



## ORGANIZING STUDENTS' INDEPENDENT WORK AS A FACTOR OF FORMING PROFESSIONAL COMPETENCES

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### Annotation

This article discusses the role of students' independent work in the formation of professional competencies in the training of personnel and its organization.

**Keywords:** education, independent work, competence, independent thinking, creative thinking, motivation, innovation, case, knowledge, competence, skill.

The current trends in the world economy, the development of the "knowledge economy", where highly qualified "human capital" has become the main resource, require the achievement of a new quality of higher education. If we carefully analyze the main speeches of the head of our country, we can come to the conclusion that increasing the competitiveness of Uzbekistan is actually becoming a national idea. It consists of the competitiveness of individual sectors and companies, which directly depends on the professionalism and qualifications of employees.

In this regard, the role of education is significantly increasing, and innovative approaches in education are becoming more and more popular, where the main focus is not only on acquiring a certain amount of knowledge and skills by the student, but also on forming a systematic set. The ability to solve various spheres of human activity - economic, political, cultural, informational and other problems and tasks is manifested in competencies. The form of the educational process, but its basis, should be a method of formation of professional independence, readiness for self-education and continuous learning in conditions of rapid updating of knowledge. In other words, the general conclusion is that we are on the verge of revolutionary changes in education, and one of its main elements is the activation of the student's own independent cognitive activity. Therefore, the organizers of the educational process and teachers, who determine the "price" of educational work in higher education institutions, are responsible for the preparation and implementation of science curricula, their main task is to systematically combine efforts.

Today, one of the urgent problems in the higher education system is independent education and its organization. Independent education, its planning, organizational form and methods, the system of monitoring results is one of the weakest points in the practice of higher education and one of the understudied problems of pedagogical





theory, especially in relation to modern educational and methodological education. Teaching students to work independently and self-control is of particular importance in their future development as professional and qualified staff. In the experience of world-ranked universities, special attention is paid to independent education. As a result of mastering the subjects of independent education, students develop skills and abilities to work independently, the knowledge, skills and abilities acquired as a result of independent education accompany a person for a lifetime. As a person acquires knowledge, his independent thinking and decision-making skills develop. He learns to analyze the information he has collected through independently acquired knowledge, and acquires more knowledge and skills.

The law "On Education" reflects the system of training independent, highly qualified specialists [1]. Also, this law serves as a legal and normative basis for the organization of independent education in the training of independent, highly qualified specialists. Decree No. PF-5847 of the President of the Republic of Uzbekistan dated October 8, 2019 "On approval of the concept of development of the higher education system of the Republic of Uzbekistan until 2030" [2], of the President of the Republic of Uzbekistan dated April 20, 2017 Decision No. PQ-2909 "On measures to further develop the higher education system" Decision No. 824 [4] on measures to improve the related system defines the importance of independent education in the training process.

L.G. Vyatkin, M.G. Garunov, B.P. Esipov, V.A. Kozakov, I.Ya. Lerner, M.I. Makhmutov, N.A. Polovnikova, P.I. Pidkasisty, Uzbek scientists Sh. Abdurakhmanov, A.K. Khamrakulov[15,18,19] conducted. In this research work, general didactic, psychological, organizational activities, methodological, logical and other aspects of this activity are considered, many aspects of the studied problem are revealed, especially in the traditional didactic plan.

Markova A.K., Matis T.A., Orlov O.B described the formation of learning motivation in the organization of independent work [11]. Methods of motivating students are given in this work. Verbitsky A.A., Platonova T.A. methods of formation of cognitive and professional motivation of students [16]. D. Nosirova, Z. Pardaeva and K. Hummamatova in their scientific article discussed the main forms of organizing students' independent education. In her scientific article, M.I. Kuvondikova gave recommendations on organizing independent thinking and independent learning activities. Organization of students' independent work (Dilnozakhon Ulug'bekovna Yakubova) development of organizational skills of students in the process of independent education (Musakhanova Gulnora Mavlyanovna), The role of computer technologies in independent education (A. Khamrakulov) is reflected in his articles.





The analysis of scientific methodological and educational literature shows that independent education is the main link of the educational process in the system of higher education.

Research methods: During the research, scientific methodical literature on the organization of students' independent work was studied, and systematic approach and analysis methods, as well as observation and interview methods were used.

There are many definitions of the concept of independent work of students, but in essence, independent work of students is methodological and scientific, planned, individual or collective learning, carried out as part of the educational process under the supervision of the teacher. is considered a teaching and scientific work. Independent work is considered the highest form of educational activity, it is organic in nature and is actually a form of self-education. At the same time, in the conditions of modernization of education, independent work, its planning, organizational forms and methods, and the system of monitoring results have not been fully studied in pedagogical theory. It is very important to motivate students to do independent work. It is known that motivation is a set of factors and actions that encourage a person to perform a certain activity. At the same time, the activity, as a rule, is polymotivated, that is, it is triggered by several motives at the same time.

