

THE ROLE OF INDEPENDENT WORK AND ITS REGULATION IN A TECHNICAL UNIVERSITY (IN RUSSIAN LANGUAGE CLASSES)

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regulation of independent work of students, the level of readiness of students for independent work, interaction of the teacher and students, control of the assimilation of the content of the discipline.

Abstract:

This article analyzes the tools for managing the independent work of students of a technical university and its description regarding the psychological capabilities and features of foreign-language communicative educational and professional activities in a technical university.

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In the last decade, specialists with a willingness to self-education and self-improvement have been in demand in the labor market, as the transition from the "education for life" model to the "education through life" paradigm is underway. Independent work in Russian language classes is a means of forming students' activity and independence as personality traits, therefore, the problem of effective management of independent work of students at the bachelor's degree levels in a technical university is especially relevant today.

In the conditions of the credit-modular system in technical universities of Uzbekistan, the emphasis is shifted to independent activities of students, the number of hours allocated to this type of activity increases, but at the same time many students experience significant difficulties in independently performing many types of communicative educational and professional activities in a foreign language, in particular, in Russian.

In this regard, the concept of independent work of students is currently in the stage of significant rethinking.

Independent work is a special type of frontal, group and individual educational activity of students, carried out under the guidance, but without the direct participation of a teacher, characterized by a great activity of cognitive processes and performed both in class and outside of class, and serving as a means of improving the effectiveness of the learning process and preparing students for independent replenishment of their knowledge [8].

Independent work can be defined as purposeful, internally motivated, structured by the subject himself in the totality of the actions performed and activity corrected by him according to the process and result [4]. The activity of the individual and the ability to consciously self-regulate activities are, in turn, necessary conditions for the successful performance of independent work by students of a technical university. According to N.S. Leites, activity and self-regulation are "universal internal conditions for

the implementation of activities and the necessary prerequisites for the development of both general and special abilities" [5, p. 53]. The regulation of mental activity itself is understood by A.K. Osnitsky as "a systemically organized mental process for the initiation, construction, maintenance of all types and forms of external and internal activity that are aimed at achieving the goals accepted by the subject, and managing them" [6, p. 15].

Readiness for independent activity (B.G. Ananyev, B.F. Raisky, A.Ya. Kolomenskiy, V.A. Slastenin) is an integrative education of the individual, acting as a qualitative dynamic characteristic of the effectiveness of student training, represented by the unity of motivational, substantive and procedural components. The motivational component of readiness for independent activity means the student's attitude to independent activity, the presence of interest in learning. The content component of readiness for independent activity includes the theoretical preparation of students, the student's analysis of their educational activities. The procedural component of readiness for independent activity consists of students' abilities to obtain and use knowledge from sources and students' abilities to self-organize and self-regulate independent activity [1].

For the successful management of independent work of students at the Energy Faculty of the Fergana Polytechnic Institute, a bank of tasks for independent work of students was created, when compiling it, the psychological capabilities of all categories of students and the level of readiness for independent work were taken into account. The task bank was developed on the basis of technical texts for students studying at the Energy Faculty of the Fergana Polytechnic Institute. At the same time, the following requirements were imposed on technical texts:

- educational texts should contain the most typical for the specialties of the Faculty of Energy in the direction of "Electric Power Engineering";
- the logical sequence of presentation of educational texts should correspond to the process of students studying special disciplines, that is, the list of educational texts in the manual should be consistent with the specialist training program so that professional information, processes and phenomena contained in the texts of the manual are understood by students;
- texts should fulfill the task of providing professionally important information;
- texts and assignments to them should develop the skills of semantic processing of information when reading, as well as allow the creation of the basis necessary for the generation of text in various types of professionally oriented foreign language communication;
- the texts of the manual should be authentic, the selection of topics should be carried out based on the results of conversations with teachers of graduating departments, taking into account the specifics of the future professional activity of students.

To effectively manage the independent work of students in a technical university, it is also necessary to take into account the forms of interaction of the teacher with different categories of students. Pedagogical interaction or interaction of a teacher with students is a valuable, socially conditioned and personally significant process of realization of interpersonal and activity contacts between a student and a teacher (with the guiding role of a teacher). Pedagogical interaction or interaction of a teacher with students is aimed at broadcasting culture in the process of spiritual and practical activity of a teacher and students, which is associated with profound changes in each of the contacting parties, during and as a result of which, under certain conditions, conscious, intensive and productive self-development, self-improvement, self-construction of interacting subjects is carried out [3].

Strengthening the cognitive activity of the student, increasing the effectiveness of his independent work presuppose not only a certain organization, but also control. Controlling the independent work of students of a technical university, it is necessary to use such methods and forms that do not allow students to feel rough pressure, but are perceived by them as a necessary help and a means of increasing

cognitive activity. Thus, for effective management of independent work of students of a technical university when learning Russian, it is necessary to: – take into account the level of readiness of students of all categories to perform independent work;

- develop a task bank for the organization of classroom and extracurricular independent work of all categories of students;
- use various forms of pedagogical interaction, that is, the interaction of the teacher with students of all categories;
- apply various methods, types and forms of control of independent work of students of all categories.

First of all, when regulating the independent work of students, it is necessary to rely on the psychological capabilities of "subject-oriented" and "subject-oriented" students. When organizing foreign-language communicative educational and professional activities in a technical university, the issue of individually differentiated training does not cease to be relevant. Individual psychological characteristics of students' personality are the direct sources of a variety of factors of academic performance or lag in academic work at any educational level.

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