METHODS OF ORGANIZING INDEPENDENT WORK OF STUDENTS.

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ANNOTATION

The article describes the current state of development of National Higher Education with a focus on the European educational and scientific space, modernization and reform. In connection with this process, information is provided on the transformation of educational programs, forms and teaching methods, monitoring and planning and organization of independent work of students to improve the quality of Education.

Keywords: independent education, credit system, critical thinking, level, credit module, ECTS,

INTRODUCTION

The first experience of the implementation of the credit system of education in our country showed that one of the main tasks of the educational process in the credit system is the formation and strengthening of Independent education of students. [2].

Today it is important to prepare future specialists for continuing education and self-education, to formulate the need to independently master and replenish their knowledge, to think critically, to develop students self-abilities, to skillfully and quickly advance the flow of various: technical, scientific information. This can be achieved through the independent work of students. In order for students to strengthen the role of independent work, it is necessary to organize the educational process in higher educational institutions, to creatively apply knowledge, to look for ways to adapt their professional activities to modern professions.

RESEARCH METHODOLOGY

The independent work of students has been studied by many scholars. N. N. Omarova considers independent work in several ways: social, didactic, psychological and educational. He rightfully argues that the task of higher education is primarily to train students to independently complete and improve their knowledge. That is why, through independent work, the social problem facing the OSM is solved - to teach students to learn.

Ye. L. Belkin defines the pedagogical foundations of independent work of students [4], V. A. Belovolov and S. P. Belovolova considered the organization and content of independent work of students [5]. The concept of " independent work "is used by the authors in different meanings, depending on what content they put into the concept of" Independent": the student does the work himself without the direct participation of the teacher; the student thinks independently, directs himself to the educational material; the latter is called independent, while most researchers divide the curriculum into compulsory (classroom)classes and extracurricular activities. It has become traditional to identify the independent work of students as part of the educational process, which is planned and carried out by the student without the direct participation of the teacher. K. K. Gomoyunov calls an independent work plan for the work performed by students on the assignment and guidance of the teacher, but without his direct participation [7].

In higher education, Independent Education determines the solution of tasks:

- to strengthen and expand the knowledge and skills that students receive during activities beyond the audience and the high school, to transform them into stereotypes of mental and physical activity;
- acquisition of additional knowledge and skills in subjects in the curriculum;
- formation and development of knowledge and skills related to research activities;
- development of orientation and attitude towards improving the quality of the educational program;
- development of self-organization skills;
- independent thinking, ability formation

self-development, self-improvement and self-awareness;

- develop skills of effective independent professional theoretical, practical and educational research activities.Didactically independent work acts as one of the main methods of acquiring knowledge, skills and one of the organizational forms of learning.

Psychologically, the student's independent work is primarily a system of cognitive processes aimed at independent acquisition of knowledge, skills and qualifications. In addition, independent work is one of the main tools for realizing the cognitive and creative abilities of students.

The educational role of independent work is that it is an active means of educating the personal qualities of a future specialist [3].

RESEARCH RESULTS

In a credit-module system, the prestige of an ATM is a two-stage system and the process of organizing education, which is a model of assessment based on a set of Modular Technologies of teaching and a measure of credit. Carrying it in one whole is a lush and complex systemic process. In the principle of credit-module, importance is given to two main issues: ensuring the independent functioning of students; assessment of student knowledge on the basis of rating.

Credit technology includes two types of student independent work: the student's extracurricular independent work, which is planned by the teacher, but performed without his direct participation; the student's independent work in the classroom under the guidance of the teacher is also planned by the teacher. There is no doubt that the development of the student's independent activity is a prerequisite for his transition to self-education.

 All general didactic methods can be used when organizing Independent Education [10]:

-to form a reproductive-monological word;
- partial-research-independence, for the development of activities;
- method of presenting the problem-for the development of thinking;
- research-for the formation of creative activity.
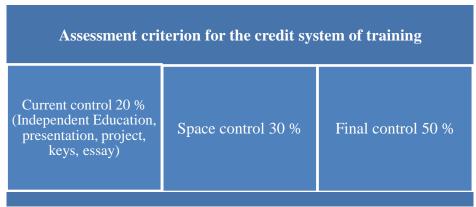
Master's position:

- select individual tasks for students to choose from;
- providing the necessary literature;
- to advise an individual student or group of students, that is, to combine individual and teamwork. Consultation can be given by one student to another under the supervision of a teacher.