Motivation performs three regulatory functions in relation to action:

Motivation, i.e. giving a motor impulse or motive for a person to act.

Meaningful, that is, the meaning of giving a deep personal touch to the activity

On the basis of organization, i.e. goal setting, conscious motives have become motives. The main task of every teacher and the educational process in general is to teach the student to use his intellectual, psychological, creative and motivational resources independently, not to accuse him of ignorance of factual material. It is necessary to help the student to move from a "formal" motive (for example, to study the material in order not to get an unsatisfactory grade) to a fully conscious independent cognitive activity (for example, the student sets the goal of improving professional skills and gaining an advantage in a highly competitive labor market tried to acquire important knowledge and skills to give). Thus, the general conclusion is that motivation is an important element of the success of independent education. Independent education at the university should become systematic, continuous and complex. In the methodology of teaching subjects, there are three levels of complexity of independent education:

The reproductive (reproductive or educational) level of independent education, in which the foundations for other levels are created. At this level there is assimilation and consolidation of new material.





The reconstructive (passive or semi-creative) level of independent education comes from the previous one. At this stage, the learning material should be analyzed with further synthesis. The knowledge, skills and abilities acquired here are transferred to similar situations, as well as the formation of statements in similar situations. Independent work at this level requires more mental activity and creativity.

The creative (creative or research) level of independent education is related to the formation of skills and abilities to perform research in solving more complex communicative problems. Here the personality and professional independence of the creator is formed.

Choosing the optimal forms of organizing independent work, the teacher strives to provide maximum motivation for learning, clearly define the size of the task and calculate the optimal time for its implementation, taking into account the individual capabilities of each student. The large volume of the task and excessively high requirements sharply reduce the effectiveness of the training.

Project technology based on individual or collective implementation of various types of project tasks by students. The success of the joint activity of the teacher and the student largely depends on the choice of the optimal form and types of audience for organizing independent education. There are three forms of organizing independent education in the study of sciences:

independent work in the audience;

independent works outside the audience;

Creative, including research.

Choosing the optimal forms of organizing independent work, the teacher strives to provide maximum motivation for learning, clearly define the size of the task and calculate the optimal time for its implementation, taking into account the individual capabilities of each student.

Currently, modern person-oriented technologies are successfully used in the practice of teaching subjects to ensure the formation of language and professional competence, readiness for self-education. These include:

Problem-search technologies that require the student to solve problem-based search tasks, the purpose of which is active development and application of the studied science, and the creation of such different situations;

Educational game technologies. process in the form of work games, role-playing situations;

Another widely used form of effective self-study is called case analysis. Cases often provide a framework and context for discussion, evaluation of a problem, its causes, internal logic, and possible consequences (evaluation cases) or analysis of alternative





solutions and selection of the best option (decision-making cases). ) are real business situations that include;

Creative approach to project technology based on individual or collective implementation of various types of project tasks by students. The process of working on a creative project allows you to use all previously formed skills, to combine knowledge, to maximally engage the creative capabilities of a person, for example, to pose a problem, choose a procedure for solving it, collect and analyze preliminary data, forming conclusions and presenting. It is quite possible to implement all the above modern forms of self-education using auxiliary tools, especially information technologies. A popular and effective way of using them is multimedia courses, which have the advantage of individualizing learning, working with large amounts of data, activating the learning process, and controlling knowledge. The effectiveness of students' independent work is largely determined by the presence of its control in the intermediate and final control. The forms of control are different, they can be oral or written, individual or group, at a certain time or permanently. Control of independent work can be based on the rating system as well as traditional forms, which implies regular control of the quality of knowledge and skills acquisition, implementation of the planned volume of independent work. The evaluation system allows to evaluate the work of students at various stages of the educational process with maximum objectivity, allows the student to work more rhythmically during the semester, stimulates the student's desire to improve the rating results, develops his cognitive and creative activity.

Self-control is the student's ability to critically evaluate his actions on his own initiative. The degree of formation of the self-control mechanism in students is different and depends on the level of knowledge of the subject, the psychological "portrait" of the student. The mechanism of self-control can be considered formed and optimally functioning if the student performs the learning actions correctly and is aware of it or is able to correct the error of the action. Thus, the formation of self-control and independent work skills are interrelated.

In conclusion, it should be emphasized once again that the proper organization of independent education in the higher education system serves as the main factor in training mature personnel who think independently and have a creative approach for the further development of our country. Independent education should become the basis of the educational process, a factor in the formation of competencies of professional importance.





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