Ways to Teach Students to Independent, Creative Thinking

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Abstract: Independent learning is a critical learning strategy in higher education. Independent education - when successfully completed, students' independence is nurtured. This article describes the problem of increasing the self – activity of the assimilation of knowledge independent thinking by organizing self – education in higher educational institutions.

Key words: Independent Learning, Learning Teaching and Assessment Enhancement, Learning Technologies, Summative and Formative Assessment, free thinking, activities, self – study, to exchange opinions, Training, free thinking, discussing, education activates, self – thinking.

Introduction

Usually, independent learning is brought to the attention of students in the form of a problem that can be solved immediately. In the process of offering students independent learning in the form of problems, in the process of finding or expressing conditions in specific problem situations, the activities organized by the subjects seem to be performed by the teacher instead of the students.

In independent study, the conditions are not known in advance. If in the process of independent educational work provided by the teacher, the student can not find a solution, then in the face of a specific situation, he can not turn this independent work into a situation that allows him to seek a solution.

Independent learning requires strict adherence to certain didactic tasks. A number of skills that students needed to acquire in order to engage successfully in independent learning (Bill Meyer, Naomi Haywood, Darshan Sachdev and Sally Faraday, 2008): Cognitive skills: such as being able to construct informal rules for solving problems; classify objects according to given criteria; form hypotheses; and reason logically. An early years study cited in the review concluded that by the age of seven, with the right assistance, students are generally able to hold an internal dialogue using 'thinking language'.

Metacognitive skills: the review found evidence that Year 6 students were able to describe how they learn, and to identify key activities essential for learning such as listening, remembering, applying previously learnt knowledge and using formal strategies. One group of students specifically referred to the 'look, cover, write, check' strategy. Other studies highlighted the importance of students being able to reflect on what they had done, monitor their progress and use self-assessment in order to take responsibility for their own learning.

Affective skills: these skills are related to managing feelings. Studies in the review identified motivation as the most important affective attribute in relation to independent learning. One study suggested that another important affective skill, which is related to

motivation, is 'delay of gratification'. This refers to the ability to wait for achievement outcomes.

Independent learning is an important learning strategy used not only in higher education, but also for the continuous development of writing skills for school entrants at the age of five (Girling-Butcher et al., 1991). The term 'independent learning' can be defined as "working with increasingly less structured teaching materials and with less reliance on traditional kinds of tutor's supports" (Moore, 1984). To this end, the main task of teachers is to provide students with independent education and independent work, in turn, to be able to apply the knowledge and skills acquired in the classroom, to strengthen their skills, to master them consciously. divided into groups according to the specific characteristics of the bird, and the outcome of teaching them independently should be taken into account separately. [1]

Identifying problem signs in independent learning allows you to separate important information from secondary information and look for factors and additions.

Subjective of the educational process to strengthen the knowledge of students studying in secondary schools, self-education, independent work, development of knowledge, the formation of understanding, skills, abilities is to organize regular independent education in accordance with the purpose [2].

When the conditions of independent study are set in advance by the developer, the student is not required to demonstrate the ability to change.

In independent learning, you have to complete tasks that do not have more conditions. On the basis of independent learning, the subject becomes acquainted with the laws of changing conditions, uses existing skills and abilities to analyze a specific problem and perform independent work [3].

Forming concepts using independent learning allows subjects to independently identify problem signs, separate important information from secondary information, and search for additions.

Independent learning, which allows for independent work, involves the creation of favorable conditions for students with low levels and dissatisfaction with the development of concepts, motives and values.

Independent education is the organization of regular independent activity in accordance with the subjective purpose of the educational process on the formation of self-education, independent learning, the development of imagination and the formation of cognitive skills.

One of the first principles of the independent learning factor is the intellectual mastery of scientific ways and advanced pedagogical practices. Scientific knowledge is a true reflection of reality.

Only knowledge that reflects the laws of the world around us, the intrinsic properties of objects and events, and their interrelationships is scientific.

The scientific principle of independent education is necessary in order to create the right conditions for the teacher to reflect, understand, master the laws of the teaching material.

Understanding of theoretical rules is an important feature of interpreting material on a scientific basis, which determines the characteristics of the student's thinking activity. Scientific knowledge can reflect the realities inherent in science to varying degrees. Scientific interpretation one of the tasks of the rules of science in each group at all stages of independent learning is to know the structure of theoretical

data, in terms of how deeply it reflects the world around them. [4]

In the process of acquiring scientific knowledge, students acquire a scientific outlook and beliefs. Thinking develops.

The principle of the scientific nature of independent education is aimed at equipping students with future scientific knowledge in accordance with the current level of education in order to acquaint young people with the methods of scientific research.

Therefore, in the education system, the role of the teacher is great in the free, creative, independent thinking of students in the educational process and independent work. It is expedient to use independent work in the structure of education and two principles in its organization - the principle of systematic and consistent work of independent work.

The historical experience of the institute in each period of social development shows that the task of education cannot be accomplished without a certain system.

The system of explaining the learning material depends on the ideas that are clearly stated in the learning material, which of these ideas the teacher wants to explain, how old the students are to allow them to acquire knowledge, whether the student knows well or not and the nature of students' thinking activities at this level depends on how the process of learning in the classroom is usually explained.

Independent work is about being systematic, consistent. A characteristic feature of consistency is that it is aimed at deepening, expanding and strengthening new knowledge, skills and abilities on the basis of previously acquired knowledge and skills of students [5].

Independent work is also important in showing that each academic discipline is inextricably linked to each other through the principle of structure and consistency.

