



SCIENTIFIC AND THEORETICAL BASIS OF ORGANIZING INDEPENDENT EDUCATION OF STUDENTS

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Abstract

This article explains the scientific and theoretical foundations of organizing independent learning for students in higher education institutions, as well as provides ideas on methods for its implementation.

Keywords: Independent learning, presentation, abstract, case, project.

Introduction

The organization of independent education of students in higher educational institutions is one of the main tasks today. The problem of improving the quality of education is very important, because the education sector is the most important and significant aspect of the socio-economic development of society. The relevance of considering the methodological aspects of students' independent education is associated with the formation of an internal need for self-education and upbringing in the context of socio-economic changes that have taken place in our republic in recent years. Development has become not only a requirement of the times, but also a condition for the realization of personal potential. It is difficult to solve the problems of modern continuous education of a person without increasing the role of independent work on educational material in the educational process. Therefore, in this regard, training students to work independently is one of the urgent issues. Understanding the purpose, tasks, functions and principles of students' independent education determines the effectiveness and quality of its



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organization. This is a necessary condition for the formation of a competitive, initiative, responsible specialist who is ready to effectively perform professional activities.

In general, independent learning for students is designed to:

- qualitative mastery of knowledge and skills in a particular subject;
- expanded or in-depth study of the subject in order to master fundamental sciences and knowledge, methods of activity;
- providing comprehensive information about the profession being mastered and developing interest;
- forming the student's ideas about his personal, including intellectual, capabilities;
- forming the skills of independent work (learning ability) in informative, practical, educational research, scientific research, reflection, project activities;
- developing experience in creative activities;
- developing personal and professionally important qualities in students, an individual style of educational and professional-pedagogical activity, general and professional abilities (taking responsibility, independently formulating and solving problems, finding constructive solutions in various situations, including problematic ones; etc.).

Independent learning can be defined in different ways. For example, it would be appropriate to define it as a type of activity as follows:

- a type of activity in which the direct assistance of the teacher is systematically reduced, while educational tasks are performed that help to consciously and continuously master the knowledge and skills of forming cognitive independence as a personal characteristic;
- this is an activity in which students show maximum activity, creativity, independent thinking, initiative;
- this is work performed without the direct participation of the teacher, but at a specially designated time according to his instructions; at the same time, students consciously apply their strength, expressing the result of mental or physical actions in one way or another, striving to achieve the goal set in the assignment.



Based on the above, the following can be said: in the process of independent work, the teacher acts as a partner; in the performance of complex independent work, the internal motivation of the student is focused, and both the process of performing the work and its result depend on it; Independent work is a manifestation of student independence.

Definition of independent learning as a teaching method: a method of assimilating deep knowledge, forming activity and independence, developing the mental abilities of students. It can be seen from this that independent learning helps to acquire deep knowledge, forms independence.

Independent learning as a learning tool: this is a learning tool that corresponds to a specific didactic goal and task in each specific case of assimilation; develops in students a psychological attitude to the independent systematic replenishment of their knowledge and develops skills to navigate in the flow of information. From this we can say: in the process of independent learning, knowledge is replenished, the ability to navigate in the flow of information is developed.

Independent learning of students is carried out for the following purposes:

- systematization and consolidation of the acquired theoretical knowledge and practical skills, deepening and expanding theoretical knowledge;
- formation of skills in using regulatory and legal, reference documents and special literature, development of cognitive abilities and activity: creative initiative, independence, responsibility;
- formation of independent thinking, self-development, self-improvement and self-awareness skills, development of research skills.

The tasks of independent education of students are: various:

- developing: increasing the culture of mental labor, introducing creative activities, enriching the intellectual abilities of students;
- informational and educational: the educational activity of students in a group without support for independent education becomes ineffective;
- guiding and motivating: the educational process is given a professional impetus;
- educating: the professional qualities of a specialist are formed and developed;
- research: a new level of professional and creative thinking.



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The main levels of independent education of students can be considered reproductive, reconstructive and creative levels.

A distinctive feature of independent learning is its clearly individual nature. This is not only the individualization of general rules and requirements, but also the organization, planning and control of independent learning (in the form of self-control) by students, which is carried out by each student at the individual level. Ignoring this circumstance will inevitably lead to a conflict between the requirements of the department (teacher) and the personal plans, desires and abilities of the student. Individualization of independent learning of students implies: more intensive work with students with high levels of preparation; division of the task into mandatory and creative parts for each of them who wants to solve additional questions; regular consultations with all listeners; full information of students about the upcoming independent learning.

