

## CREATION AND USE OF INDEPENDENT ASSIGNMENTS IN THE ORGANIZATION AND TEACHING OF PRIMARY TRAINING FOR THE MODULE-CREDIT SYSTEM

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### ANNOTATION

Current status and prospects of transition to the credit-module system in the development of independent educational tasks of students in the organization of primary training before the convocation, credit-module based on advanced world experiences of higher education institutions system principles, learner, recognition of educational results. It is desirable to create the possibility of independent formation of the educational trajectory and academic mobility, the accumulation of grades, the interest of professors and students in the organization and teaching of primary training before the convocation, as well as the introduction of a clearly defined evaluation system it is justified.

**Keywords:** methodology, pedagogical features, higher education, pre-vocational primary training, organization, teaching methodology, modern teaching requirements, educational tasks, speech competence.

### Introduction

There are two forms of independent work in the organization and teaching of pre-vocational primary training: - traditional, that is, independent work of students, in an arbitrary mode and time, at hours convenient for the student, often performed independently outside the audience. - work independently in the classroom under the supervision of the teacher, you can get advice from him during the assignment. The educational process based on students' independent work can be divided into two types.

The first is the growing role of independent learning in the educational process. The implementation of this direction requires teachers to develop methods and forms of organizing lessons that help to ensure a high level of independence of students and improve the quality of education.

The second is to increase the activity of students in all areas of independent work, except for the classroom. At this point, it should be recognized that the independent work of students is not only an important form of the educational process, but should become its basis. The decisive role in the organization of independent work belongs to the teacher, who should work not with the "general" student, but with his individual characteristics, strengths and weaknesses, abilities and inclinations. The task of the teacher is to see and develop the best qualities of the student as a highly qualified specialist in the future. The organization of

independent work in learning the subject should represent the unity of three interrelated forms: work in the classroom under the direct supervision of the teacher; the work is done outside the audience; creative, including research work. The most suitable form of assessment of student results in the studied subject is the system of measurements. When developing a scale for evaluating the results of a student's independent work, tasks for independent work should be divided according to their level of complexity.

For example, K. H. Khummamatova reviews independent work on the "Algebraic systems" module from the algebra and number theory course. The assignments are designed for students who have minimal knowledge of the module. It consists of 30 options: 1. Algebra is given. Find the neutral element in this algebra. Modern dynamic life requires the training of higher education specialists: - able to quickly adapt to changing life and professional situations, taking into account the analysis of existing problematic issues; - to constantly update knowledge, self-development, create new knowledge, ready to use skillfully in practice. Professional tasks; - use of modern technologies to act in increasing information flows, to analyze, change and apply information in one's professional activity and in one's life; - has critical creative thinking; - friendly, communicative, able to work in different teams; - active in achieving their goals. Such specialists can be competitive in the modern labor market, as well as contribute to the competitiveness of their enterprises, institutions and organizations.

It is they who can create their own business, adapt to all changes in the work profile and constantly improve their knowledge, skills and abilities. Therefore, there is an important problem of organizing the educational process of students in the content of theses expressed in the higher education system. In other words, the society aims to independently direct future specialists to the flow of information, continuously improve their knowledge, creatively approach any changes, and bring the emerging problems to the level of unconventional and high-quality solutions.

The ability to self-study and self-educate in the organization and teaching of pre-vocational primary training cannot be imagined without such a personality quality as independence, which in turn is independent and is brought up only by independent activity. Thus, the independent educational activity of students should be the leader. In contrast to traditional approaches, attempts are actively being made to make it a real leader within the credit-module education system, which assumes a much larger amount of independent work by students. A large number of educational materials are released for independent research and development. As part of independent training, additional lessons are conducted under the guidance of the teacher, deans develop special schedules and tables. Analysis of scientific research and publications showed that Y. Babansky, A. Verbisky, L. Derkach, V. Kazakov, O. Kirichuk, B. Korotyaev, A. Kucheryavy, S. Matushkin, A. Moroz, N. Nikandrov, Scientists such as P. Pidkasiy, N. Polovnikova studied various aspects of organizing students' independent work, V. Slastenin, T. Shamova and others. V. Aksenova, T. Husak, V. Krylova, V. Leontiev, G. Shchukina, V. Vergasov and others considered the issues of stimulating students' educational activities. Ways to improve the preparation of students for

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independent educational activities were analyzed by M. Antonyuk, V. Buryak, N. Vazheevskaya, L. Derkach, I. Mostovaya, L. Onuchak, M. Soldatenko and others.

