

## THE ROLE OF STUDENTS' INDEPENDENT WORK IN THE EDUCATIONAL PROCESS

**Mirzayunusova Ziyoda Ibragimovna**

*Associate Professor of the Department of Russian Language and Literature, Kokand State Pedagogical Institute, Uzbekistan, Kokand*

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### Abstract

The article discusses the conditions for effective organization of independent education of students in modern conditions. Methods and types of extracurricular and classroom work are considered.

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Independent work of students is one of the most important forms of organizing the educational process. It plays a special role in the professional training of specialists, being a form, on the one hand, of organizing students' independent work, and, on the other hand, of developing their cognitive activity.

A student who is unable to find and process the information he needs inevitably finds himself in a situation of information choice. The principle of methodologism precisely focuses the new paradigm of education on the development of cognitive independence of students, so that they "learn to learn," including selecting and assimilating the information that they need in the first place. Today in the education system, special importance is given to its humanitarization, which actualizes the problem of both the transformation of its content and the learning process, in which the main thing is the "co-creation" of the student and the teacher. Humanitarianization of education is aimed at enhancing the cognitive independence of students, at nurturing the creative personality of a specialist with high professional competence, at developing his aesthetic worldview and ethical attitude to reality.

Higher education today should focus on students mastering a certain set of key competencies (general and professional) that contribute to their optimal inclusion in the dynamics of sociocultural development.

In this regard, the goal and task of performing independent tasks is to acquire the ability to obtain new empirical, theoretical and axiological knowledge, systematize and conceptualize it; operate with basic concepts, theoretical and value constructs of the training course; solve cognitive problems; arrange oral and written texts logically.

The main task of higher education is to form the creative personality of a specialist capable of self-development, self-education, and innovative activity. Solving this problem is hardly possible only by transferring knowledge in ready-made form from teacher to student. It is necessary to transfer students from a passive consumer of knowledge to an active creator who knows how to formulate a problem, analyze ways to solve it, find the optimal result and prove its correctness. The education reform currently taking place is inherently connected with the transition from the learning paradigm to the education paradigm. In this regard, it should be recognized that independent work of students is not just

an important form of the educational process, but should become its basis.

This involves focusing on active methods of acquiring knowledge, developing the creative abilities of students, and moving from continuous to individualized learning, taking into account the needs and capabilities of the individual. This is not just about increasing the number of hours of independent work. Strengthening the role of students' independent work means a fundamental revision of the organization of the educational process in an educational institution, which should be structured in such a way as to develop the ability to learn, to form students' abilities for self-development, creative application of acquired knowledge, and ways of adapting to professional activities in the modern world.

Let's look at the basic concepts and definitions.

First of all, it is necessary to clearly define what independent work of students is. In general, this is any activity related to nurturing the thinking of a future professional. Any type of activity that creates conditions for the emergence of independent thought and cognitive activity of the student is associated with independent work. In a broad sense, independent work should be understood as the totality of all independent activities of students both in the classroom and outside it, in contact with the teacher and in his absence.

Independent work is realized:

1. Directly during classroom lessons - during theoretical and practical cycle lessons, practical classes, and while performing laboratory work.
2. In contact with the teacher outside the schedule - during consultations on educational issues, during creative contacts, when eliminating debts, when completing individual assignments, etc.
3. In the library, at home, in an educational institution when students perform educational and creative tasks.

The boundaries between these types of work are quite blurred, and the types of independent work themselves overlap.

Thus, students can work independently both in the classroom and outside it. However, when considering issues of independent work of students, they usually mean mainly extracurricular work. It should be noted that for the active possession of knowledge in the process of classroom work, it is necessary to at least understand the educational material, and the most optimal is its creative perception. In reality, especially in junior courses, there is a strong tendency to memorize the material being studied with elements of understanding. Teachers often exaggerate the role of the logical principle in the presentation of their disciplines and do not pay attention to the problem of its perception by students. Interdisciplinary connections are also poorly highlighted; the continuity of disciplines turns out to be very low, even despite the presence of continuous training programs. Students' knowledge, not secured by connections, has poor retention. This is especially dangerous for disciplines that provide fundamental training.

Although educational standards allocate almost half of students' academic time to extracurricular work, this standard is not met in many cases. The number and volume of tasks for independent work and the number of control events in the discipline are determined by the teacher in many cases based on the principle "The more, the better." Even expert analysis is not always done, i.e. based on the personal experience of teachers, an assessment of the complexity of the task and the time required for its preparation. The deadlines for submitting homework in various disciplines are not always consistent in time, which leads to uneven distribution of independent work over time. All these factors push students to a formal attitude towards completing work, to cheating and, paradoxically, to reducing the time actually spent by students on this work. It has become quite common to not complete homework, course projects and papers on your own (sometimes for a fee), as well as cheating and cheat sheets at test events. Many educational tasks are not configured for the active work of students; their implementation

can often be carried out at the level of a series of formal actions, without a creative approach and even without understanding the operations being performed.

