

DEVELOPMENT WAYS SELF-LEARNING SKILLS IN STUDENTS' EDUCATION

M. U. Kuchkarov

Andijan Machine Building Institute, UZBEKISTAN

ABSTRACT

Independent work of students is designed to strengthen and deepen the knowledge gained during the training sessions, to prepare for future exercises, and to develop a culture of self-reliance. Independent work includes studying the lecture material as a type of learning process, studying the texts under study, studying proposed teaching literature, practical exercises, exams, exams, outputs, scientific notices, and science referrals.

Keywords: Student Independent Work (TFI), "independent work" self-reliance, "independent work with independent literature", "learner", "diligent learner," "hard-working".

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Developing the skills of the students in the process of modern education, developing independent thinking and independent learning will serve as the main factor in their future formation of the society, the state and development of the comprehensively developed individuals. The main objective of the independent curriculum included in the curriculum is to develop the knowledge, skills and skills that the state education standards and programs have identified.

A student and a graduate of a higher education institution should also be able to gain an understanding of both the DTS requirements and the ability to access this knowledge and to acquire new scientific knowledge independently. The word "student" also means "learner", "diligent learner," "hard-working" when translated from Latin. The student must have the ability to work independently while studying at a higher education institution.

Independent work as a part of the independent learning process has its own methodological significance and the transition to "learning" is the key to continually improving professionalism. The organization of independent work outside the classroom and outside the classroom during the teaching process at the higher education institutions, the formation of their skills and abilities is essential to postgraduate education and further professional development. So, for subsequent independent learning, students should be trained at the Higher Education Institution, and the means to attain that goal is the student's independent work process.

Independent work is directed not only to strengthening knowledge, but also to the development of creative abilities, to find a way in the flow of information, and to organize time properly. The student's independent thinking function involves finding a way to find new situations, looking at the problem independently, and finding the right approach and solution.

Student Independent Work (TFI) is a study of a specific list of topics that are independently developed, with educational-methodological literature and recommendations. The TMI control is carried out by means of tests, tracking, colloquials, referrals, essays, and reports.

The independent work of the student has two components:

- Independent work of the student under the guidance of the teacher;
- Completely independent work and tasks of the students.

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During an independent work it is necessary to:

- Working out of the methods of studying the lectures topics, as well as preparation for future practical exercises;
- Formation of practical skills in independent work with literature through the study of methods and forms of effective problem solving;
- development and improvement of practical skills of independent work;
- To be able to choose the subject, to study scientific papers and reference works;
- Preparing for the exam with the study of the tasks assigned by the teacher and conclusions.

Similarly to researchers who are interested in higher education, researchers are involved in the term "independent work" with different content. The concept of "independent work" includes the necessary information, the ability to independently search for information, to gain access to knowledge, to use these knowledge to solve and solve educational, scientific and professional tasks, to receive and comprehend the learning material of many lectures, trainings, examinations, preparation of courses and diploma works, without the direct supervision of the students outside the classroom or the audience, but with different personal, group perceptions and learning activities ti elements.

Creating an independent workplace in higher education institutions is considered to be one of the specific facets of skills and skill to acquire rational information, as a system of measures to promote active and independent work. Independent work is also understood as a system for organizing pedagogical conditions that enable a number of authors to manage learning activities that are lacking in a teacher. Sometimes an independent study is likened to independent learning.

The above definition and interpretation suggests that independent work is one on the one hand that promotes activity, self-realization, understanding and learning, the type of activity and the basis of self-sustained education, the motivation for further professional development, and on the other hand, or a system of pedagogical conditions.

Understanding independent work involves "performing various functions in the nature of vocational training, learning, producing and learning, as well as developing educational, productive, research and independent learning as a means of developing skills and skill in creative activities and professionalism."

Students' independent work is characterized by the following characteristics:

- Forms the level and level of knowledge required for the solution of issues and tasks that are relevant to the perception of the student at every stage of his / her prior learning activities;
- develops the psychological condition of the student to systematically fill his / her knowledge and the skills of finding the path of flow of scientific information;

- important part of self-prepare, organization of student's professional activity, perception and behavior;
- is a pedagogical guide and management tool in the independent understanding or knowledge of the student in the process of learning and professional positioning.

It can be said that researchers dealing with the problem of independent work involve different content in this concept. In our view, independent work is regarded as one of the types of learning and learning activities that are focused on general and special training of students.

The organization of independent work as part of the academic co-operation of HEIs is based on certain principles, and its success is ensured by some factors influencing the learning process. The principles of co-ordination apply to:

- to set all independent tasks in terms of size and time;
- Providing students with independent work and managing their work.

The factor is divided into two groups: organizational and methodical. The organizational factor group includes the time budget, the textbook and the educational laboratory base. Methodological factors include planning, teaching techniques and independent student self-management. The point here is to identify or identify specific factors that enable students to effectively organize independent work with specific literature.

When a factor is made, a process is called a cause that identifies the nature of the phenomenon and the specific aspects of the event. It follows that the study of the factors influencing the organization of students' independent work with professionally-oriented literature will not only allow for a more dynamic study of this work, but will also lead to a fuller understanding of the essence of "independent work".

Characteristics of the concept of "independent work with independent literature", its aspects will allow identifying some factors affecting the organization of students' independent activities. In our opinion, psychological, pedagogical and linguistic factors are the same.

Due to the efforts of the doctrine and methodologist, the following basic requirements for the independent work of students are formulated in the theory of teaching and learning:

1. Compliance of the content of independent work with the requirements of the curriculum;
2. Independent work for students is easy and accessible;
3. observe the principle of understanding in their implementation;
4. organization of independent works in a particular system;
5. Preparing students for independent work, in which case the following requirements are met:
 6. give students explicit, clear, discriminatory instructions on the purpose and objectives of the work;
 7. to equip them with necessary technical skills in its implementation;
 8. Setting tasks that require students to perform mental actions;
 9. compliance with the time-limit for independent work;
 10. Direct observation by the instructor of the course of independent work performed by the students, and providing them with the necessary assistance when difficulties arise;
 11. Exact investigation of independent work performed by students;
 12. Creating self-control skills at the university during the study;

13. Implementation of individual approach to students in the process of independent work, etc.

These requirements for independent work are still relevant today. However, the opinions of scientists on the essence of independent work are varied. Some use it through the concept of "teaching method", others - through a system of teaching methods.

Thus, independent work is the work done without the direct participation of the teacher, but at his / her own expense, during which the student is conscious of the purpose pursued by using his or her strength and mental or physical action in some way.

Determining the characteristics of the concept of "student independent work" as well as the factors influencing the teacher's ability to guide us will allow us to reach some conclusions that are of the nature of practical recommendations.

Independent work should be a means of educating students to be creative in their personal qualities, such as self-actualization, activity, and creative thinking towards accepted information. All of the above suggest some of the requirements for the quality of education-oriented literature, as well as methodological organization of teaching and learning process. The first one will be provided with a careful selection of textual material for independent learning. The latter includes the ability to work independently with the help of the system of tasks, which is the basis for an independent learning and professional development of the specialist after higher education.

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