life. Consider future commitments and schedule enough time to complete the task. This allows to achieve the goal. There are five steps to planning Planning ahead. Requirements to do this Consider what to do The date you need to complete this The time it takes to complete tasks The student should always review the plan and add any additional information they learn. To manage time, you need to divide it into parts. You should follow some of these tips to plan your time weekly. A student can divide his study time into two parts during the week.

INSCRIPTION ON THE TOMBSTONE OF AN ENGLISH BISHOP: "When I was young and free, when my thinking knew no bounds, I dreamed of changing the world. When I got older and wiser, I realized that I couldn't change the world, and I decided to limit my desires and change my country. But this dream did not come true. When I got old, I made my last effort to change my family and people close to me, but unfortunately, I didn't have the strength to do it either. Now, when I was on my deathbed, fortunately, I realized that if I had changed myself first, I would have changed my family as well. With their help, inspired by them, I could improve my country and, who knows, maybe I could change the world in the end..." As it is clear from such cases, it is necessary to plan each time completely and precisely.

TECHNICAL ERRORS in the independent education of students are as follows: We set a task, but do not allocate time, We set the wrong time for completing the task, We cannot correctly calculate the time it takes to complete the task, Our workplace is not suitable for completing the task

EXTERNAL FACTORS: The volume of work is extremely large, Health is failing, The situation is changing day by day, The opposition to you is extremely strong.

PSYCHOLOGICAL FACTORS: Life goals are not clear, You always need to help others, You need to do the work with high quality, You are afraid of failure, You are not excited about delegating authority

"THIEVES" OF TIME: Not planning working hours; Not feeling time; Starting several jobs at the same time; Seeking to be useful to all; Inability to set priorities; "No!" not knowing how to say; A mess on the desktop; Absence of the habit of writing things down; Search for document, address, phone, records; Laziness and indecision; Telephone conversations; Computer games, watching TV; Communication in social networks; Lack of rest and lack of sleep; Lack of motivation; Incomplete or late information; Postpone important things.

12 RULES OF TIME MANAGEMENT 10 work plans 20% work - 80% result Separate important tasks Check availability Separate important tasks Check availability Carry a to-do list Consider the biorhythm Ask for help Do the quick thing fast Encourage yourself Don't make too many lists Do all the work Get the job done In conclusion, it is worth saying that time management is an important factor in the independent education of students. The higher the students' independent mastery, the higher their work productivity.

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