The modular system of teaching organization was studied in detail by A. Aleksyuk, K. Vazina, A. Kucheryavy, A. Gumenyuk, B. Ognevyuk, A. Furman, P. Yusevichene and others. Development of issues related to self-education and self-education of a person N. Bityanova, A. Gromseva, S. Dneprov, V. Kurinsky, L. Ruvinsky and others. Various aspects of scientific organization of educational activities S. Arkhangelsky, Ya. Ludchenko and others. Despite the great attention of scientists and practitioners to the problem of organizing independent work of university students, important issues that require reflection and resolution still remain.

Yu. Miroshnichenko and O. Troyan undisclosed connections and relationships between the goal of organizing independent work of university students and the methods of its implementation; comprehensive theoretical understanding and justification of the organization of students' independent work in the context of the credit-module education system; issues of encouraging students in terms of increasing the efficiency of their independent educational activities; mastering of reasonable methods of educational work by students; formation of independent learning abilities and skills. study. In addition, it is necessary to add questions on the accurate execution of students' independent work, first of all, through modern information and communication technologies. There are studies in this direction, but, in our opinion, they are limited to the range of specific topics (courses), for example, the use of the Internet in learning English at the non-core master's level, independent work of students in the department with e-learning modules independent work of students using computer mathematical systems in the course of mathematical analysis, etc.

Taking into account all of the above, our attempts to analyze the state of organization of independent work of university students and to determine the prospects for its improvement in the conditions of the Bologna process are very relevant. Today's problems of organizing and improving the efficiency of university students' independent work require constant attention and quality solutions. The analysis of psychological and pedagogical literature in this direction showed the active beginning of research on the issues of independent learning of students in the middle of the 20th century, although at the beginning of the last century I. Hessen emphasized that the source of free development is active and independent work. At the same time, it is a source of personal creativity. In addition, the student's personality is created not only by the words written or spoken by him, the movements of his hands, but also by the thoughts, feelings and emotions, desires and voluntary actions experienced by him at this time, as well as by his mental state. [2]. In our opinion, it is worth adding to the activity and independence of intellectual work, its acute necessity, usefulness, great purposefulness and, of course, its creative character. A number of scientists and researchers (V. Bondar, V. Buryak, L. Vygosky, P. Galperin, Ye. Kabanova-Meller, A. Leontiev, V. Lozova, N. Polovnikova, etc.) discussed the problem at the secondary school expressed their opinions from the point of view.

Their works reveal the determining role of independent work in the development of a child's thinking and abilities, justify the possibility and necessity of involving students in creativity in the educational process, determine some directions of cognitive activity and the formation of independence.

In particular, the researches of I. Lerner, T. Shamova and others convincingly proved that independent work is a means of increasing awareness and effectiveness of the studied material. Nevertheless, high school today does not really prepare for independent work, as evidenced by the research of N. Sagina and A. Chiz. In particular, it was found that 45.7% of students do not know how to properly organize their independent work, 72.5% do not know how to allocate their time, and 83% do not know how to organize this distribution. Thus, the formation of students' self-education skills and abilities is natural and appropriate. There are a number of works in the didactics and methodology of higher education, the authors of which raised the problems of organizing students' independent work. These are the studies of A. Aleksyuk, A. Verbisky, L. Derkach, V. Kazakov, B. Korotyayev, R. Nizamov, P. Pidkasistogo and others. V. Buryak, L. Derkach, N. Didus, I. Moroz and others. students' inability to study is primarily due to their lack of tools to successfully overcome difficulties in acquiring scientific knowledge. Mostovaya, first ear students just don't know how to study independently in a higher educational institution. Of course, the modern school does not teach learning - one of the basic skills. And education at the university is built and implemented in a different way. School lessons are replaced by lectures, seminars, practical and laboratory exercises, research activities, where they explain and repeat, apply skills and competences, and install certain educational materials. educational activity is the leader.

Some modern scientists, namely A. Krivileva, A. Kucheryavy, I. Mostovaya, N. Sagina and A. Chizh, lack of psychological preparation for independent work, ignorance of the general rules of self-organization, scientific literature Do not forget about the lack of skills and abilities to work with and not a sufficiently high level of interest in many academic subjects. We fully agree that it is very important for students to allocate their time, and also to master the rational methods and methods of working with educational materials, which are the basis of independent work of students within any academic discipline. Such skills include Yu. Miroshnichenko and O. Troyan are distinguished by: - rational use of time, alternation of work and rest, rules of hygiene of educational work; - searching for information, working with catalogs, dictionaries, encyclopedias, network resources, etc.; - fast reading technique; - semantic processing of texts, emphasizing the main thing (ideas, laws, principles); - concentration and memorization; - listening and speaking culture; - brief rational recording of information (excerpts, theses, plan, synopsis, Report, review, Report, etc.); - preparation for lectures, seminars, laboratory and practical work, as well as the final audiences of the modules. To this list we would like to add the wide use of information and communication technologies and, above all, office programs and the Internet.

