

Organization of Independent Work of Higher Education Students

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Abstract: The article describes the process of organization of independent work of higher education students. Independent work is not an end in itself. It is a means of fighting for deep and solid knowledge of students, a means of forming their activity and independence as personality traits, and developing their mental abilities. The organization of independent work, its management is a responsible and complex work of every teacher. The upbringing of activity and independence must be considered as an integral part of the developing students' abilities. This task appears before every teacher among the tasks of basic importance.

Keywords: activity, mental abilities, independent work, logical thinking, cognitive activity.

INTRODUCTION

The fundamental requirement of society for a modern school is the formation of a personality who would be able to independently creatively solve scientific, industrial, social problems, think critically, develop and defend his point of view, his convictions, systematically and continuously replenish and update his knowledge through self-education, improve skills, creatively apply them to reality.

One of the most accessible and proven ways to increase the effectiveness of knowledge, to activate students in the classroom is the appropriate organization of independent study work. It occupies an exceptional place in the modern lesson, because the student acquires knowledge only in the process of personal independent learning activities.

Leading educators have always believed that in the classroom children should work as independently as possible, and the teacher should direct this independent work and provide material for it. Experts in this field emphasized that it is important for students to be given a method, a guiding thread for organizing the acquisition of knowledge, which means equipping them with the skills and abilities of the scientific organization of mental labor, i.e. the ability to set a goal, choose the means to achieve it, plan work in time. For the formation of a holistic and harmonious personality, it is necessary to systematically include it in independent activity, which in the process of a special type of educational tasks - independent work - acquires the character of problem-search activity.

DISCUSSIONS

There are many different directions in the study of the nature of activity and independence of students in learning. The first direction originates in antiquity. Its representatives can be considered even the ancient Greek scientists (Socrates, Plato, Aristotle), who deeply and comprehensively substantiated the importance of the child's voluntary, active and independent mastery of knowledge. Such activity gives the child joy and satisfaction and thereby eliminates passivity on his part in acquiring new knowledge. They receive their further development in the statements of Francois Rabelais, Michel Montaigne, Thomas More, who, in the era of the dark Middle Ages, at the height of prosperity in the practice of the school of scholasticism, dogmatism and cramming, demand to teach the child independence, to educate in him a thoughtful, critically thinking person.

So I.T. Ogorodnikov, justifying the need for independent work, recommended the following types of combination of teacher activity and student activity:

- the teacher himself does not present the material, but only organizes the independent work of students to study it;
- the study of new material begins with students' messages;
- the teacher stops only on the main questions, and the students study the secondary material on their own;
- the teacher gives only an introduction to the topic, and students under his guidance independently study all the material.

He rightly pointed out that the main, main role of the teacher is to encourage students to independent logical thinking, teach them to analyze, determine the cognitive tasks and problems of the lesson, apply the knowledge gained and acquired learning skills, including practical ones.

Naturally, the recommendations of the Honored Scientist, Professor I.T. Ogorodnikov have not lost their relevance at the present time.

G.M. Murtazin defines the independent work of students in the classroom and believes that such an active cognitive activity of all students in the class, which is carried out without the direct participation of the teacher, but on his instructions and at the time specially allotted for this, while the results of independent and mental, and motor actions of schoolchildren are expressed in externally controlled forms.

He distinguishes five signs of independent work:

- performance on the instructions of the teacher;
- at a designated time;
- all students work
- work is performed without the direct participation of the teacher;
- cognitive activity includes both mental and motor actions.

As follows from the above, G.M. Murtazin quite fully characterizes the independent work of students, but does not indicate its definite significance in the development of the independence of schoolchildren, and this is essential when organizing any kind of independent activity of students.

T.I. Shamova, considering independent work as a form of organizing the cognitive activity of students, also names five features:

- the presence of a goal;
- specific task;
- a clear form of expression of the result of the work;
- determination of the form for checking the result;
- required to be completed by each student.

It should be noted that this does not say about the guidance of the teacher, about the importance of independent work in the development of independence, therefore, the listed signs cannot be considered complete.

An interesting study on this issue was conducted by a representative of the Estonian scientific school I.E. Unt. She calls independent work such a way of learning activity, “when the student is given learning tasks and guidance for their implementation; work is carried out under the guidance of a teacher, but without his participation, and its implementation requires mental effort from schoolchildren” [4. 112]. I.E. Unt considers the content and structure of the studied material to be signs of independent work. Indeed, the content of the material affects the methods of educational work, so they must correspond to the material being studied.

M.A. Danilov considers the resolution of cognitive tasks and problem situations by students as the main criterion for independent work. The task, he believes, "encourages students to work independently, serves as the starting point of their thought process" [4.17]. Students find new ways to solve them based on acquiring new and deepening old knowledge. The course of solving a cognitive task is determined by its content, the methods of mental activity of the student and the system of knowledge he has, Yu.A. Samarina [3]. Success depends on the organization of independent activity, which includes the correct distribution of time for its individual stages, a clear formulation of the task for students.