Active independent work of students is possible only if there is serious and sustainable motivation. The strongest motivating factor is preparation for further effective professional activity.

Let's consider the internal factors that contribute to the activation of independent work. Among them are the following:

- The usefulness of the work performed. If a student knows that the results of his work will be used in lessons, in a teaching manual, in a laboratory workshop, in preparing a publication, or in another way, then the attitude towards completing the task changes significantly for the better and the quality of the work performed increases. At the same time, it is important to psychologically prepare the student and show him how necessary the work being performed is.
- Another option for using the utility factor is the active use of work results in professional training. So, for example, if a student received an assignment for qualifying work in one of the junior years, he can perform independent tasks in a number of disciplines in the humanities, socio-economics, natural sciences and general professional cycles of disciplines, which will then be included as sections in his qualifying work.

The purpose of organizing and implementing the student's independent work must coincide with the purpose of the student's education—training a specialist with professional education and developed general and professional competencies.

Tasks:

- ✓ systematization and consolidation of the acquired theoretical knowledge and practical skills of students;
- ✓ deepening and expanding theoretical knowledge;
- ✓ formation of skills to use regulatory, legal, reference documentation and special literature;
- ✓ development of cognitive abilities and activity of students: creative initiative, independence, responsibility and organization;
- ✓ formation of independent thinking, abilities for self-development, self-improvement and self-realization;
- ✓ development of research skills.

Planning extracurricular independent work ensures rational use of time.

When developing working curricula, an educational institution determines:

- the total amount of time allocated to extracurricular independent work in general on theoretical training (as the difference between the maximum amount of time allocated to theoretical training in general and the amount of time allocated to the compulsory academic load, elective disciplines, consultations on theoretical training);
- the amount of time allocated for extracurricular independent work in cycles of disciplines, taking into account the requirements for the level of training of students, the complexity and volume of material studied in the disciplines included in the cycle;
- the amount of time allocated for extracurricular independent work in an academic discipline, depending on the level of students' mastery of educational material, taking into account the requirements for the level of students' preparation (have an idea, know, possess skills).

The teacher of an academic discipline empirically determines the time spent on independently

completing the specific content of an educational task: based on observations of students performing independent classroom work, surveying students about the time spent on a particular task, timing their own costs for solving a particular task with the introduction of a correction factor from calculating the level of knowledge and skills of students. Based on the totality of tasks, the amount of time for extracurricular independent work in the academic discipline is determined.

At their meetings, cycle commissions consider proposals from teachers regarding the amount of extracurricular independent work in each discipline included in the cycle. If necessary, adjustments are made taking into account the complexity and volume of the material being studied in the academic discipline, and the time for extracurricular independent work in all disciplines of the cycle is set within the total volume of the student's maximum academic load allocated by the working curriculum for this cycle of disciplines.

When developing a working curriculum, the proposals of the Central Committee on the amount of extracurricular independent work allocated to cycles of disciplines are taken into account, and adjustments are made if necessary.

When developing a work program for an academic discipline, when planning the content of extracurricular independent work, the teacher establishes the content and volume of theoretical educational information and practical tasks on each topic, which are submitted for extracurricular independent work, and determines the forms and methods of monitoring results.

#### Types of independent work

We are saying that independent work should be understood as the totality of all independent activities of students both in the classroom and outside it, in contact with the teacher and in his absence. Thus, students can work independently both in the classroom and outside it.

Classroom (group, individual)

Extracurricular (group, individual)

- to acquire knowledge: reading a text, drawing up an outline of a text, graphically depicting the structure of a text, taking notes of a text, working with a dictionary, using audio and video recordings, a computer and the Internet
- to consolidate and systematize knowledge
- for the formation of skills (solving problems, completing drawings, coursework, and so on)

Conditionally, independent work of students according to the goal can be divided into basic and additional.

Basic independent work (BSW) ensures that students are prepared for current classroom studies and tests for all disciplines of the curriculum. The results of this preparation are manifested in the student's activity in classes and in the quality of completed tests, test assignments, reports made and other forms of ongoing monitoring.

Basic CP may include the following types of work:

- ✓ work with lecture material, involving the study of lecture notes and educational literature;
- ✓ search (selection) and review of literature and electronic sources of information on an individually assigned course problem;
- ✓ completing homework or home tests, which involve solving problems, performing exercises and given in practical classes;
- ✓ study of material submitted for independent study;

- ✓ workshop on an academic discipline using software;
- ✓ preparation for laboratory work, practical and seminar classes;
- ✓ preparation for tests and colloquiums;
- ✓ preparation for tests and certifications;
- ✓ writing an abstract (essay, report, scientific article) on a given problem.

Additional independent work (ADW) is aimed at deepening and consolidating the student's knowledge, developing analytical skills on the issues of the academic discipline.

In conclusion, I would like to emphasize that proper organization and conduct of students' independent work makes it possible to enrich their knowledge and broaden their horizons.

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