The implementation of the individualization model of independent learning includes the following stages:

- diagnostic stage - preliminary diagnosis of the student's individual characteristics; analysis of the diagnostic results by the teacher to develop recommendations for choosing an individual educational trajectory; self-analysis of the student's diagnostic results, identification of his strengths and weaknesses, determination of the vector of further development.
- main stage: identification of the individual educational trajectory, its control points; monitoring and self-monitoring of the student's individual development.
- assessment: adjustment of the individual educational trajectory in accordance with intermediate results.

To ensure the effectiveness of independent learning of students, the following is necessary:

- justification of the combination of the volumes of classroom and independent learning;
- methodologically correct organization of his work in and outside the classroom;
- provision of the student with the necessary methodological materials in order to turn the independent learning process into a creative process;
- use of active learning methods;



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- measures to monitor the organization and progress of independent learning by students and to encourage students to perform it qualitatively;
 - provide plans for practical and laboratory exercises, methodological developments of independent learning topics, and a list of special literature.

Now let's briefly dwell on the types and methods of organizing independent learning of students.

a) presentation - as a type of independent learning

A presentation is a means of persuasion and gaining trust, as well as a set of slides, united by a common theme and stored in a common file. A slide is a relatively autonomous information structure that includes various objects presented as a single composition on a common screen.

Students need to make some effort to understand the content of the presentation, since involuntary attention turns into voluntary, and the intensity of attention affects the memorization process. The use of presentations in the educational process contributes to:

- visual presentation of educational material;
- effective mastery of educational material by activating cognitive activity and systematizing knowledge;
- increasing interest in the subject being studied;
- self-expression and involvement of feelings and emotions;
- development of thinking (analysis, synthesis, comparison, generalization);
- development of information processing skills;
- formation of information culture in students;
- formation of self-control and self-assessment skills;
- aesthetic education through the use of computer graphics, multimedia technology;
- accumulation of experience in the use of information technologies in individual and collective educational and cognitive activities;
- manifestation and development of search activity.

Presentation features: motivational, informational, illustrative, orientation to activity and organization of activity, providing feedback.

Stages of creating a presentation in independent learning:



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- Stage 1. Statement of the purpose of the presentation;
 - Stage 2. Collection and systematization of material;
 - Stage 3. Development of the presentation concept;
 - Stage 4. Creation of presentation design;
 - Stage 5. Optimization of text and graphics;
 - Stage 6. Slide layout.

b) abstract – as a type of independent education of students

An abstract is "an analytical review or detailed commentary that substantiates the relevance of the topic being studied, summarizes and analyzes the content and formal positions of the texts being studied, formulates generalizations and conclusions". An abstract is a form of independent written student work on a very narrow topic and expresses generally accepted main ideas on this issue. Performing assignments of this type forms the primary skills of independent scientific creativity, introduces the student to the rules for searching for scientific information and selecting the necessary material, the procedure for preparing and writing a scientific paper, and helps to increase his theoretical preparation. The main requirements for an abstract can be considered: information content, completeness of presentation; objectivity, intact designation of all the rules of the main text; correctness of the assessment of the material.

Depending on the purpose for which the abstract is written:

- an indicative abstract (abstract-summary), which summarizes the conclusions and results of the work performed as briefly as possible, removing everything secondary to the topic of interest to the author;
- an informative abstract (abstract), which can be monographic (based on one source) or review (based on two or more sources); it contains all the main provisions of the primary document in a generalized form.

c) case - as a creative type of independent learning

A modern approach to the educational process should be based on the specific features of the dynamics of the development of life and activity, the specificity of various educational technologies and the needs of the individual, society and the state in development, introducing innovations into the educational process,



focusing on the experience of socially useful knowledge, beliefs, character traits and qualities, attitudes and behaviors. One of these is the case. The use of the case method in the educational process combines imitation of a real event, an adequate reflection of reality, low material and time costs and variability of learning. The educational material is presented to students in the form of a problem (case), and knowledge is mastered as a result of active and creative work.

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