Organizing student time planning;

- mastering rational ways and methods of working with educational materials;
- tracking data, working with directories, dictionaries, encyclopedias, network resources, etc.;
- fast reading technique;
- semantic processing of texts, highlighting the main thing (ideas, laws, principles);
- concentration and memorization;
- Yeshivat and speech culture;
- short rational writing of information (extract, thesis, plan, conclusion, conclusion, review, conclusion, etc.);
- extensive use of information and communication technologies, especially Office applications and the internet;
- preparation for lecture, seminar, laboratory and practical work and the conclusion of modules.

Also, in those who have the role of an educator in the process of organizing Independent Education:

- the real possibility of individualization of education and a differentiated approach;
- to be able to help students in their academic work, to be able to distribute the load evenly throughout the semester;
- personal satisfaction with the learning process;
- ensuring the integrity of the educational process;
- management;
- allowing feedback mechanism;
- ensuring continuity of professional education;
- promotion of high-quality training;

Taking into account the forms of conducting independent work of students under the guidance of a teacher, it should be noted that the peculiarities of this form of work are based on interactive methods of conducting classes. Interactive methods of conducting classes are aquarium, flash, group mosaic, group rallies, text instructions, methods for making constructions and group tournament. The choice of the task or method of the form of training should be determined by the targeted development of certain skills and abilities in students. Role-playing games, for example, allow students to create skills to choose the right behavior in a particular situation. [10]

Table 1 evaluation criteria

Assessment criterion for the credit system of training		
Current control 20 % (Independent Education, presentation, project, keys, essay)	Space control 30 %	Final control 50 %

The method of determining and assessing the level of knowledge and practical skills of a student in the subjects of Science under current control. Current control can be carried out in practical classes based on the nature of the science, in the form of an oral survey, testing, conversation, control work, collecviums, homework checks and the like (Table 1). In this case, when performing independent work in the current control, it consists in completing tasks with the aim of seeking knowledge in students, understanding, strengthening, generalizing and systematizing them, acquiring skills and qualifications for the development of mental and motor activity. The main methods of independent work of students are: work with textbooks and scientific and methodological literature; laboratory and practical work; solving technical and technological problems; observations, exercises.

In general, the structure of the student's independent work is as follows:

- getting a task, thinking about its content;
- awareness of the purpose of the future activity, mobilization of knowledge, skills and practical experience;
- planning future events;
- implementation of the plan through the completion of the task, self-observation;
- reflector analysis of performance results.

The effect of independent work can be only when independent work is organized and carried out in the pedagogical process as an integral system that conducts all stages of student education at the University. Research on the creation of such a system led teachers to formulate didactic requirements:

- the teacher must formulate the private and didactic goals of independent work and know how these goals can be achieved;
- it is necessary to include independent work in the educational process in a timely and consistent manner;
- it is recommended to adhere to the external parameters of the system: organizational, methodological and scientific support.

An important method of independent work of students is working with textbooks, textbooks, reference literature, as well as the use of Internet resources. [7] the skills of working with books and internet resources reflect the general culture of a person, the degree of development of the logic of thinking, the formation of his worldview, his erudition, orientation in the flow of information. An integrated approach to the study of program material in a higher educational institution in the conditions of a high rate, a large amount of information and a credit system of education creates the need for the student to act independently, efficiently and quickly. In the process of this work, the skills of reading the text, highlighting the main thing, analyzing, comparing, synthesizing and assessing the practical application of the considered issue are developed. The result of the study of information should be presented in a certain form. Written in the form of an abstract review, essay or thesis; oral in the form of a presentation, report or discussion. In the process of independent work, students also acquire skills for the specific organization of their activities, realizing that they are constantly engaged in self-education issues in the process of further work.

One of the urgent tasks of organizing independent work of students is solving organizational problems: determining the amount of Independent Education, monitoring the progress of

Independent Education, methodical provision of independent work of students. The increase in the share of Independent Education in the professional training of specialists raises the issue of providing textbooks, tutorials and methodological developments on the organization of e-learning publications.

A much more serious problem in organizing independent work-the formation of students self - learning abilities-is the development of sleeve rational ways of mastering knowledge, up to the development of creative independence. Students should be equipped with knowledge about productivity, mental activity, scientific creativity, various aspects of nutrition and recreation in the organization of educational and scientific work, and taught to use the time allotted for independent training wisely.

CONCLUSIONS

In the conditions of the credit system of education, it is followed to give each student organizational and methodological materials in full volume, including curriculum, lecture Notes. For this reason, classes with a teacher are divided into a conceptual character yega, before the lecture, lectures are shortened to discuss material on which the student worked independently, to prepare for scientific communication. Independent active and targeted learning by students of educational material, organized by the teacher on the basis of the formation and activation of methods and methods of self-control and self-control, is considered as the main leading form of student educational activity.

Thus, there is no doubt that the organization of independent work of the student will become a priority in the credit technology of teaching.

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