

**THE PLACE AND SIGNIFICANCE OF STUDENT INDEPENDENT WORK IN THE HIGHER EDUCATION SYSTEM****Gulsanam Ibragimova**Dean of the Faculty of Pedagogy and Psychology of  
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**Annotation.** In this article, the scientific aspects of organizing students' independent education, the theoretical and practical bases of their independent work have been developed, and the processes necessary for students' independent work have been researched. The main forms and types of independent learning of students are described in detail, and the methods of independent work that they can perform both in theoretical and practical lesson processes are shown. Methodical recommendations were given in order to attract students to independent work, which in turn is a guide for those engaged in independent education.

**Key words:** independent education, students, creativity, educational technologies, educational process, knowledge, skills, competence, curriculum, educational materials.

Changes are taking place in the social, economic, political, and spiritual life of our country. The adoption of the new version of the law "on education" is especially important in reforms in the field of education. The development or, on the contrary, the crisis of each country depends on the level of improvement of the education system in the country. The priorities of the systematic reform of higher education, modern knowledge and independent raising the process of training highly qualified personnel to a new level in terms of quality, modernization of higher education and development of social sphere and economic sectors, based on advanced educational technologies, are given special importance as strategic issues.

For example, in the concept "increasing the share of independent education hours, students' independent education, critical and creative thinking, systematic analysis, formation of entrepreneurial skills, introduction of methods and technologies aimed at strengthening competencies in the educational process, educational "to direct the educational process to the formation of practical skills, and in this regard, to widely introduce advanced pedagogical technologies, educational programs and teaching-methodical materials based on international educational standards into the educational process" [1. 7].

Emphasized that students can acquire the necessary competences of specialists through independent education, independent work, continuous improvement of their skills, development of creative creativity, research, and logical thinking. The organization of the educational process plays an important role in the training of specialist personnel. Currently, in the curricula, the ratio of classroom (contact) and independent education for students is from 40/60 percent to 50/50 percent in undergraduate education, and from 30/70 percent to 50/50 in master's specialties. Allocated to the percentage ratio. In the process of changing the educational program, a number of issues and problems of the sciences should be studied through independent education. Independent education is the independent acquisition by students of a part of the program materials in one or another subject.

Higher education is to direct the specialist to self-development, to increase his knowledge independently, to form a creative personality capable of innovative activities. It is not enough to give ready knowledge to the student by the teacher to perform such a task. Such a way turns the student into a passive consumer of learning. However, today we need not a passive consumer of knowledge, but an active creator of it. The result should be such that the future specialist can express any theoretical and practical problem, find the most appropriate and appropriate results, able to scientifically or methodically analyze the ways to solve it, and prove its correctness. Should be.

Changes in the education system are closely related to the content of education. Updates also require thinking about new

forms and methods of organizing student learning. In this sense, the organization of students' independent work is not only an important form, but also an important part of the educational process. All this involves acquiring modern methods of teaching (receiving), developing students' creative abilities, taking into account the opportunities and potential of each student, moving from group studies to individual studies. It is necessary to organize this process in such a way that as a result of it, the student's ability to learn independently and apply this knowledge to life, skills and abilities are formed.

The main goal of students' independent work is the formation and development of knowledge, skills and abilities necessary for independent performance of academic work.

Tasks of students' independent work:

- to determine the necessary measures to search for new information to perform independent work;
- use of information sources in the process of independent work;

Working with regulatory documents, scientific-methodical materials, educational literature.

Independent education is a systematic activity aimed at forming theoretical knowledge, practical skills and qualifications based on independent mastering of educational material, assignments of different levels of complexity, creative and independent performance of practical tasks in the audience and outside the audience [2 . 35].

Independent education is a form of education aimed at strengthening acquired knowledge, skills and abilities, additional information or independent study of material.

Independent work is an active method of education that solves the educational task assigned to the teacher and under his guidance.