B.P. Esipov defined independent work as "such work that is performed without the direct participation of the teacher, but on his instructions at a specially provided time; at the same time, students consciously strive for the goal set by the task, using their efforts and expressing the result of mental and physical actions" [2.34]. According to the scientist, an independent work is characterized by such features as:

- availability of the teacher's task
- time to complete
- the presence of the result in the form of oral, written work
- the need for mental stress

Both understandings of independent work are legitimate. However, the second reflects the essence of this phenomenon more deeply.

As for the classification of the types of independent work of students, there is no consensus on this issue among scientists. The very concept of independent work has a large capacity and is determined by several features that give rise to a variety of approaches to the basis of classification.

Especially "popular" among scientists and methodologists was the classification of types of independent work based on sources of knowledge. This is work with an educational book, a newspaper with additional literature, an illustration, a map, an atlas, a herbarium, a collection of minerals, a compass, etc. In the most complete form, such a classification was developed by V.P. Strezikozin (1968). He distinguishes the following types of independent educational work of schoolchildren:

- 1) work with an educational book (varieties - drawing up a plan of individual chapters, answering questions from a teacher, analyzing the ideological content or artistic features of a work on teacher questions, characterizing characters, working on documents and other primary sources, etc.);
- 2) work with reference literature (statistical collections, reference books on individual branches of knowledge and the national economy, dictionaries, encyclopedias, etc.);
- 3) solving and compiling tasks;
- 4) training exercises;
- 5) essays and descriptions (based on key words, pictures, personal impressions, etc.);
- 6) observations and laboratory work (work with herbarium material, collections of minerals, observation of natural phenomena and their explanation, familiarization with mechanisms and machines from models and in nature, etc.);
- 7) work related to the use of handouts (sets of pictures, figures, cubes, etc.);
- 8) graphic works.

It should be borne in mind that the classification of types of independent work according to sources of knowledge is auxiliary, since there cannot be tasks simply to work with a book, table, map, and the like. There is always a meaningful goal. But such a classification has a very important pedagogical significance, primarily because students master the content of educational

material and master skills simultaneously. This means that the teacher will build a system of tasks for independent work of students in each specific case both in terms of content and sources of knowledge.

The most important selection criterion should be the specificity of the educational material, its complexity.

Tasks for independent work with sources of knowledge when obtaining new information and mastering the methods of educational work, like all other educational tasks, can be different.

Simple Questions

Logically related

Various tests (alternative, choice of answer, etc.).

instructions or plans.

Brief requirements (draw up a diagram, prove, explain, substantiate, extract from a textbook, etc.).

The tasks are quantitative, qualitative, cognitive (search for new knowledge, search for new ways of obtaining knowledge), training (reinforcing knowledge, consolidating ways of obtaining knowledge).

The above classification of the types of independent work reflects its external side or, speaking from the point of view of the teacher's activity, the managerial side of this concept. Such a classification has a certain value, since it shows the variety of ways to include independent work in the learning activities of students. However, this approach to classification is one-sided. He does not reveal the inner content of the work, leaving in the shade the level of mental activity of schoolchildren. Many leading didacticians understood this and tried to somehow combine both sides of the content of independent work. The most characteristic in this regard is the classification developed by B.P. Esipov (1961). Didactic purpose was chosen as its initial principle. Therefore, the types of independent work are distinguished according to the main links of the educational process. At the same time, characterizing the types of independent work he singled out, B.P. Esipov tried to show the extent of difficulty and problemat�icity in each of these types and the internal dynamics of the mental activity of students [3].

Many researchers, in search of opportunities to better reflect the inner side of the content of independent work, began to focus on the consistent growth of productive and creative principles both in independent activity and in tasks that design this activity and reflect changes in the level of thinking of students.

Perhaps the first attempt to classify independent work on this basis belongs to M.I. Moreau (1963), which identifies the following types of independent work;

- a) based mainly on imitation, on the reproduction by schoolchildren of the actions of the teacher and his reasoning;
- b) requiring students to independently apply the knowledge, skills and abilities previously acquired under the guidance of a teacher in conditions similar to those in which they were formed;
- c) the same, but under conditions that differ to a greater or lesser extent from those that took place during the formation of knowledge, skills and abilities used by schoolchildren in the course of completing the task;
- d) creative work that requires students to show independence in posing a question and finding a way to solve it, independently conducting the necessary observations, independently obtaining a conclusion [7].

CONCLUSION

Thus, this approach with the results of psychological research, according to which two types of thinking are distinguished - reproductive and productive. It should, of course, be borne in mind that in the real process of cognition they do not appear in their "pure form"; both of these types act in a dialectical unity and, depending on the level of problematics of the situation, either reproductive or productive thinking comes to the fore. In other words, the scale of problems is continuous and therefore the boundaries between the selected classification units are unclear and conditional.

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