



The Role Of Independent Education In Improving Students' Learning Competencies

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Abstract: This article talks about the formation of students' learning competences, the place and role of independent education, the specific features of organizing independent work, and the creation of a creative environment in the educational process.

Key words: knowledge, skill, competence, competence, independent learning, professional, individual, method, tool, independent thinking, ability, process, event, object, systematization, etc.

Talabalarning Ta'lim Olish Kompetentsiyalarini Oshirishda Mustaqil Ta'limning Or'ni

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Annotatsiya: Ushbu maqolada o'quvchilarning o'quv-bilish kompetensiyalarini shakllantirish, bunda mustaqil ta'limning o'rni va roli, mustaqil ishlarni tashkil etishning o'ziga xos xususiyatlari, o'quv jarayonida ijodiy muhitni yaratish kabilar haqida so'z yuritiladi.



Kalit soʻz va iboralar: bilim, koʻnikma, malaka, kompetensiya, mustaqil taʼlim, kasbiy, individual, metod, vosita, mustaqil fikrlash, qobiliyat, jarayon, hodisa, obʼekt, tizimlashtirish va boshqalar.

There is no doubt that the changes taking place in the field of education of our country, that is, the adopted decisions and orders, will have a positive effect on the development of our society. They are an important factor in the formation of students' academic competences and in increasing their intellectual potential.

Organization of independent education in the formation of students' educational and cognitive competencies, functioning in the conditions of their self-development requires a positive approach to the issue of training mature specialists, who are considered the main force in the development of society. The need to activate the process of independent education, the desire of students to get independent education, to read and learn information on the subject, to form skills and qualifications for independent education, increases the quality and efficiency of education. important.

Independent education: to show personal, professional, individual characteristics in students; to form knowledge, skills and qualifications; to plan their knowledge of taught subjects; to be able to consciously use it for control; is the basis for developing creative abilities.

Independent work is a cognitive educational activity in which the sequence of thinking of the student, his mental and practical actions depend on the student himself and are determined by him. Carrying out independent work in the lesson ensures the student's freedom, cultivates work ability, attention, and improves behavior. Students who learn to think independently can acquire knowledge and analyze problems on their own.

Therefore, the formation of students' thinking operations (analysis, comparison, generalization, classification, etc.), stimulation of their interest in cognitive activities, their activity, independence, diligence in achieving the goal, regular control of students' learning in subjects, students' independence in classes Diversification of teaching methods with the wide introduction of elements of work, improvement of forms and methods of monitoring and evaluating



students' knowledge, skills and qualifications, implementation of an individual approach to them are the urgent tasks of today.

Since independent education is directly related to independent thinking, it is appropriate to mention the definition given to it: "Independent thinking is a person's knowledge and life experiences, defining the goals and objectives of the person before him. , is an intellectual activity that consists of solving independently at the level of one's intellectual capabilities, using different ways, methods, and tools."

In order to achieve this goal, the teacher should direct the activities of independent improvement of his knowledge to a specific goal and follow the following conditions: deeply feel and understand the aspirations and interests of students, and be able to take into account their spiritual needs; establishing an emotional connection with students, actively influencing aspects of their intellectual, moral and practical activities; the teacher should independently study the list of questions on general pedagogy, psychology, occupational hygiene and physiology, technical and technological sciences, choose the most effective methods and ways of the work system to improve his pedagogical skills, technological to operate by correctly selecting process and technical objects, taking into account specific conditions and using the forms of increasing their knowledge individually or together with the team, organizing their knowledge improvement in the form of continuous creative research it is necessary to reach and direct to a certain goal.

Expected results: students should be able to: work with books (textbooks, science texts, tables, etc.); work according to the plan; working according to a sample, solving problems in the form of a standard; making a plan for solving problems; analysis of results; establishing connections between old and new material; exercise self-control; work on personal initiative.

Independent works differ from each other, depending on the didactic purpose, task, level of complexity, who they are intended for (individual or team). In the process of independent education, it is important that the selected topics are scientific, systematic, interesting, practical, and interdisciplinary, as well as creative in the independent work and assignments.

It is possible to achieve positive results if its theoretical, practical, scientific,



methodical and pedagogical foundations are analyzed, effective forms and tools are selected. In this, coherence of the subject with practice, scientific and interesting learning materials, systematicity of subjects, multifacetedness and interdependence of assignments and tasks play an important role. But most importantly, it is necessary to pay attention to the aspirations and interests of students when organizing independent educational activities. It is desirable to ensure that students can apply the acquired knowledge in practice, and that they participate in socially useful, propaganda work.

Students use the knowledge, skills and abilities they have acquired in classes in practical activities; students learn communicative, analytical, project, creative types of activity; students acquire knowledge, skills and competencies of different complexity; students have different ideas; the skills of working with the dictionary are acquired, the necessary measurements are carried out, the obtained results are analyzed; the behavior of students in the team changes: they start to listen to the opinions of others, they can express their personal opinions without fear.

