



ORGANIZATION OF INDEPENDENT WORK OF STUDENTS IN THE CONDITIONS OF CREDIT-MODULAR EDUCATION

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ABSTRACT

The article deals with the organization of independent work of students in the conditions of credit-modular education. The modernization of higher education, which is currently taking place, is inherently connected with the transition from the paradigm of learning to the paradigm of education. Today, the training of future biologists for continuous education and self-education, the formation of the need for them to independently acquire and replenish their knowledge, skillfully and quickly navigate the flow of various information: technical, reference, scientific, is relevant. This can be achieved through the independent work of students, which is discussed in the article.

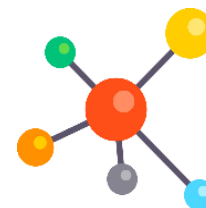
KEYWORDS

Independent work of students, credits, credit-modular education, learning paradigm, education paradigm.

INTRODUCTION

In recent years, large-scale work has been carried out in Uzbekistan to modernize the system of higher education, develop science, and introduce modern forms and technologies of education into the educational process. As noted in the Decree of the Republic of Uzbekistan on the "Concept for the

development of the higher education system of the Republic of Uzbekistan until 2030": "increasing the share of hours devoted to self-education, introducing methods and technologies aimed at developing students' skills for independent education, critical and creative thinking, system analysis, entrepreneurial skills, the introduction of methods and technologies



aimed at strengthening competencies in the educational process, the orientation of the educational process towards the formation of practical skills, the widespread introduction of advanced pedagogical technologies, curricula and teaching materials based on international educational standards in this direction into the educational process " . [1: p.7]

The 2nd year of the transition of educational institutions of higher education in Uzbekistan to the credit-modular system of education is already coming to an end. The first experience of introducing the credit system of education in Uzbekistan showed that one of the main tasks of organizing the educational process using the credit system is to strengthen the role of independent work of students, the importance of which is beyond doubt, since the maximum reduction in the volume of classroom studies and the shift of emphasis to independent work contributes to the development of students' abilities for self-education and self-development, skills of free critical thinking.

MATERIALS AND METHODS

The modernization of higher education, which is currently taking place, is inherently connected with the transition from the paradigm of learning to the paradigm of education. Today, the training of future biologists for continuous education and self-education, the formation of the need for them to independently acquire and replenish their knowledge, skillfully and quickly navigate the flow of various information: technical, reference, scientific, is relevant. This can be achieved through independent work of students. Strengthening the role of independent work of students means a fundamental revision of the organization of the educational process at the university, which should be built in such a way as to develop the ability to learn, form the student's ability for self-development, creative application of the acquired knowledge, ways of adapting to professional activities in the modern world.

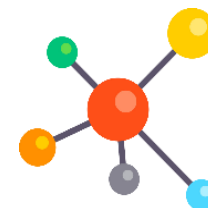
In the conditions of reforming the entire education system, the issue of a significant improvement in the

quality of education and upbringing is urgently raised before higher education. The teaching of biology is also of particular interest. Success in teaching them is ensured not only by following methodological systems, but also by a creative approach to their implementation, which allows students to formulate the need to learn, work rationally, develop thinking abilities, and show independence in solving tasks. Only those who are interested in purposeful work can captivate others, and only those who creatively approach organization and activity can teach students to think creatively. Because the creative atmosphere in the classroom is achieved thanks to the initiative of the teacher. It is his enthusiasm, spirituality, his attitude to his profession, a sense of responsibility for the lesson that is transferred to students.

A university teacher is well aware that work in a university audience is fundamentally different from a school one. This is not only connected with the university program in the discipline, but also with the age characteristics of students, with their worldview.

During the period of reforming the education system, the renewal and restructuring of the educational process takes place due to the versatile, in-depth training. The transition from hegemonic management to the humanistic approach of students as one of the aspects of innovative technologies has been the main educational idea of education for centuries. The main goals and objectives of innovative technologies in biology classes are teaching to educate and educating to teach, based on a personality-oriented approach in communicating with students during classes. Innovative pedagogical technologies are associated with the use of interactive teaching methods. "Interactive learning is learning built on the interaction of the learner with the learning environment, the learning environment, which serves as the area of mastered experience." [5]

Independent learning is learning in which students, together with others of their own kind, can make decisions to meet their learning needs.



