

METHODOLOGY AND ORGANIZATION OF STUDENTS' INDEPENDENT WORK

Yuldoshev Utkir Jumakuzievich

Associate Professor of the Department of Pedagogy
Kokand State University

Annotation: This article examines the methodology and organization of students' independent work in higher education as a key factor in improving the quality of professional training. The author substantiates the importance of strengthening students' motivation and the role of the teacher in organizing, guiding, and monitoring independent learning activities. Special attention is given to the technological organization of independent work, including goal setting, motivation, methodological support, consultation, feedback, and assessment. The article highlights the effectiveness of active learning methods in developing students' cognitive activity, creative thinking, pedagogical reflection, and professional competence. Various forms and techniques of independent and active learning—such as problem-based tasks, consultations, projects, seminars, and interactive methods—are analyzed. The conclusions emphasize that the systematic use of active learning methods significantly enhances the quality of students' independent work and ensures successful mastery of the university curriculum.

Keywords: students' independent work; active learning methods; motivation; higher education; pedagogical methodology; self-organization; professional competence; problem-based learning; creative thinking.

Solving the tasks of modern education is impossible without increasing the role of students' independent work with educational material and strengthening the responsibility of teachers for developing students' independent learning skills. Within the framework of current curricula, students' independent work implies independent study in each academic discipline included in the curriculum, and the volume of such work, expressed in hours, is determined by the curriculum. In the process of independent work, students consolidate their theoretical knowledge using the necessary tools through practical activities such as solving problems, completing control assignments, and performing self-assessment tests. They also apply the acquired knowledge and practical skills to analyze situations and develop correct solutions, which may include preparation for group discussions, participation in business games, written analysis of specific cases, and project development. In addition, independent work enables students to use their knowledge and skills to form their own positions, theories, or models, for example, when writing a graduation thesis.

The methods and forms of self-organization of students' independent work are implemented through the teacher's activity, through the textbook, and through the self-organization of the learning process. The technological organization of students' independent work follows a specific sequence. A teacher in a particular discipline defines three levels of learning objectives—reproductive, reconstructive, and creative—and determines concrete forms of work. The teacher builds a system of student motivation, provides students with educational and methodological materials, establishes deadlines for interim reports on the work performed, organizes the activities of creative groups, delivers an introductory lecture, conducts consultations, monitors the results of students' self-control and self-correction, and evaluates the outcomes of their work, whether individual or group-based.

Active independent work of students is possible only in the presence of strong and sustained motivation. The organization of students' independent work is a complex and multidimensional process that includes the formation of the professional motivation of a future specialist, the organic integration of independent work into the process of mastering the content of academic disciplines, and the selection of appropriate forms for monitoring the results of independent work. In order to develop a positive attitude toward independent work in the chosen profession, I explain the goals at each stage and, in every type of independent work, indicate concrete ways to achieve them, while monitoring students' acceptance of these goals. Without interest in the studied discipline, a student will not engage in independent work. There are many sources for the development of interest, first of all contained in the learning material itself. Material that has a high degree of novelty, incorporates the latest scientific achievements, is connected with practice and future professional activity, and is built on problem situations, contradictions, and opposing viewpoints, arouses students' interest.

Teaching methods are one of the most important components of the educational process. Without appropriate methods of activity, it is impossible to implement the goals and objectives of education and to achieve mastery of the learning content. Each method shapes students' cognitive activity. One of the methods for activating learning activity is the creation of a problem situation that places the student in a position of having to make a choice during decision-making, which develops not only willpower but also thinking. By making decisions and rejecting incorrect answers, the student faces the need not merely to absorb information, but to analyze it, eliminate the non-essential, draw conclusions, and thus arrive at the correct answer to the posed question. The student becomes involved in an active cognitive process accompanied by the formation of techniques of independent intellectual activity. Non-standard classes (seminars, conferences, debates, case stories, educational journeys) and non-traditional, that is, active forms and methods of working with students, which allow knowledge, skills, and competencies to be formed through students' involvement in active cognitive activity, contribute to the enhancement of their professional competence. Increasingly, the direct involvement of students in active educational and cognitive activity takes place through techniques and methods known as "active learning methods."

The purpose of active learning methods is the development of attention, creative abilities, reflection, the ability to find optimal solutions, and to predict outcomes.

The application of active learning methods in the educational process leads to a reduction in volume and, at the same time, an increase in the complexity of the teacher's activities in supporting the learning process. When planning consultations, I try to take into account the student's capabilities, the level of their work, and their individual abilities. I select consultation topics that help students broaden and deepen their knowledge. Consultations are typically characterized by a monologic form of information delivery; nevertheless, elements of feedback are provided, that is, the active involvement of students in reproducing and consolidating the material. In order to determine whether consultations contribute to an increase in the level of knowledge, I use such feedback methods as express testing. To conduct it, I offer students tasks such as working with test items or punch cards. This is followed by checking: questions are read out one by one, their correctness is clarified, and explanations are given in cases of incorrect answers.