Independent work is the organization and implementation of concrete activities of students in connection with the set goal. Student's independent work is his activity based on high level of activity, creativity, independent analysis, initiative and timely and perfect performance of all tasks [4. 25].

So to speak, all activities aimed at educating the future specialist's way of thinking form their basis. Any type of training that allows the student to develop independent thinking and increase his cognitive activity is closely related to independent work. Independent learning should not be understood as leaving students to their own devices and reducing the tasks and workloads given to them, but rather interactive independent activities of students regularly guided by teachers.

the role of independent education in improving the quality of the educational process is great. Realizing this, the share of independent study hours allocated to educational activities in higher educational institutions of our country is being regularly increased. The student must understand that independent education is being carried out in his interest.

Refers to a set of independent work carried out in the classroom and outside it, under the guidance of the teacher or without the participation of the teacher.

Under what conditions is independent work carried out:

1. Directly in the audience - during a lecture, practical training, seminar, or in the process of giving tasks for laboratory work.
2. Giving advice during direct communication with the teacher outside of the class schedule, in the process of creative communication, performing individual tasks in debt relief, etc.

Educational or creative tasks by the student in the library, at home, in student houses, in departments. The boundaries between these types of work are not too strict and can easily overlap. It is worth noting that students' independent work can be done both in the auditorium and outside it. Independent work outside the auditorium takes a central place. Work on test questions, tasks and exercises on independent work is mainly done independently. The results of this work are analyzed and evaluated in classroom (practical and laboratory) classes under the guidance of the teacher. Therefore, independent work and classroom training complement each other, increase students' knowledge and professional competence.

Can be realized only if there are serious and stable interests. The most serious factor in this is preparation for the future effective professional activity.

Consider the internal factors that allow students to activate their independent work:

1. The usefulness of the work being done. If the student knows that the results of his work can be used in the course of a lecture, in a methodical guide, in laboratory work or in practical training, in the preparation of articles, his attitude towards the work he is doing will change dramatically for the better, as well as the quality of the work. Increases. Accordingly, the student should be mentally prepared for such work, the necessity of the work to be performed should be shown.
2. Student's participation in creative activities. This can take many different forms. In particular, scientific research works, artistic works, methodical works, etc. Conducted by the departments.
3. Participation in science olympiads, scientific-research works, practical work contests, etc.
4. Use of factors of interest in knowledge control (rating, tests, non-traditional exam forms, etc.).

These factors create a spirit of competition in appropriate situations. This very situation forms and develops the student's inner need to work on himself and develop himself.

Educational process to the content and forms of organizing independent work also allows students to activate their

independent work. The ratio of independent education in today's higher education institutions established on the basis of the credit-module system is from 40/60 percent to 50/50 percent in bachelor's courses, from 30/70 percent to 50/50 percent in master's specialties. The organization of independent work is defined in the curriculum intended for work. It can be seen that enough time is allocated for independent works. The main thing is to use this time effectively and efficiently.

There are two main directions of organizing the educational process based on the independent work of students:

The first is to increase the role of independent work in classroom training. In order to do this, professors and teachers are required to develop methods and forms that ensure a high level of independence and quality of preparation of students in the organization of classroom training.

Directions outside the classroom. Problems in increasing students' activity in activities outside the classroom are associated with a number of difficulties. It can be seen that not only many students, but even some professors and teachers are not ready to do independent work. This often manifests itself in a professional or psychological direction. In addition, poor quality information can be added. In many cases, the information supply is not at the level of demand, as a result of which there is a decrease in efficiency. Also, we can include the lack of self-confidence in students and the lack of well-developed speech culture among the factors that cause them not to actively participate in independent education.

