

## ORGANIZATION OF INDEPENDENT WORK STUDENTS

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### ABSTRACT

Independent activity helps the student to reveal himself as a person and demonstrate certain character qualities. In the correct choice of the type of independent activity, the teacher plays an important role as a leader. And this type of independent work helps to specify the goal and objectives of the solution.

**Key words:** personality, purpose, work, quality, methodology, type, organization

## ОРГАНИЗАЦИЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ

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### АННОТАЦИЯ

Самостоятельная деятельность помогает студенту раскрыться как личности и продемонстрировать определенные качества характера. В правильном выборе вида самостоятельной деятельности важную роль играет преподаватель как лидер. И этот вид самостоятельной работы помогает конкретизировать цель и задачи решения.

**Ключевые слова:** личность, цель, работа, качество, методология, тип, организация

### INTRODUCTION

Independent work is usually understood as any activity of an individual to achieve the goals set for him, carried out without the direct participation of managers.

This definition emphasizes the active side of the individual, which is aimed at achieving the goals set by another person - the leader. In addition, activities are carried out without the direct participation of the manager. An example of this is educational independent work, where the teacher sets goals for students related to the need to master educational material and offers them independently, i.e. without his participation, achieve these goals. Depending on the expected result, the teacher sets the time for independent work during classes or outside classes, gives them specific tasks, provides various types of instructions for their implementation, determines the completeness, depth and volume of mandatory tasks, carries out auxiliary activities (consultations, observation, interview, etc.) for indirect management of student activities. Thus, the teacher determines the means of activity for students in the process of independent work.

The effectiveness of students' independent work during the learning process largely depends on the conditions of its organization, the content and nature of knowledge, the logic of

presentation, the source of knowledge, the relationship between existing and expected knowledge in the content of this type of independent work, the quality of the results achieved by the student during this work, etc. .d.

The concept of “independent work” should be considered as a didactic phenomenon, acting in its dual capacity. On the one hand, this is an educational task, i.e. what the student must accomplish is the object of his activity. It is offered to the student by a teacher or a programmed manual. On the other hand, independent work is a form of manifestation of the corresponding activity of memory, thinking, creative imagination when a student performs an educational task, which ultimately leads the student either to obtaining completely new knowledge, previously unknown to him, or to deepening and expanding the scope of action knowledge already acquired. In both cases, independent work contributes to the development of the student’s mental strength.

Consequently, the external form of independent work as artificial pedagogical education is a task; internal content - a cognitive or intellectual task.

This position follows, first of all, from the fact that educational material can be included in the structure of students’ educational activity only in the form of a system of educational tasks, the choice of which is determined by the characteristics of the object of knowledge and the very structure of the student’s cognitive activity.

The task, subjectively accepted by the student and causing him, during independent work, to develop a state of imbalance between existing knowledge (experience) and the expected receipt of the necessary new product, turns into an internal stimulant, into a motive for mastering the ability to act independently. Consequently, in the process of structuring the content of independent work and especially in developing their types and types, it should act as a means of logical and psychological organization of educational material. And in this case, the task as the core of any independent work, on the one hand, acts as a trigger or the beginning of independent cognitive activity, and on the other hand, determines a certain structure of the student’s educational activity in accordance with the didactic goals of the lesson. The task in any type of independent work involves the need to find and apply new knowledge in already known ways, or to identify, define, and find new ways and methods of acquiring knowledge.

Therefore, independent work is a learning tool that: in each specific situation, learning corresponds to a specific didactic goal and task; forms in the student at each stage his movement from ignorance to knowledge; forms a progression from lower to higher levels of thinking activities, forms the necessary level of knowledge, skills and abilities for solving cognitive problems of a certain class; develops in the student a psychological attitude towards systematically independently replenishing his knowledge and developing the skills to navigate the flow of scientific and political information when solving new cognitive problems; is the most important condition for self-organization and self-discipline student; is the most important tool for pedagogical guidance and management of the student’s independent cognitive activity in the learning process.

In the methodology, independent work of students is understood as various types of individual and collective activities of students, carried out by them in classroom and extracurricular activities or at home on assignments without the direct participation of the teacher.

Thus, in the education system at a pedagogical university, two types of independent work of students can be distinguished:

1. Independent work of students during classroom lessons, the specificity of which is that it is directly included in the work with the teacher, carried out in his presence, but without his participation. The formation of skills and abilities for independent work is carried out in the classroom during frontal, group, pair and individual work modes, as well as when working in large and small groups. SR can also be carried out in language laboratories.

2. Independent work of students at home is, on the one hand, a continuation of classroom work, and on the other hand, it can prepare students for these types of work and can be both short-term and long-term (familiarization with language material from a textbook, written exercises, reading, etc. d.) It can be effective to provide students with the opportunity to independently choose homework; it is offered in two options, and students have the right to complete one of them or both. When giving a task, the teacher not only determines its content and volume, but also shows ways of independent work that lead to the most solid and meaningful learning of the material. To this end, he conducts practical classes on completing homework. Therefore, it is necessary to pay attention not only to monitoring the result of educational activities, but also to the process of homework itself in order to improve its quality.

The methodology and organization of all educational work should aim future specialists at effective self-learning. One of the main tasks that a teacher faces in organizing students' mandatory independent work is the correct and motivated determination of its specific content and volume, which is directly related to determining the students' time budget. Unfortunately, this aspect is not always taken into account: students receive too voluminous tasks that cannot be completed in a short time without compromising other subjects. Therefore, a teacher organizing independent work should pay special attention to the following "components of success":

1. Correct, motivated formulation of the topic of an independent assignment that is significant for mastering a particular section of the course. On the one hand, it must correspond to the real capabilities of students, and on the other hand, it must "get ahead" of their capabilities, so that, under the guidance of a teacher, everyone can promptly increase the level of their readiness for independent acquisition of knowledge.
2. A strictly thought-out scope of the proposed work, taking into account the time budget.
3. Schedule for completing independent work.
4. It is also necessary to keep in mind the methodological support of the task.

The rational organization of independent work is also facilitated by the skillful use of textbooks and teaching aids in students' independent work. The student's textbook is a guide for independent work, but not the only source of knowledge. The teacher only teaches students how to work independently with the textbook, but in no case uses it as the main source of material for classes.

To develop students' independence skills, the teacher's skillful guidance of their independent work is also of no small importance. It consists in selecting the necessary tasks for independent work depending on the level of knowledge and level of independence, in the most rational organization of control and mutual control between students, in timely support and approval of even the smallest efforts aimed at independently acquiring knowledge. The skillful guidance



of the teacher also involves the correction of students' independent work, the correct assessment of this work, and the development of each student's ability to work independently and the need for it.

The most effective means for developing such a need and such an ability, according to L.S. Kolesnik, is to comply with the following conditions for organizing students' independent work:

1. Strengthening proactive, voluntary and creative principles in independent work;
2. individualization of methods of implementation, content and forms of independent work;
3. creating situations that stimulate students to perform work of increased difficulty;
4. involving students in active participation in various kinds of educational activities that require additional independent work on the subject.

When we talk about independent work, we should always specify what kind of independent work we are talking about, what stage of the organization we are discussing, because Each stage has its own goals, methods of organization and forms of control. The success of students' independent work depends primarily on the teacher, on his ability to properly organize students' independent work.

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