The main goal of our society is the education of a harmoniously developed person. For the successful implementation of reforms in the sphere, the Decree of the President of the Republic of Uzbekistan “On measures to reform management in the field of higher and secondary specialized education” was adopted. The document pays special attention to the organization of the educational process in accordance with the international practice of introducing new pedagogical technologies of education and teaching methods, improving curricula and subject programs, qualitatively updating the educational process with the introduction of modern forms of education and means of information and communication technologies, as well as optimizing the areas of education and specialties, taking into account the needs of the development of sectors of the economy, scientific and social spheres, organization of students' practice at industrial and other enterprises.

The history of the development of human society, human thinking, the analysis of public and foreign studies conducted over the past decades have shown that self-study is of great importance in the formation of personality, professional skills of a specialist. And therefore, one of the main tasks of modern education is the restructuring and adaptation of students' consciousness to today's decisions, instilling in them the skills of self-education, creative use of the acquired knowledge.

Along with pressing problems, the “Law on Education of the Republic of Uzbekistan” also provides for the improvement of independent work of students as one of the stimulating factors for enhancing the mental activity of students in the process of higher education, state education standards also consider independent work as one of the necessary types of current control.

RESULTS AND DISCUSSION

Students who work independently can make specific decisions, make serious proposals, and can choose

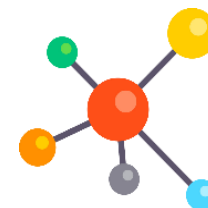
methods of work in the process of independent learning. If we take into account one of the requirements for classes in biological disciplines - theoretical knowledge, practical application, laboratory research of the material, then the conditions for conducting a technological lesson are to puzzle students in advance with the topics of planned not only practical classes, but also lecture pairs, then in both cases the identity of the main requirements is The individual work of students suggests how necessary the skills of organizing students' self-study are. And therefore, we considered it necessary to consider the organization of independent work of students, both during classes and outside the educational process.

The history of the development of human thinking has shown how great is the role of self-improvement in the formation of personality. Philippe Condi wrote: "Self-learning is a process, method and philosophy of education where the student acquires knowledge through his efforts and develops the capacity for information and critical evaluation."

Self-study is the most productive method of self-improvement, since, from time immemorial, people of mental labor prefer to combine all types of education, including self-study.

Currently, three types of self-study are widely used: self-study in an educational institution, self-study outside an educational institution, and distance learning. It highlights the following elements of independent learning:

- The role of the teacher in student learning;
- A knowledge assessment system that supports independent learning;
- The role of seminars and lectures in the system of assessing students' knowledge;
- The main factors of motivating students and maintaining the system on the part of the management.



Independent work of a student is an individually organized work, which includes in its structure such components as

- Clarification of the goal and the set educational task;
- Clear and systematic planning of independent work;
- Search for the necessary educational and scientific information;
- Development of own information and its logical processing;
- The use of scientific research methods for the analysis of a work of art;
- Development of one's own views, personal position in the preparation of characters;
- The ability to present the acquired knowledge in literary disciplines;
- Establishment of introspection and self-control;
- Educational and cognitive activity;
- Self-regulation, self-management, motivation for independent learning.

When studying biological disciplines, students need diverse pedagogical support in finding and mastering the techniques and methods of effective independent study.

Independently - educational and cognitive activity includes a semantic, target and performing component. Mastering more and more complex intellectual actions, the student comes to a semantic orientation that allows him to work out his own approaches to solving the problem of self-education.

Target and executive components include goal setting,

task definition, action planning, choice of ways and means of their implementation, introspection and self-control of results.

The student needs to master the methods of working with educational, artistic and methodical literature before developing the skills and abilities of independent cognitive activity and developing the habit of systemic self-education.

