

# THE ROLE OF INDEPENDENT WORK OF STUDENTS IN THE EDUCATIONAL PROCESS

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**Abstract:** This article is about the role of independent work of students in the educational process. It analyzes the increase of the motivation of students to learn discipline.

**Key words:** independent work of students, professional activity, educational material.

The main task of higher education is to form a creative personality of a specialist capable of self-development, self-education, and innovation. The solution to this problem is hardly possible only by transferring knowledge in a finished form from teacher to student. It is necessary to transfer a student from a passive consumer of knowledge to an active creator of knowledge, who is able to formulate a problem, analyze ways to solve it, find the optimal result and prove its correctness. The analysis indicates that independent work still does not have the proper organization, and professional self-education as an important factor in the formation of the personality of a future specialist does not occupy an appropriate place in his training. The study of the real state of independent work indicates that students have little command of general educational skills and abilities: note-taking, reviewing, analysis and synthesis of what has been read. When independently studying the educational material and primary sources, students find it difficult to highlight the main, the main, in the formulation of conclusions, in the development of their opinion, their assessment of what they read.

Active independent work of students is possible only with serious and stable motivation. The strongest motivating factor is preparation for further effective professional activity. The essence of independent work, in our opinion, consists in

self-organization of understanding of the material being studied, extracted from various sources, in building a student's own point of view, his attitude to what has been studied, in determining the practical significance of the material studied. The organization of independent work begins, first of all, with:

- determining the content and volume of independent work for each course; – establishing a certain dose of material for self-study in each topic for a specific period of time;
- determining the content of the workshop on the formation of students' skills of independent work;
- from the introductory lesson, during which the student gets acquainted with the program and the nature of the tasks, with the requirements that apply to independent work, assessment criteria, methodology for completing tasks, forms of control and timing.

Practice shows that the upbringing of a creative specialist is impossible without mastering the theoretical foundations of disciplines, developing students' skills to operate with theoretical knowledge in a practical setting, and use it in solving professional problems. The student must be able to answer questions, understand the proposed situation, determine the ways out of it, review or annotate a monograph, article, and conduct direct observation of production processes during practice. A variety of tasks for independent work, giving them not only informational, but also professional orientation, establishing a close connection between theory and engineering practice, is the incentive that motivates to master the skills and abilities of independent work and contributes to the restructuring of the student's personality structure into the structure of a specialist's personality.

The effectiveness of a student's independent work as a criterion for the quality of pedagogical management of the educational process is determined by its development in two directions:

- in the level of mastering by a student in the process of self-preparation the ability to navigate in situations that simulate future professional activity through

tasks-situations, special exercises, in using theory to solve practical standard problems;

– the degree of involvement of students in research activities through the implementation of non-standard tasks and tasks of increased complexity and in real industrial practice with the maximum use of students' life experience, orienting them towards future professional activities. The effectiveness of students' independent work is largely determined by the presence of active methods of its control.

Educational activity is carried out within the framework of certain educational systems (trajectories), and the interaction of various elements of educational systems is aimed at achieving a common goal for this system - education, upbringing and personal development [1]. In modern conditions of the competence-based approach to higher education, a wider use of such forms of education as interactive classes is required. At the Department of Cadastre and Geographic Information Systems of Tyumen Industrial University, within the framework of interactive classes, master classes, round tables, quizzes, and business games are organized. Master classes on the topic "Working with geodetic instruments" are held in all courses of study (specialty, bachelor's degree) and cover such disciplines as "Geodesy", "Applied Geodesy", "Higher Geodesy", "Fundamentals of Geodesy and Topography", etc. The relevance of the chosen topic is due to the fact that the upcoming labor activity of future graduates is directly related to geodetic instruments.

The methodology for conducting master classes is based on both the pedagogical intuition of the teacher and the receptivity of the student. The master class is a two-way process, and the teacher-student relationship is perfectly justified. The faculty of the department is faced with the important task of forming general and professional competencies in future specialists. When preparing and developing the master class, the possibility of enhancing the motivation of students was taken into account. The structure of this event allows you to transfer a specific

set of skills from master to student. The advantage of a master class as a form of training is as follows:

- This is the transfer of practical experience by the teacher in real time with the active participation of students, who are given the opportunity to get acquainted with the methods and techniques of working with geodetic instruments;

- the interactive form of the lesson provides comfort and ease in communication.

The organization and conduct of the event is carried out in several stages.

Objectives of the event:

educational: – formation of ideas about the stages and methods of geodetic works;

- providing professional training of specialists at the level corresponding to the Federal State Educational Standard of Higher Education;

- the formation of skills to apply the knowledge gained earlier to solve specific problems; developing:

- creating conditions for revealing the creative potential of students;

- development of students' cognitive interest in the discipline;

- creating conditions for the further development of the professional qualities of students;

- development of the need for obtaining new knowledge for the purpose of self-development and self-improvement;

- developing the ability to work in a team, find the right solution together and defend one's opinion;

educational: – formation of the communicative culture of students;

- fostering a sense of responsibility and independence;

- formation of professional interest.

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