



SUBJECT: DEVELOPING STUDENTS' INDEPENDENCE IN ACQUIRING KNOWLEDGE AS A PEDAGOGICAL PROBLEM

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Abstract: Self-activation is considered one of the most important principles of learning. It is the basis for the development of human consciousness, will, memory, thinking and other qualities. "What a person does not possess as an amateur performance is not his"

Keywords: consciousness, will, amateur, rational, anatomy of mastery.

Self-activation is the basis for the development of students' independence in education. Disterweg wrote: "The main task of any upbringing and any education is truly to develop the student's amateur activity." To do this, it is necessary to structure the lesson in such a way that "thinking dominates", widely use active teaching methods (dialogue, etc.), force the student to work in such a way that he "thinks independently, searches, expresses himself, develops his passive powers." Any method is bad if it only teaches sensitivity, and good if it encourages self-activity. Considering the requirements for a teacher, Disterweg noted that "only a teacher who can awaken the self-awareness of students, develop their minds through rational examples, strengthen them, and discipline them can be considered a true educator. Everything else is not education, but training; not education, but coaching."

The ideas about the need to develop students' independence of learning, to activate independent cognitive activity were in the focus of attention of teachers and methodologists. The writer-pedagogue N. I. Novikov emphasized that education should not only enrich children's minds with new knowledge, but also develop their ability to think, independently "study and analyze what they want to know, and easily distinguish truth from falsehood."

A.I. Herzen demanded that education should contribute in every way to the development of independent thinking of students, not hammer ready-made truths into their heads. Education is the result of the sweat of students' labor, self-reflection, mastering scientific knowledge. Only under such conditions will the rules studied by school students have appropriate justification and practical verification, and they will be mastered meaningfully.

N.A. Dobrolyubov considered the meaningful assimilation of new material by students to be the most important sign of the rational organization of education. One of the manifestations of students' activity in acquiring knowledge is their "striving to be aware of their actions", "the ability to correctly assess the results of their actions", that is, the ability to control their own activities. Shunday ekan, talabalarning o'zlashtirish mustaqilligiga erishish rivojlantiruvchi ta'lim tizimining ajralmas va ahamiyatli qismidir.

Theoretical analysis of philosophical, psychological, pedagogical and methodological literature devoted to various aspects of the problem studied to one degree or another in the system of developmental education showed that certain ideas on the formation of students' independence of mastery have always been in the center of attention. It was believed that in order to develop the independence of mastery of

primary school students in the educational process, it is enough to develop the activity-based approach to the activity in a truly natural way.

In recent years, a whole scientific direction has developed that successfully addresses the problem of developing students' independence of learning. Naturally, the issue of developing students' independence of learning is of particular importance for primary school age, since personal qualities are formed there. However, if the issue of students' independence of learning is fully studied for middle and high school students, then this cannot be said about primary school students in any way.

In order to restore and improve the development of students' cognitive autonomy, it is necessary to systematize the existing therapeutic and pedagogical structures for revealing the state of students' cognitive independence. "Cognitive autonomy" is part of the broader concept of "self-confidence."

In the domestic pedagogical and psychological literature, various aspects of students' independence in acquiring knowledge are considered, and various definitions are given to this concept. In the works of M.A. Danilov, M.N. Skatkin, L.P. Aristova, E.Ya. Golant, independent thinking, understanding in a difficult situation, making the right decisions and achieving their implementation, defending one's point of view are considered.

According to S.L. Rubinstein, "true independence implies conscious motivation of actions and their justification. Not being susceptible to the influence and suggestions of other people is not self-will, but a true manifestation of independence of will, since a person himself sees objective grounds for such an action and not otherwise."

M.I. Makhmutov rightly believes that this definition of the general concept of "independence" does not reveal the specific features of individual independence in the educational process, in which the manifestation of the specific features of the student's independence should be associated with the specific features of his educational work. Controlled by the teacher. The term "independence in the acquisition of knowledge" means "the presence of the student's intellectual abilities and his ability to independently distinguish important and secondary signs of objects, phenomena and processes of reality, and through abstraction and generalization, reveal the essence of new concepts."

According to L.G. Vyatkin, independence of learning as a property of the psyche is characterized by a person's internal need for knowledge, the ability to learn from various sources and creatively apply it in practice. "Independent is an educational activity in which students perform tasks that contribute to the conscious and continuous mastery of knowledge, skills and abilities in conditions of a systematic decrease in the direct assistance of the teacher. It is advisable to form independence of learning as a personal characteristic."

All of these approaches describe the essence of a student's independence in acquiring knowledge as an already formed personal characteristic. In other words, the concept of "independence in acquiring knowledge" for this age should be taken into account in the dynamics of its development.

The independence of students' learning in the educational process begins to manifest itself as a specific integrative quality of the individual, as a result of which, with minimal external assistance or ideally, the ability to formulate direct goals and objectives of the activity appears. Determine the methods of their implementation. At a high level of development of the educational process and student formation, it becomes possible for him to control the course of the activity and evaluate its results according to some established assessment criteria.

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