



International Journal for Innovative Engineering and Management Research

A Peer Reviewed Open Access International Journal

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IJIEMR Transactions, online available on 18 th June 2021.

Link: <https://ijiemr.org/downloads/Volume-10/ISSUE-6>

DOI: 10.48047/IJIEMR/V10/I06/13

Title: **INDEPENDENT EDUCATION IN HIGHER EDUCATION IS A PRESSING ISSUE**

Volume 10, Issue 06, Pages: 61-63

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INDEPENDENT EDUCATION IN HIGHER EDUCATION IS A PRESSING ISSUE

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Abstract: Subjective goals of the educational process for students studying in higher education institutions to strengthen their knowledge, self-education, independent work, development of knowledge, the formation of understanding, skills, abilities appropriate is the organization of regular independent study. This article describes the problem of increasing the self – activity of the assimilation of knowledge independent thinking by organizing self – education in higher educational institutions.

Keywords: Self – education, thinking, education, development activities. Practical lessons, free thinking, activities, self – study, to exchange opinions, training, free thinking, discussing, education activates, self – thinking.

Introduction

Identifying problem signs in independent learning allows you to separate important information from secondary information and look for factors and additions. Subjective goals of the educational process for students studying in higher education institutions to strengthen their knowledge, self-education, independent work, development of knowledge, the formation of understanding, skills, abilities appropriate is the organization of regular independent study.

The relevance of the philosophical and sociological understanding of the phenomenon of education is due to the crisis of the higher education system, dissatisfaction with the results of almost all subjects of the educational process, in stating the stiffness of educational institutions, in the gap between the level of training and the needs of society.

The higher education system is involved in a new situational game where the main players are the university, the market and the state. The interaction of the above parties creates a fundamentally new situation, since in the recent past the case was essentially limited to two players - the university and the state.

One of the most pressing issues is the organization of independent work of students on

the basis of the Regulation approved by the Ministry of Higher and Secondary Special Education of the Republic of Uzbekistan dated August 14, 2009 No 286 "On the organization of independent student work."

To this end, the main task of teachers is to provide students with independent education and independent work, in turn, to apply the knowledge and skills acquired in the course, to strengthen the skills, to consciously master each student, divided into groups according to their specific characteristics, it is necessary to take into account the results of individual independent training.

Main part

Independent education - when successfully completed, students' independence is nurtured. In independent study, the conditions are not known in advance. If the student cannot find a solution in the process of carrying out educational independent work given by the teacher, then he will not be able to face this situation and turn this independent work into a situation that allows him to seek a solution. Independent learning requires strict adherence to certain didactic tasks. When the conditions of independent study are set in advance by the

compiler, the student is not required to demonstrate the ability to change.

In independent learning, you have to complete tasks that do not have more conditions. On the basis of independent learning, the subject becomes acquainted with the laws of changing conditions, uses the existing skills and abilities to analyze a specific problem and perform independent work. Forming concepts using independent learning allows subjects to independently identify problem signs, separate important information from secondary information, and search for additions.

Independent learning, which allows for independent work, involves the creation of a conducive environment for students with low levels and unsatisfactory mastery of concepts, motives and values.

Independent education is the organization of regular independent activity in accordance with the subjective purpose of the educational process for the formation of self-education, independent learning, the development of imagination and the formation of cognitive skills.

One of the first principles of the independent learning factor is the intellectual mastery of scientific ways and advanced pedagogical practices. Scientific knowledge is a true reflection of reality.

The principle of the scientific nature of independent education is to equip students with future scientific knowledge in accordance with the current level of education in order to acquaint young people with the methods of scientific research.

The system of interpretation of educational material depends on the ideas that are clearly stated in the curriculum, which of these ideas the teacher wants to explain, how old the students are, how much opportunity they have to acquire knowledge, whether the student knows well or not. the nature of the specific thinking activity depends on how the process of mastering the knowledge in the lesson is usually explained.

Independent work is about being systematic, consistent. A characteristic feature

of consistency is that it is aimed at further deepening, expanding and consolidating new knowledge, skills, competencies on the basis of previously acquired knowledge and skills of students.

In the organization of independent work, if the tasks between the members of the group are clearly approved, and cooperation is established, it will give effective results. The following elements should be taken into account in the organization of independent work of students.

1. Preparing students to work in groups, clearly adding learning tasks, giving an idea of working in groups, setting rules.
2. Develop and discuss a plan for completing the assignments. Identify solutions and share responsibilities.
3. Be able to organize work on the completion of educational tasks.
4. Monitor the work process and the workplaces of the members in the organization of group work and provide assistance if necessary.
5. Provide information on the results of the tasks in groups, group discussions, additions and corrections to the work process. The teacher draws conclusions and summarizes the results of the work.

6. Establish peer review and monitoring of group assignments.

7. Analytical assessment of the results of each group's work, group work.

The success of group work depends on the teacher's ability to organize learning activities. In other words, the ability of the teacher to organize the individual activities of each student in the group, each student to receive the support of the teacher, depends on the progress of the work and the success of the final result. There are a number of shortcomings in the organization of group work. One of the challenges is to be able to form groups with the right goals and organize work in them.

Practical classes are organized on the basis of scientificity, conformity to the nature of the student, consistency, systematization, comprehensibility, robustness, understanding and activity, the relevance of demonstration to practice, the ability to apply in practice and develop independent thinking and achieve the following.

The practical training is focused on everyone by the teacher, that is, there is a bit of abstraction. It motivates everyone to search, think and work towards the same goal, regardless of their abilities.

Due to the fact that students have the same level of development and training, the acquisition of knowledge and skills does not guarantee the same results. Therefore, it is advisable that the questions and answers, laboratory work, exercises in the practical classes should be as personal as possible.

Conclusion

In conclusion, it should be noted that practical training should be organized on the basis of dialogue, interaction, debate, debate, thinking, and joint solution of an activity or problem. 'ladi.

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