

**PEDAGOGICAL CONDITIONS FOR ORGANIZING INDEPENDENT
EDUCATION IN HIGHER EDUCATIONAL INSTITUTIONS**

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Annotatsiya: Ushbu maqolada oliy ta'lim muassasalarida mustaqil ta'limni tashkil etishning pedagogik zaruriyati xususida ma'lumotlar aks ettirilgan. Mustaqil ta'lim o'quv materialini mustaqil o'zlashtirish, murakkablik darajasi turlicha bo'lgan topshiriqlar, amaliy vazifalarni auditoriyada hamda auditoriyadan tashqarida ijodiy va mustaqil bajarish asosida nazariy bilim, amaliy ko'nikma va malakalarni shakllantirishga qaratilgan tizimli faoliyat ekanligi ta'kidlangan. Mustaqil ishlar didaktik maqsadi, vazifasi, murakkablik darajasi, kimga (individual yoki jamoa uchun) mo'ljallanganiga qarab bir-biridan farq qiladi.

Kalit so'zlar: mustaqil ta'lim, topshiriq, axborot, pedagogik zaruriyat, dars mashg'ulotlari, ta'limiy maqsadlar.

Аннотация: В данной статье отражена информация о педагогической необходимости организации самостоятельного обучения в высших учебных заведениях. Подчеркивается, что самостоятельное обучение – это систематическая деятельность, направленная на формирование теоретических знаний, практических навыков и компетенций на основе самостоятельного освоения учебного материала, творческого и самостоятельного выполнения заданий различной сложности, практических задач в классе и вне его. Самостоятельная работа различается по своей дидактической цели, задаче, уровню сложности и для кого она предназначена (индивидуальная или коллективная).

Ключевые слова: Самостоятельное обучение, задания, информация, педагогическая необходимость, уроки, образовательные цели.

Abstract: This article reflects information on the pedagogical necessity of organizing independent learning in higher education institutions. It is emphasized that independent learning is a systematic activity aimed at the formation of theoretical knowledge, practical skills and competencies based on the independent mastering of educational material, creative and independent performance of tasks of varying complexity, practical tasks in the classroom and outside the classroom. Independent work differs from each other in terms of its didactic purpose, task, level of complexity, and for whom it is intended (individual or collective).

Key words: independent learning, assignments, information, pedagogical necessity, lessons, educational goals.

In today's rapidly developing globalization and digital technologies, the role and tasks of learners in the learning process are changing significantly. The traditional teacher-

centered approach is being replaced by a person-centered, active and reflective concept of education. It is in this context that the concept of independent learning is becoming one of the central issues of pedagogical theory and practice.

Today's higher education system requires students to perform complex psychological and pedagogical tasks, such as consciously planning their own educational process, managing it, and analyzing its results. This requires the student not only to acquire knowledge, but also to be ready for self-education, to form intellectual and communicative competencies. Independent learning is the basis of critical thinking, reflection, and self-assessment (UNESCO, 2017).

In order to improve the system of continuous education in the Republic of Uzbekistan, improve the quality and ensure its effectiveness, in addition to material factors, the level and potential of improving the organization of independent education in educational institutions are also necessary. The higher education system plays a special role in improving the mechanisms of independent work of students and creating the necessary conditions for them to be able to operate in accordance with the requirements of the time.

The reforms being implemented in the education system in our country, the laws and resolutions being adopted, are making a significant positive contribution to the development of society. These documents serve as an important factor in increasing the intellectual potential of the country and training qualified and competitive personnel in accordance with state educational standards.

The "Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030", approved by the Decree of the President of the Republic of Uzbekistan No. 5847 dated October 8, 2019, gives special importance to the priority areas of systemic reform of higher education, raising the process of training highly qualified personnel with modern knowledge and independent thinking to a qualitatively new level, modernization of higher education and the development of the social sphere and economic sectors based on advanced technologies, as strategic issues.

In particular, the concept provides for "increasing the share of independent learning hours, developing students' independent learning, critical and creative thinking, systematic analysis, entrepreneurial skills, introducing methodologies and technologies aimed at strengthening competencies in the educational process, directing the educational process to the formation of practical skills, and in this regard, widely introducing advanced pedagogical technologies, curricula and teaching-methodical materials based on international educational standards into the educational process." "The task is set" [1].

Today's requirements determine the establishment of independent learning in higher education institutions as a process of special pedagogical importance. This process has become one of the central pillars of the student's personal and professional development. Independent work, independent learning and its theoretical foundations have been formed and developed throughout the history of mankind. However, D.R. Garrison, H. Davis, as well as our scientists A.V. Sadikova, D. Akhmedova, D. Askarova, Z.U. Berdinazarov conducted research on its organizational and methodological support and conditions for effective organization.

The concepts of independent work, independent activity and independent learning are relative in nature, and different researchers interpret them differently, and in some cases, these concepts are given a completely unique interpretation. Therefore, a clear definition of their content and essence, their differentiation and adaptation to the modern educational process are an urgent issue in scientific research. This approach allows for a deeper study of the student's independence, initiative and creative activity in the educational process. For example, R.E. Slavin [2] He considered independent work as a teaching method, a learning tool, and evaluated it as a form of learning and scientific knowledge. H. Davis [3] according to "any activity carried out for the purpose of acquiring knowledge, which is determined by the teacher, but is obtained without his direct assistance, is independent work" and so on.

It was precisely the teacher and scientist S.I. Kulmamatov who spoke about the independent work and independent education of students [4] "Independent work of students is an integral part of the educational process, which means an activity that must be performed independently within a predetermined period of time, without the direct participation of the teacher, but based on his recommendations and instructions."

"Pedagogical technologies for developing professional knowledge, skills and qualifications of young people in the vocational education system by O.Q. Tolipov [5], Sh. Sharipov's pedagogical foundations of the formation of inventive creativity in students [6], "considered in research".

To successfully implement independent learning in higher education, it is important, first of all, to create pedagogical conditions that support this process. In order for the student to strive for knowledge on his own, it is not enough to simply give him a task - for this, there must be a purposeful environment, motivating methods, modern resources and an encouraging approach from the teacher. The main factors in this are the openness of didactic materials, a system of tasks adapted for independent work, the integration of information and communication technologies, as well as the availability of opportunities for self-assessment and analysis. The pedagogical skills of the teacher are also important, and he must act not only as a controller, but also as a coach who guides and motivates the student. Effective organization of independent learning in higher education is not only a didactic approach, but also organizing the educational process in such a way that it encourages the student to act independently with internal motivation. Without such conditions, independent learning can remain only at the level of formal requirements.

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