The principle of independence of independent education is to strengthen the stated teaching materials and serve to supplement the previously taught materials, to ensure that students work independently and continuously and systematically, to ensure that the knowledge and skills acquired by students. The acquired skills also include taking into account their skills.

The three principles of organizing independent work are to link it with the practical activities of independent work.

The most basic and guiding rule is to link independent work with life and production practices. As students' independent, creative activities are served and linked to life, it helps them not only to master the content, but also to apply their knowledge in practice.

In the organization of independent work, it is effective if the tasks between the members of the group are clearly approved, and cooperation is established. The following elements should be taken into account in the organization of independent work of students.

1. Preparing students to work in groups, clearly adding learning tasks, giving an idea of group work, setting rules.

2. Develop and discuss a plan for completing the assignments. Identify solutions and share responsibilities.

3. Be able to organize work on the completion of educational tasks.

4. Monitor the work process and the workplaces of the members in the organization of group work and provide assistance if necessary.

5. Provide information on the results of the tasks in groups, group discussions, additions and corrections to the work process. The teacher

draws conclusions and summarizes the results of the work.

6. Establish peer review and monitoring of group assignments.

7. Analytical assessment of the results of each group's work, group work.

The success of group work depends on the teacher's ability to organize learning activities.

That is, the ability of the teacher to organize the individual activities of each student in the group, the ability of each student to receive the support of the teacher, the success of the work depends on the ability to show the end result. There are a number of shortcomings in the organization of group work. One of the challenges is to be able to form groups with the right goals and organize work in them.

When working in groups, students find it difficult to solve some difficult tasks independently. Therefore, in the organization of work in groups, it is necessary to organize individual work at the same time as the organization of general work. In these cases, good results can often be achieved. In general, depending on the level of difficulty of the assignments in the subjects, a creative environment is created in the group. When working in groups, the work of groups gives the expected results, if there is an atmosphere of mutual cooperation and mutual assistance between the student and the student. Independent work is given to develop work skills in interactive methods. In independent work, students think creatively, develop skills and competencies to use in their learning activities. The work gives the expected results. Independent work is given to develop work skills in interactive methods. In independent work, students think creatively, develop skills and competencies to use in their learning activities.

In the organization of the educational process, the teacher must first pay attention to the content of education, scientific, modern, compliance with the SES (state education standard).

Training is one of the main forms of additional education, the peculiarity of which is that students learn to use time efficiently, independently, to work, to make decisions.

There are so many types it's hard to say. For example, group discussions, game-based methods, situation modulation, human sensory development techniques, mediation techniques, and more.

Group - discussion - this method requires theoretical and practical, creative participants in the joint discussion of problematic issues. Such methods are designed to look at the solution of the problem from different angles, each participant has a different opinion on the solution of the problem, and on this basis a solution is reached. The facilitator leads the discussion by asking a variety of questions and leading them to a solution. If team members ask a question, they can find a solution on their own without a leader.

The training can begin with a discussion of the rules of organization, and end with a discussion of questions such as what is a group, the formation of a group, and the criteria by which it is formed. Effective training leads to the acquisition of new skills, the development of creative, independent activities.

The trainings have their own peculiarities of organizing independent work in groups.

- In this form, students are divided into groups, and each group is given specific, individual tasks.

- Each group works on separate (ie the same or differentiated) tasks.

- The task is based on interaction or is organized under the guidance of a leader.

- In groups, the task is carried out in such a way that at the end of the session, the contribution of each participant or group member is taken into account.

The composition of the group may not be permanent, they create an environment in which a member of the group can contribute to the maximum.

Groups can be formed in different sizes. Usually groups consist of 4-6 members.

It may change depending on the content and nature of the assignment.

The group should be formed in such a way that the presence of students in each group with the skills of independent work gives the expected results.

Some students felt the need for individual help in organizing group work. In such cases, it is advisable for the teacher to help students who are not well prepared.

Group learning - educational activities, laboratory work, practical training, practice in the natural sciences, speech practice in the natural sciences, speech development (dialogue), mastering texts, studying historical materials and pedagogy very helpful in their lessons. In these cases, group communication and independent work give good results.

Practical classes are organized on the basis of scientificity, conformity to the nature of the student, consistency, structure, comprehensibility, robustness, comprehension and activity, the relevance of the exhibition to practice, the ability to apply in practice and develop independent thinking and achieve the following .

- When using active methods, he uses all his strength and skills to organize practical training, tries to explain well with the help of visual aids, didactic handouts. The teacher discusses the topic with the students. Solves exercises by giving creative work. Performs development through independent work, repetition. They will be able to master the content of education. The organization of practical classes on the basis of new technologies creates a favorable environment for students to master the learning process, allows students to exchange ideas. Conditions will be created for mutual receipt and transmission of information. They discuss and resolve issues that need to be resolved. They find a solution together to get out of the situation. They demonstrate their knowledge to each other based on the information they receive. Inspired by each other, they are satisfied and do not know that time has passed. Each participant feels the content of education as an author. Achieve full mastery of the content of education.

The practical training is focused on everyone by the teacher, that is, there is a bit of abstraction.

Curiosity motivates everyone, regardless of their abilities, to search, think and work towards the same goal.

Due to the fact that students have the same level of development and preparation, the acquisition of knowledge and skills does not guarantee the same results.

Therefore, in practice, questions and answers, laboratory work, exercises should be as focused on the student as possible.

Conclusion

In conclusion, it should be noted that practical training should be organized on the basis of interaction, interaction, debate, debate, thinking, joint solution of an activity or problem.

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