The main task in organizing students' independent work (hereinafter - tmi) is to create psychological didactic conditions for the development of intellectual initiative and thinking in any form of training. The main principle in the organization of tmi should be to provide students with skills for individual work. In this case, it is important to move some tasks from formal and passive performance to conscious and active performance. The purpose of tmi is to teach to work independently first with educational content, and then with scientific information, to form the basis of self-direction and development, and then to regularly improve one's skills. The teacher plays a decisive role in this. He should always be in the center of attention that he is working not with the student in general, but with a specific person. It is advisable for him to know his student's strengths and weaknesses, to take into account his individual abilities and interests. The task of the teacher is to see and increase the good aspects of the student - the future highly qualified specialist [3. 76].

In the study of any science, three interrelated forms of tmi organization are noticeable:

1. Independent works outside the auditorium.
2. Independent works in the auditorium. It is organized directly under the guidance of the teacher.
3. Creative. Creative form can be extremely diverse.

Including: analytical data, lectures and written works on the given subject related to separate chapters of the subject being studied. It would be appropriate to give the student the right to choose the subject, even the supervisor; preparation of illustrative materials on the chosen subject, in which the topic is given by the teacher, its content and form, execution is determined by the student; creating scientific crosswords, the size, complexity, and content of which are formed by the student himself; write a review of a scientific monograph of a modern scientist, a writer's work, with a personal based assessment and a recommendation for use, separating the main ideas and rules; perform various types of homework. This includes solving exercises and problems, translating or retelling the text, selecting and studying literary or scientific sources, making various tables, performing graphic work, performing various calculations, etc.

Individual assignments can be received by each student or a group of students; completion of course work, graduation qualification work; preparation for scientific-theoretical or scientific-practical conferences, competitions, olympiads; write a scientific essay on a chosen topic. In order to form and develop a positive attitude to tmi, at each stage, the specific purpose and tasks of the work should be explained, and students' understanding of these goals and tasks should be controlled. These works will be the basis for the formation of the skills and abilities of the student to independently set tasks and choose goals. It is desirable to have a large bank of independent works and assignments when conducting training. It's even better if they are separated by level of complexity. Depending on the nature of the subject, the following methods can be used for training:

1. To give a series of tasks that are the same according to the level of difficulty. In this case, the student who completed the most exercises in a certain period of time will receive a high grade.
2. Tasks of different levels of difficulty are given. The grade is determined by the type of assignment.
3. Methodological support and control aimed at the implementation of independent work of students. The development of a set of methodological support of the educational process is the most important condition for ensuring the effectiveness of tmi. This collection includes lecture texts, textbooks, educational and methodical literature, laboratory work, a bank of assignments and tasks, science information bases, and others. Educational and methodical literature should not only provide information, but also perform organizational and control functions. The management function of educational -methodical literature is manifested in marking pages, highlighting the main rules of the educational material in the text, and the existence of structural logical tables that show the interrelationship of the educational materials.

Reforms and work being carried out in the field of education require future specialists to acquire the skills to independently find and collect all the necessary information and data, and to be able to analyze them. Independent work requires each student to follow a certain system, be diligent, and strive for the goal. That's why many students have a problem of properly

organizing their daily life at the higher educational institution. Some first-year students complain that they don't have enough time to master the studied materials, and that they have little rest due to the large number of downloads. Such a situation occurs only in students who have not been able to allocate their time properly, and have not appreciated every minute. Accordingly, in independent work, it is correct and appropriate to start work with strict adherence to the agenda. In order to set up the daily schedule in a purposeful way, it is necessary to proceed as follows: one day should be divided into several necessary parts: it includes work, food, physical education, recreation, household chores, and so on [5. 30].

Which are the factors for the training of independent thinkers, able to conduct activities freely, and mature specialists have been expressed. In the article, the scientific aspects of the organization of independent education of students, the theoretical and practical bases of independent work have been developed, and the processes necessary for independent work of students have been studied. The main forms and types of independent learning of students are described in detail, and the methods of independent work that they can perform both in theoretical and practical lesson processes are shown. Methodical recommendations were given in order to attract students to independent work, which in turn is a guide for those engaged in independent education.

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