

# INDEPENDENT WORK AS AN INSTRUMENT OF ACTIVATION OF EDUCATIONAL ACTIVITIES OF STUDENTS OF THE HIGHER EDUCATIONAL INSTITUTION

**Jumanazarova Zukhra Kosimjonovna**

Assistant to the Namangan Institute of Engineering and Technology, Namangan, **UZBEKISTAN**

## ABSTRACT

The article is devoted to the problem of the involvement of independent work of students of the higher educational institution in educational activities and learning process. The author places special focus on the control of independent work of students.

**Keywords:** Educational activities, independent work of students, control, competencies.

## INTRODUCTION

Modern society requires the development of a person's creative potential as a condition for a successful career. In addition to purely professional knowledge, universal management skills are becoming important - the ability to work in a team, to search and analyze information. Therefore, the fundamental difference between the educational standards of the second generation is the reliance on the activity paradigm, which declares the development of the student's personality as the goal of education on the basis of universal methods of cognition and development of the world, and the acquisition of social competence.

New requirements set the search for non-standard approaches and promising ways of developing students' learning activities, which make it possible to make the learning process more effective and focused, reflecting the specifics of mathematical training. This indicates the relevance of changing the technology of the process of teaching mathematics through the widespread use of heuristic and research methods of problem learning, involving equipping educational content with research tasks, systematic conducting of independent search work of students.

## MATERIAL AND RESEARCH METHODS

In domestic science, a psychological theory of educational activity has been formed, which is based on the scientific research of such authors as D. B. Elkonin, V. V. Davydov, A. K. Markova, P. Ya. Galperin, N. F. Talyzina.

Today, the study of problems related to the theory of educational activity, the relevance of which extends to all levels of education: school and post-secondary, becomes especially relevant in modern conditions of the transition to new educational standards, the use of new technologies and systems for assessing the educational work of students and the work of teachers as participants in educational process.

In the classical and modern literature on psychology and pedagogy, there are different points of view on the definition of the concept of "learning activity": sometimes learning activity is seen as synonymous with learning, teaching, learning (for example, L. S. Rubinstein); sometimes learning activity is defined as the leading type of activity in primary school age, as a special form of social activity that manifests itself with the help of objective and cognitive

actions (N.F. Talyzina). We, agreeing with the interpretation of this concept, considered in detail in the works of D. B. Elkonin and V. V. Davydov, understand educational activity as one of the activities of schoolchildren and students aimed at assimilating them through dialogues (polylogues) and discussions of theoretical knowledge and related skills and abilities in such spheres of social consciousness as science, art, morality, law and religion.

## RESEARCH RESULTS AND DISCUSSION

Adhering to the point of view that the concept of "learning activity" is applicable to all ages and categories of students, and also agreeing with I. A. Zimnyaya, we will consider learning activity as a specific type of activity. Educational activity, therefore, is the activity of the subject, aimed at developing and improving the personality by mastering generalized methods of action in the development of deep systemic knowledge, processing, confident and creative application of this knowledge and skills.

It should be noted the characteristics of learning activity that distinguish it from learning and from learning activities:

1. Educational activity is aimed at solving educational problems (D. B. Elkonin, V. V. Davydov, I. A. Zimnyaya), where the concept of "educational problem", following D. B. Elkonin, is understood as a task directed on the assimilation of a certain method of action, it is the method of solving the problem that comes to the fore in the solution, the development of an algorithm of action, the focus on abstraction and generalization of the student's thought; Reflexive self-regulation comes to the fore in solving an educational problem.

By the educational task, we mean, following E.I.Mashbits, not only mental tasks, but also mnemonic, imaginative, perceptual, etc.

2. Logically, from the first characterizing feature of educational activity, the following follows - the content of educational activity consists in mastering generalized methods of action in the field of scientific concepts. The main content of educational activity is scientific, not empirical knowledge; the main focus of educational activities is on the formation and intensive development of students' theoretical thinking, the main components of which are meaningful abstractions, generalizations, analysis, planning and reflection.

3. The subject of educational activity - the student - actively masters certain methods of action, and not changes in the objects with which he acts, thus, the most important distinguishing feature of educational activity is that it is an activity to change, first of all, the subject of this activity itself. Consequently, a student, being a subject of educational activity, also acts as an object of his own activity (D. B. Elkonin, E. I. Mashbits, I. A. Zimnyaya, etc.

4. We also note that educational activity is always innovative, therefore it is extremely difficult for students, since it is based on the development of a new experience for the student.

However, the innovativeness of educational activities also has certain frameworks and limitations, which are inevitable due to the peculiarities of the mandatory components of the organization of the educational process: the presence of educational standards, curricula, etc. It is often difficult or even impossible to talk about the student's freedom of choice in the learning process, since the student's freedom of choice at an early age is limited and gradually expands in the process of growing up: a student, before graduating from basic school, can choose only elective courses or educational programs as part of additional education - music school, art school, sports section, photo club, etc. And only after graduating from basic school, he can choose a further educational trajectory: a professional college, specialized secondary school classes, etc.

Some authors generally do not recognize the student's ability to set goals "First of all, we deprive the student of the mechanism for forming goals ... His activity is directed from the

outside." This, as A. Novikov rightly notes, "is one of the acute problems of modern psychology and pedagogy: after all, a student who is accustomed to acting "at the behest", in the future, at the end of a particular stage of education and the transition to professional activity, is often in conditions of freedom of choice is lost, he is not self-reliant and lacking in initiative".

One of the ways and means of enhancing the educational activity of students is to increase the role of students' independent work. Undoubtedly, the question of the nature of the ratio of classroom and extracurricular independent work requires new solutions.

Independent work of students is one of the effective means of developing and enhancing the creative activity of students. It can be considered as the main reserve for improving the quality of training.

Independent work of students completes the tasks of all other types of the educational process and can be carried out in lectures, seminars, workshops, laboratory classes, consultations. In this case, it acts as a teaching method.

Independent work can be considered a form of learning, but since it allows the formation of the educational skills and abilities necessary for the student, it can also be considered as a means of learning.

By independent work of students, we mean an activity that is aimed at solving cognitive tasks for mastering basic and special competencies through the implementation of specific educational tasks under the guidance of a teacher. This definition allows us to assert that the level of assimilation of educational material, the formation of competencies largely depend on how the learning process is structured, what methods are used to involve students in independent work.

The essence of independent work is the presence of specially organized activities of students; the presence of the result of the activity; availability of technology of the learning process. These parameters make it possible to define independent work as a specially organized systematic educational activity based on a specific technology of the learning process and aimed at developing the cognitive and creative activity of the individual.

## CONCLUSION

As signs of independent work of students, we highlight the following:

- the presence of a cognitive or practical task, problematic issue,
- allocation of special time for their implementation;
- manifestation of mental tension for the correct and best performance of this or that action;
- manifestation of consciousness, independence and activity of students in the process of solving the assigned tasks;
- implementation of management and self-management of independent, cognitive and practical student activities.

Thus, the core of independent work is a cognitive or problematic task that determines its entire process.

## REFERENCES

1. Asanalieva M. K. Pedagogical conditions for the organization of independent work of students: Author. dis.... Cand. ped. sciences. - Bishkek, 1993.-18 p.
2. Vygotsky LS Selected psychological studies. - M.: Publishing house of APN RSFSR. 1957. 517 S. Galitskikh E. Organization of independent work of students // Higher education in Russia. No. 6, 2004. - p. 160-163.
3. Winter IA Pedagogical psychology: Textbook for universities. Ed. Second, add., Rev. and revised - M .: University books, Logos, 2008 .-- 384 p.