In general, the position of the teacher changes. He does not give the student ready knowledge, on the contrary, he encourages students to show initiative and independence. The teacher should organize the independent activities of each student to realize their interests and abilities.

Planned results in performing independent work are manifested at three levels. Suitable for the first level: formation of motivation to study through independent work, acquisition of activity methods and their organization, knowledge of various methods and means of completing assignments, development of students' ability targets. Suitable for the second level: independent performance of the task in accordance with the student's age, ability to express one's opinion, analyze, generalize, classify, discuss, strengthen interpersonal relationships. Corresponds to the third level: to be able to independently apply the learned methods, to be able to justify one's position, to be able to evaluate the situation and the obtained result.

It is necessary to create favorable educational environments for the implementation of independent work through educational tasks, which ensures the following: the interaction of teachers with students and their parents in planning educational programs; implementation of individual educational routes of students; showing and improving students' abilities through clubs, sections, etc.; organization of intellectual and creative competitions; use of



innovative educational and educational technologies during independent work; to achieve high independent performance of students with the help of teachers. Summarizing the above, we emphasize the specific features of independent work: taking into account the age characteristics of students; involvement in various types of activities; formation of activity methods, abilities to implement individual activities; form their interest in learning; independence in the implementation of activities; mastering actions such as analysis, generalization, classification, reasoning, finding similarities; mastering the skills of determining the goal and main tasks, making assumptions based on them, drawing up action plans, understanding the obtained results and analyzing them; attract students to work with various information; support of favorable life and social rules; adaptability of activity content according to students' needs and abilities; providing variety of activities.

In order to create a creative environment in the educational process, we believe that it is necessary to take into account the following didactic factors depending on the content of the subject: use of independent work, problem-based, logical teaching methods in addition to oral presentation, demonstration and practical methods, which are traditional teaching methods, in order to create a learning situation; by creating educational problems taking into account the content of the subject, understanding the specific characteristics of previously studied objects and problems in a usual and familiar situation and recommending a way to solve it, this factor is problem teaching in the teaching process based on method priority; finding new properties of a familiar object by solving educational problems, students rely on the priority of logical methods in the teaching process in the factor directed to the identification of new properties specific to the previously studied object; determining connections between concepts, cause and effect based on structural and functional regularity, this factor requires problem-based teaching and logical methods to be embodied in the teaching process; In order to solve the problem situations created by the students during the teaching process, it is necessary to create an opportunity to think based on different options, to incorporate oral, visual, problem-based teaching and logical methods in this process.

In order to create a creative environment in the educational process, the teacher should do the following steps step by step: identify the main concepts and terms in the content of the studied subject, and determine the basic and special



competencies formed on their basis; processing the content of the subject, determining its problematic inductive or deductive study; determining the ways of creating problematic situations and creating problematic educational tasks on this basis; each stage of the lesson: control and assessment of previously acquired knowledge, skills and competences, completion of the previous topic, learning and strengthening of a new topic, knowledge, skills and abilities acquired by students on a new topic control and assessment of skills, design to create a creative environment in the completion of a new topic; selection of teaching tools and methods in accordance with the content of the studied subject, determining ways to achieve the priority of modern teaching tools and active methods; by harmonizing educational content, teaching tools and methods in the lesson, activating students' cognitive activities, determining ways to achieve conscious mastering of knowledge; determining the time spent on independent work of students, which prepares the ground for the above-mentioned creative environment in the lesson, and creating a technological map of the lesson; achieving a lesson based on a technological map, efficient use of time; preparation of additional assignments and handouts to make specific changes to the educational process in necessary cases; determining ways of using interesting and problematic analogies related to the content of the topic; it is necessary to analyze the work carried out on creating a creative environment in the lesson and determine the ways to make certain changes to the pedagogical activity and the learning activity of students in the future.

It is important to determine the content, forms and methods of organizing students' independent work, pedagogical conditions, to develop methodological recommendations and to put them into practice. In order to do this, it is necessary to perform the following tasks: theoretical analysis of the content, situation and their components of organizing independent work of students; to study the conceptual problems of students' independent work and the possibilities of independent education in the process of teaching academic subjects; to determine the theoretical typology of students' independent work; development of forms and methods of organizing students' independent work, determination of pedagogical conditions; development of problem tasks related to the organization of independent work of students; developing practical-methodical recommendations based on the methodology of organizing students' independent work, and putting them into practice.



One of the important factors of the educational process is the effective organization of classes aimed at the development of independent and creative activities of students. In the process of independent and creative work, as a result of the development of the student's ability to think independently, the student develops the skills of systematizing knowledge about processes and events, objects, studying them in depth, making appropriate decisions, and applying theoretical knowledge in practice. To develop independent and creative activities of students, the teacher should develop a lesson plan and a technological map of the training. The development of lesson plans and technological maps for each lesson allows for a complete design and effective organization of the educational process.

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