The role of independent work of students in modern stage of development of education in Uzbekistan

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Abstract: The modern educational process assumes that most of the student's time is occupied by self-study. This understanding of the purpose of education required the search for ways, forms and means of individualizing the content of education and the educational process, adequate to the socio-cultural development of society, its national and regional traditions, and professional training experience.

Keywords: learning methods, European Credit Transfer, independent work, types of educational work.

Introduction. Today, when cardinal changes are taking place in all spheres of the country's life, reforms in higher education are of great importance. Among the most relevant is the transition of education to a credit-modular system. European system of higher education (European Credit Transfer and Accumulation System - ECTS), provides for an increase in the share of self-learning in the educational process [3].

The formation of a personality capable of professional self-realization in rapidly changing socio-economic conditions is becoming a priority in education. The purpose of education, as stated, is the versatile and timely development of the young generation, its creative abilities, the formation of skills for self-education and self-realization of the individual. The modern educational process assumes that most of the student's time is occupied by self-study. This understanding of the purpose of education required the search for ways, forms and means of individualizing the content of education and the educational process, adequate to the socio-cultural development of society, its national and regional traditions, and professional training experience.

Today, special requirements are imposed on graduates of medical universities. In the process of learning, the student should develop not only professional skills, but also be ready to solve problematic issues and professional tasks.

Independent work assumes that the student performs various tasks, including program material that was not covered during the classroom. This type of activity contributes to the development and activation of the creative activity of students and can be considered as the main reserve for improving

the quality of training.

The relevance of the problem of students mastering the methods of independent cognitive activity is due to the fact that during the period of study at the university the foundations of professionalism are laid, the skills of independent professional activity are formed [9].

In this regard, it is especially important that students, mastering knowledge and ways of searching for information, realize that independent work is designed to complete the tasks of all other types of educational work, because no knowledge that has not become the object of their own activity can be considered the true property of the individual. In addition, the introduction of a credit-modular system is an important factor in the cooperation between a teacher and a student. So, the teacher organizes, directs, advises, checks the process of assimilation of the material by the listener. However, the greatest emphasis is placed on independent learning of students, which means that its importance in the educational process is increasing. This will lead to an increase in the creative initiative and activity of professionals [3].

One of the tasks of independent work is the formation of students' professional competencies and a sense of responsibility, the development of independent and non-standard thinking. Independent work is designed to teach students to independently apply the accumulated knowledge and experience, manage the process of self-education, and organize their own activities. In addition, independent work of students forms the skills of working in a scientific and information environment and intellectual competencies [13].

A.P. Parakhonsky emphasizes that independent work has not only educational, but also educational value. He notes that "the positive results of independent work, education and self-education of students in the process of studying at a university determine the possibility of their personal and professional adaptation, indicators of health and quality of life, emotional well-being; contribute to the formation of a specialist capable of self-improvement"[10]. A.P. Parakhonsky singles out the basic principles of organizing independent work of students of medical universities on the basis of the disciplines of the first block, but his conclusions are fully applicable to general education disciplines. As we said in previous works, the development of professional and spiritual qualities of future doctors requires an understanding of the continuous process of pedagogical influences aimed at forming students' conscious attitude to the necessary spiritual and ethical standards and the totality of professional qualities in the process of solving professional problems *[1]*.

Main part. The main task of organizing students' independent work is to create psychological and didactic conditions for the development of intellectual initiative and thinking in the classroom of any form.

The main principle of organizing independent work should be the transfer of all students to

individual work with the transition from the formal performance of certain tasks to cognitive activity.

The purpose of independent work is to teach the student to work meaningfully and independently, first with educational material, then with scientific information, to lay the foundations for self-organization and self-education.

Independent work of students contributes to the fact that the student not only mastered the competencies in this discipline, but also formed the skills of independent work in all types of activities: educational, scientific, professional; formed the ability to take responsibility, independently solve a problem, find constructive solutions and a way out of a crisis situation, etc.

Regardless of the specialization and nature of the work, any novice specialist must have fundamental knowledge, professional skills and skills in their field, experience in creative and research activities to solve new problems, and experience in social evaluation activities. The last two components of education are formed precisely in the process of independent work of students [2].

The authors came to the conclusion that when studying each discipline, the organization of independent work should represent the unity of three interrelated forms:

- extracurricular independent work;

- classroom independent work, which is carried out under the direct supervision of the teacher;

- creative, including research work.

In order to develop a positive attitude of students towards independent work, it is necessary at each stage to explain the goals of the work, to control the understanding of these goals by students, gradually forming their ability to independently set a task and choose a goal [5].

The activity of students in ordinary practical classes can be enhanced by the introduction of a new form of independent work, the essence of which is that for each task the student receives his own individual task, while the condition of the task is the same for all students, and the initial data are different. As a result, the studied material is assimilated more deeply, students' attitude to lectures changes, because without understanding the theory of the subject, without a good summary, it is difficult to count on success in solving the problem. This improves the attendance of both practical and lecture classes.

Another form of independent work in practical classes may be to independently study the circuit diagrams, layouts, programs that the teacher distributes to students along with control questions that the student must answer during the lesson. The implementation of the workshop, like other types of learning activities, contains many opportunities for using active learning methods and organizing independent work based on an individual approach.

A.P. Parakhonsky is right that students' independent work cannot be spontaneous. Any work should include a deep independent study of theoretical material, the study of methods for conducting

and planning an experiment, the development of measuring instruments, processing and interpretation of experimental data.

Today, the main thing in this matter is that some of the work may not be mandatory, but be carried out as part of independent work on the course. It is advisable to include sections with additional elements of scientific research in a number of works, which will require in-depth independent study of theoretical material. For example, you can develop tasks for independent work, differentiated according to the level of difficulty. Where the student will independently choose the task and will consciously move to the intended level of assessment.

