academic publishers

INTERNATIONAL JOURNAL OF ARTIFICIAL INTELLIGENCE (ISSN: 2692-5206)

Volume 04, Issue 10, 2024

Published Date: 27-12-2024

METHODOLOGY OF USING INFORMATION EDUCATIONAL RESOURCES IN ORGANIZING STUDENTS' INDEPENDENT WORK

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Abstract: Planning, organizing independent work of students in an informed educational environment and creating all the necessary conditions for this, teaching students to study more during classes, seeing ways to gain knowledge showing, giving a referral for independent work is one of the main tasks of a higher education institution.
Key words: Educational equipment, technical means, curriculum, textbook, information, information technologies, independent work, mental activity, integration.

INTRODUCTION

Students prefer to start with practical activities, the teacher should help students to develop their thinking skills, which will help his practical achievement. The scientific organization of students' independent work depends on further improving the effectiveness of the educational process in higher education and the quality of future specialists - teachers. Organizing students' independent work is a two-way process in which teachers and students interact. Independent work of students as a pedagogical problem has different aspects: organizational, methodological and educational.

The organizational aspect is that its organization is required by the teacher and the student (participation of several teachers and students, which requires the agreement of the principal positions of the teachers).

The methodological point is that in mastering the methods of effective organization of independent work, taking into account the characteristics and uniqueness of the subject, the teacher takes into account the feeling of the student when teaching the organization of independent work.

The educational direction is based on the great importance of example in organizing the independent work that the teacher gives to students. It is necessary to take into account its influence on the development of specific mental qualities of the future specialist. In the process of scientific organization of independent work, there are two interrelated issues - the organizational role of teachers and self-organization of students. Under the influence of the organizational role of teachers, self-organization of student work is usually more effective.

In the years of independence, great reforms were implemented in students and their education, as in all fields. The introduction of modern SMART education opens the door to great opportunities. SMART-education society and its approach to "lifelong learning" emphasize the need for education everywhere according to the principle of "education at the place convenient for the student", that is, the important principle of the new concept is the mobility of content consumption. shows that it should be.

Today's students do not accept the traditional model of education well. In this regard, it is necessary to develop an educational model that has mobility, practical orientation, self-completion of content, content review. The concept of SMART education can solve this problem.

The current electronic education system, which is implemented using information and electronic technologies in the teaching of pedagogy, should have the following basic principles:

- the principle of ensuring the openness and flexibility of education envisages the creation of an opportunity to receive education for all categories of users in any place convenient for students;
- the principle of individualization is carried out through introduction and current control, as well as providing materials according to the individual level of knowledge of each student;

Existing paper and electronic textbooks on pedagogy do not fully meet the needs of current students, the reason for this is not only their lack of mobility and individuality, but also the fact that their content is outdated at the time of publication.

Experiments show that in an informational educational environment, a student can learn deeply only if he is engaged independently and works tirelessly on himself. The main skills that students need to acquire are formed only in the process of independent work, the ability to work independently develops, and interest in creative work appears in them.

In the course of the experiments, the current state of improving independent work in the higher education system, ways to improve efficiency, opportunities for using technologies, scientific research works of republican and foreign scientists were analyzed, and it was emphasized that the following should be given importance: determining the purpose and content of independent work in mathematics ; develop and monitor the criteria for determining the level of independent acquisition of skills that students must acquire, and develop oral question-and-answer, written work, and test tasks to assess the quality of acquiring knowledge and professional skills; use and implementation of the technology of invariant tests, problem-based teaching methods, interactive methods created in the preparation of different forms of test tasks. Creation of objective conditions that enable independent work (modern educational equipment, technical tools, curriculum, textbooks, educational and methodical manuals, visual aids); to improve the pedagogical knowledge and skills of mathematics teachers, to provide information on the theory of pedagogical technologies, to develop their special knowledge, to decide on a new technological approach to improving independent work; use methods, forms and tools of independent work in mathematics; it was decided to carry out the tasks of serious preparation for training. In determining the connection between theory and practice, it was emphasized the importance of practical training, which requires practical skills and skills from students, and is carried out through exercises in improving the following independent work activities: connection with the information of the previous lesson problem solving; solve problems different from model problems; searching for and finding solutions to problems related to information in other subjects; create independent problems and expressions using theorems and rules; explaining different phenomena from others, justifying differences and similarities by comparing several phenomena; work on correcting and eliminating errors; preparation of materials, drawings, tables; writing abstracts and lectures in classes.

Independent work on the topic and material of a lecture in mathematics in an informational educational environment: organize your notes (summary) after the lecture in order to understand and understand the main concepts and important mathematical issues presented in the lecture, study the first sources of recommended educational literature, electronic literature making corrections and completing their notes, obtaining additional texts from read sources.

Improving independent work in the field of preparation for practical training, seminars and laboratory work in mathematics in an informed educational environment: organizing information, creating questions, preparing answers, creating training projects, preparing for questions and answers, participating in discussions, and doing practical work.

Independent work in the field of mathematics supervision (current, intermediate, final supervision) in the informational educational environment.

Independent performance of educational and cognitive tasks related to professional practice in mathematics in an informed educational environment: pedagogical practice, educational and cognitive tasks related to production practice are among them.

Independent work related to the study of a special course and special seminars in mathematics in an informed educational environment: reading and studying the literature on the subject of the lecture, preparing a text on an issue, giving a lecture such as preparing for winter.

Summary. In higher education, in the informational educational environment, the forms and methods of independent activities in mathematics are diverse, and they are the basis of independent study of the subject (field): annotating scientific literature, creating a synopsis of primary sources, abstract and writing a lecture,

completing course work and graduation qualification work, conducting experiments outside the audience and analyzing the obtained quantitative results both quantitatively and qualitatively, etc. However, theoretical and experimental courses and graduation theses differ sharply in their originality, the scope of mathematical conclusions and the level of validity.

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