The activity of students during regular practical classes is enhanced by introducing elements of independent work, as a result of which each student receives an individual assignment (variant). At the same time, the task conditions are the same for all students, while the initial data differ. This approach improves attendance at both practical and lecture classes.

The methodological technique “Find the Error,” which I use during classes, involves students’ independent work in identifying an error in a statement. The student finds the error, corrects it, and substantiates the correct judgment. Such a type of learning activity as the “Pedagogical Dictation” is possible when checking homework; it takes little time but involves the simultaneous independent work of all students.

In lesson planning, to consolidate the topic, I apply the following card-based activity: “Pedagogical Puzzles,” where students are asked to compose a correct statement from separately presented words. Creating a “cluster” on the lesson topic allows me to summarize the studied material at the end of the topic.

When conducting seminars, teachers of the preschool department use such active methods as “Two – Four – Together,” in which a problem is proposed, students study it independently, discuss it in pairs, then reach a common decision and present it to the group. To consolidate the material when completing homework, a form of work such as the “Project” allows for independent theoretical study of a problem over a certain period, which concludes with a creative report and presentation.

The active learning methods used in our practice make it possible to create conditions for the creative activity of each student, place every student in a situation that requires constant problem-solving, teach them to make non-standard decisions, study different styles of communication with children, deepen knowledge about the conditions for optimizing pedagogical interaction with children, and develop “pedagogical reflection.”

The application of active learning methods in pedagogical work with students increases interest, stimulates high levels of activity, improves skills for solving real-life problems, and contributes to the formation of professional creative thinking. It is important that the content and forms of organizing the educational process are not only useful and competence-enhancing for students, but also engaging and interesting for them. This is precisely what encourages students to seek new, non-traditional techniques and forms of interaction with children, helping to make this interaction more productive and goal-oriented.

In conclusion, it can be stated that the methods, techniques, and rules of educational activity considered allow students to significantly improve the quality of their independent work and successfully master the university curriculum.

References:

1. Omar B.S. Active Methods of Training Teachers in a Preschool Organization. Republican Pedagogical Journal Preschool Education and Training, 2012, No. 6.
2. Kovalevsky I. Organization of Students’ Independent Work. Higher Education in Russia, 2000, No. 1, pp. 114–115.
3. Semashko P.V., Semashko A.V. Organization of Students’ Independent Work in Senior Courses. Nijny Novgorod State Technical University, 2012, pp. 112–121.
4. Troshagin M.I. Learner-Centered Approach in Education and Problems of Its Implementation. Education of Schoolchildren, 2008, No. 11.
5. Jumajanova S.B., Burdinskaya O.V. Organization of Students’ Independent Work through Active Forms of Learning. Modern Educational Technologies in Supplementary Education, pp. 139–141.
6. УЗБЕКИСТАН, О. Р. (2021). ТА’ЛИМ ТИЗИМИДА INNOVATSIYA, INTEGRATSIYA VA YANGI TEXNOLOGIYALAR ИННОВАЦИЯ, ИНТЕГРАЦИЯ И НОВЫЕ ТЕХНОЛОГИИ В СИСТЕМЕ ОБРАЗОВАНИЯ INNOVATION, INTEGRATION AND NEW.

7. Erkaboyeva, N. S. (2023). INSON KAPITALI-IJTIMOIIY DAVLATNING ASOSI SIFATIDA. Academic research in educational sciences, 4(KSPI Conference 1), 31-37.
8. Erkaboeva, N. S., & Turdaliyeva, M. I. K. (2022). Theoretical Principles Of Education Of National Ethics Skills In Educational Institution Students. JournalNX, 8(12), 352-354.
9. Azamovna, R. G. Use of Virtual Environment and 3d Multimedia Electronic Textbooks in Higher Education. JournalNX, 8(12), 255-261.
10. Erkaboeva, N. S., & Musaeva, D. A. K. (2022). Factors of developing the professional competence of a teacher of a special education institution. JournalNX, 8(12), 109-111.
11. Nigora, Y. M. I. K. E. (2022). Stages Of Formation And Development Of Mediamadaniatin. Galaxy International Interdisciplinary Research Journal, 10(12), 272-274.
12. Erkaboyeva, N. S. (2016). Features of Modern Uzbek Families. Ученый XXI века, (4-1), 36-39.
13. Эркабоева, Н. Ш. (2016). FEATURES OF MODERN UZBEK FAMILIES. Ученый XXI века, (4-1 (17)), 36-39.
14. Эркабоева, Н., Усмонбоева, М., Иргашова, М., & Хўжаназарова, Н. (2012). Педагогик маҳорат: схема ва расмларда. Т.:“Наврўз, 35.