The specific task of the teacher in this case is the ability to attract students, first of all, to familiarize themselves with wildlife. Therefore, it is advisable to familiarize them in advance with the topics of lectures, practical classes and independent work. It is much more efficient to work on theoretical concepts based on the natural world seen by students. The main methodological assistance of the teacher is manifested in the consciousness of the learning environment, in the choice of the object under study, in the choice of the type of work in the laboratory, in identifying the characteristics of each biological animal tour and plant species.

The acquired knowledge and skills of biological disciplines and terminology help the student in identifying the features of the world of plants and animals, natural changes in the evolutionary process.

Improving independent work prepares students to perform creative and scientific work, as well as theoretical research in biology.

Questions and assignments for the lesson require students to work independently on theoretical and critical materials, as well as laboratory observation under the guidance of a biology teacher.

Independent work consists in the fulfillment of tasks by students in order to search for knowledge, comprehend it, consolidate, generalize and systematize it, acquire skills and abilities in the development of mental and motor activity. The main methods of independent work of students are: work with textbooks, reference and scientific-methodical



literature; laboratory and practical work; solution of technical and technological problems; observations, exercises. In general, the structure of the student's independent work is as follows:

- Receiving a task, thinking about its content;
- Comprehension of the purpose of the forthcoming activity, mobilization of knowledge, skills and practical accumulated experience;
- Planning future activities;
- Implementation of the plan through the implementation of the task, the implementation of self-control;
- Reflexive analysis of performance results.

The effect of independent work can only be when independent work is organized and implemented in the pedagogical process as an integral system that permeates all stages of student learning at a university. Research on the creation of such a system led teachers to formulate didactic requirements:

- The teacher should be able to formulate particular didactic goals of independent work and know how these goals can be achieved;
- It is necessary to timely and consistently include independent work in the process of mastering knowledge;
- It is recommended to pay attention to the external parameters of the system: organizational and methodological and scientific and methodological support.

An important method of independent work of students is the work with a textbook, manual, reference literature, as well as the use of Internet resources. The skills of working with a book and Internet resources reflect the general culture of a person, the degree of development of the logic of

thinking, the formation of a worldview, erudition, orientation in the flow of information. High rates, a large amount of information and an integrated approach to the study of program material in a higher educational institution in the conditions of a credit system of education cause the student to act independently, efficiently, and quickly. In the process of this work, the skills of reading the text, highlighting the main thing, the ability to analyze, compare, synthesize, evaluate the practical application of the considered issue are developed. The result of the study of information should be its presentation in a certain form. In writing – in the form of an abstract review, essay, theses; orally – in the form of a presentation, report, discussion. In the course of independent work, students also acquire the skills of a clear organization of their activities, come to the realization that in the process of future work they will have to constantly deal with issues of self-education.

One of the urgent tasks of organizing students' independent work is solving organizational problems: determining the amount of work, monitoring the progress of students' independent work, methodological support for students' independent work. The increase in the share of independent work of students in the professional training of biologists particularly sharply raises the issue of providing textbooks, teaching aids and methodological developments on the organization of SIW, electronic educational publications, as well as a laboratory for observation and research.

A rather serious problem in the organization of independent work is the formation of students' skills of independent learning activities - the development of the most rational ways of mastering knowledge, up to the development of creative independence. Students need to be armed with knowledge about the productivity of organizing their educational and scientific work, about various aspects of mental activity, scientific creativity, to be taught to rationally use the time allotted for independent studies, as well as to conduct laboratory observation.



CONCLUSION

In the conditions of the credit system of education, it is practiced to give each student a full volume of organizational and methodological material, including a syllabus, lecture notes. For this reason, classroom sessions with a teacher are of a consultative nature, lectures are reduced to a discussion of the material that the student worked on independently before the lecture, preparing for a scientific dialogue. Independent active and purposeful study of educational material by students, organized by the teacher on the basis of the formation and activation of their techniques and methods of self-management and self-control, is considered as the main leading form of student learning activity.

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