Independent work involves an orientation towards active methods of mastering knowledge, the development of students' creative abilities, the transition to individualized learning, taking into account needs and opportunities.

Strengthening the role of independent work of students means a fundamental revision of the organization of the educational process at the university [12]. T.F. Noel-Tsigulskaya quite rightly notes that in the modern educational process it is necessary to use "non-standard pedagogical tasks and move away from the methods of an accurate, unambiguous answer to a teacher's survey. Methods are needed that also involve a detailed discussion of the student on the topic of the question, where it is not the answer itself that is important, but the search for an answer, immersion in the world of joint group, interactive reasoning and the search for relative truth in the absence of primary information, the so-called knowledge"[7]. In this regard, the most interesting is the technology for the development of critical thinking with a set of methodological techniques and strategies. Increasingly, the technology of critical thinking is called the main competence of a 21st century professional. For the most accurate understanding of the meaning of critical thinking, it is necessary to highlight its characteristics. In our opinion, this was most accurately done by the American researcher Professor D. Kluster, who singled out the following characteristics of critical thinking: 1) critical thinking is independent thinking; 2) information is the starting point, and by no means the final point of critical thinking; 3) critical thinking begins with asking questions and clarifying the problems that need to be solved; 4) critical thinking strives for convincing argumentation; 5) critical thinking is social thinking[8].

Critical thinking is a way of thinking in which a person combines, analyzes and evaluates information. The insufficiency of simple formal education to achieve an ever-increasing fund of knowledge has led to the need for people to obtain information on their own, to cope with problems on their own[11].

In the global world of the 21st century, life skills such as critical thinking, creative thinking, innovation, problem solving, collaboration, communication, collaborative decision making,

knowledge sharing, urgency, information and communication technology literacy, productivity and adaptability are needs today take the place of previously expected knowledge and skills [6]. Critical thinking is considered a tool to enable people to take responsibility for learning, thinking and other aspects of their lives and to implement them [8].

One of the components of the technology for the development of critical thinking is methodological techniques - a concrete manifestation of a certain method of training or education. In this case, these are inserts, "brainstorming", "thick questions", group discussion, clusters, cinquain, essays, etc. At the present stage of development, it is necessary to note the contribution of the web environment to the motivation of students. A wide information network allows students to use critical thinking skills such as analysis, synthesis and evaluation [14].

Examples of such methods include modern methods such as "online discussion" which is a collaborative learning environment in which people share their ideas with each other or with other groups (MacKnight, 2000). Web 2.0 technology, which includes technologies such as blogs, wikis, podcasts, and social media, provides a more interactive and collaborative environment. Researchers believe that wikis help project-based learning, group research, brainstorming, group portfolio presentation (Cole, 2009; Gokcearslan & Ozcan, 2011; Yukawa, 2006); blogs provide an opportunity to comment and seek different opinions (Ocak, Gökçearslan, & Solmaz, 2014); podcasts increase student participation (Armstrong, Tucker & Massad, 2009). The use of Web 2.0 technologies provides opportunities for information sharing and collaboration for students and their learning activities (Ajjan & Hartshorne, 2008). Students can ask questions and explain their concerns about their courses (Solomon & Schrum, 2011). The next method of developing critical thinking and independent cognitive activity is the "simulation" method. Simulation is one of the popular modern teaching methods using technology. These are programs that transfer real life situations to a virtual platform, provide observation, testing and reproduction of situations, events and facts in a short period of time. In simulations, the user encounters situations similar to those that occur in real life within a certain scenario. He/she analyzes them and then makes decisions. The platform changes according to user decisions and new situations arise requiring new decisions (Lockard & Abrams, 2003).

Conclusion. Having considered the role of independent work of students in the educational process, in order to fulfill the requirements of the educational standard of the temporary volume and the corresponding organization of independent work, we identify a number of requirements, the fulfillment of which will raise the level of organization of independent work of students at the faculties, as well as the level and quality of the educational process as a whole:

- at the present stage of development of higher education, independent work of students is becoming increasingly important; therefore, it is necessary to form a sufficient degree of preparedness

of students for independent work, a certain level of students' self-discipline;

- educational standards of the new generation require the allocation of time for independent work of students, comparable to the volume of all other forms of work. It is necessary to develop standards for determining the volume of extracurricular independent work for the teacher and for the student, to carry out scheduling of the progress and control of the implementation of independent work;

- topics, amount of time, forms and methods of independent work, as well as reporting forms on it should be indicated in the programs of all disciplines, approved at meetings of departments and methodological commissions. It is desirable to publish teaching aids that regulate in detail the independent work of students in all courses. Provision of special educational and methodical literature, and along with lecture notes, collections of problems and other traditional materials, their electronic versions are needed, especially since many students today are familiar with computer culture;

- for the organization and control of the student's independent work, contact hours should be allocated in addition to the main classroom load of the teacher, new generations of simulators, automated teaching and control systems are needed that would allow the student to independently acquire knowledge, skills and abilities at a convenient time and at his usual pace ;

- high availability of computer equipment and technology available to teachers and students;

- strengthening the consulting and methodological role of the teacher;

- the possibility of free communication between students, between students and the teacher;

- the restructuring of traditional forms of training, freeing them from the old teaching methods.

It follows that the main meaning and result of independent work of students is the development of intellectual and logical abilities and the ability to express their thoughts, draw up the results of educational and research work [4], as well as stimulating the active use of knowledge gained earlier in the study of disciplines, developing the ability to apply them. when studying the conditions of the tasks being solved.

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