In addition, all office programs or their analogues can be used over the Internet, which allows individual and group (multi-user) independent work with a specific task. If we consider the issue of independent work of students, it should be noted that from a

psychological point of view, independent work is an activity that needs to be understood, internally motivated and aimed at satisfying cognitive needs.

It is carried out according to the independent activity of the student. Forming a system of tasks; - ensuring the integrity of educational materials; - promotion of quality learning; - management; - providing a feedback mechanism; - ensuring the continuity of vocational education. N. Morozova, R. Nizamov, S. Trubacheva, N. Sagina understands independent work as planned, organized and methodically oriented by teachers, types of individual and collective educational activities of students, both in the classroom and outside of them, if o under the guidance of the teacher, without his direct participation. The role of the teacher in the organization of independent educational activities of students is discussed by many scientists, including G. Gabay, L. Juravskaya, I. Moroz, N. Nikandrov and others. It is shown that the teacher develops a system of tasks, gives instructions to students before their implementation, monitors the progress of independent work, advises and helps students to overcome difficulties and correct mistakes, summarizes, analyzes and evaluates the results. Taking this into account, the teacher's roles differ depending on his involvement in the independent activities of students, his goals and the level of knowledge acquisition. Thus, L. Zhuravskaya defines four roles of the teacher - the speaker as the main source of information; activity leader or organizer; consultant; and as a moderator, an observer or referee directing the activity. As a means of facilitating activities in the organization and teaching of primary training up to the draft; coach, as a coach who helps the activity; the motivator showed alternative methods of organizing independent work, that is, ways to achieve success.

Thus, the teacher has many roles, and within the framework of the credit-module education system, the teacher, in our opinion, should be first of all a motivator, then an assistant, and in the process of activity - a coach, moderator and consultant. In other words, to instruct students, the teacher should motivate them, provide a comfortable mode for independent work, coordinate and advise students in the course of educational activities.

The above-mentioned information and communication technologies provide an opportunity to monitor each User's actions separately, which is important in the context of the discussed problem. And when discussing a specific task, webinars, teleconferences, video chats between students and the teacher - this is an almost instantaneous coordination and advisory support of students' actions outside the audience under the guidance of the teacher, that is, in the most optimal mode. conditions can lead to true independent work. Independent work is a form of education in which the student acquires the necessary knowledge, skills and abilities, learns systematic, systematic work, and forms his own mental activity. Independent work differs from other forms of education in that the student organizes his own educational activity. According to M. Antonyuk, L. Derkach, N. Sagina, A. Chiz, I. Shaydur and other scientists, independent educational activities of students should be organized taking into account their characteristics and cognitive abilities. Authors such as V. Vergasov, A. Mirolyubov and others understand independent work as a purposeful, active and relatively free activity of students. I. Shaydur, in turn, "independent work is a



specially organized activity aimed at independent performance of educational tasks of various levels of complexity, both in classroom classes and outside of class, taking into account the individual characteristics of students."

The purpose of such activities, according to him, is "independently supplementing students' knowledge, forming the ability to manage the flow of scientific information." Analyzing the concepts of "independence", "self-study" and "independent work", it is easy to see that all these terms have the prefix "self". On the other hand, the goal of students' independent work is to develop their independence, and self-study means the existence of a certain independence.

Thus, independent work is the basis of self-learning, and also helps to form the student's readiness for self-learning. V. Kurinsky and S. Dneprov consider the concept of "autodidactic" to be synonymous with self-learning. In fact, according to scientists, this is a purposeful, systematic, independent and autonomous activity of the subject of the process of self-learning. The essence of self-learning is the conscious self-organization of the process of acquiring knowledge and acquiring the necessary skills. It helps to develop and improve personal qualities, abilities and skills with methods of self-education and self-development. All three components (self-education, self-discipline, self-development) are closely related to each other, but none of these components is the main one.

The effectiveness of self-learning, self-education and self-development depends on the independent activity of students, which not only contributes to the development of the individual's voluntary processes, but also to stable motivation, that is, the development of activity and behavior. is based on a system of motives that determine its specific forms. any person, show a. Bukina, A. Verbisky and others. Independent work helps to develop independence as a key personality trait. Independence is a quality of a person that manifests itself in initiative, criticality, sufficient self-respect and personal responsibility for one's own activities and actions. should increase: - independently determine and systematize the order of their work; - independently plan the sequence of their actions; - independently monitor and adjust these actions, that is: monitor their progress, change and make clarifications.

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