



## CONTENT AND CHARACTERISTICS OF INDEPENDENT STUDENTS IN HIGHER EDUCATION INSTITUTIONS

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**Annotation:** This article presents the results of research on the content and characteristics of independent study of students in higher education institutions on the basis of analytical ideas.

**Keywords:** independent learning, self-education, independent reading, learning material, learning process, conscious interest, motivation, homework.

### INTRODUCTION

The concept of "independent learning" is defined in pedagogical dictionaries as a type of education that is acquired through independent study outside the institution. Currently, the terms "independent learning", "self-education", "independent reading" are used as synonyms.

### MAIN PART

Based on the results of scientific research, independent learning is defined as follows: Independent learning - independent study of educational material, assignments of varying complexity, theoretical knowledge based on creative and independent performance of practical tasks in the classroom and outside the classroom, is a systematic activity aimed at developing practical skills and competencies. Independent work differs depending on the didactic purpose, task, level of complexity, and for whom (individual or team). In the process of independent study, it is important that the selected topics are scientific, systematic and interesting, relevant to the practice, interdisciplinary, as well as the creative nature of the independent work and assignments. Its theoretical, practical, scientific, methodological and pedagogical bases are analyzed, effective results can be achieved if effective forms and means are chosen. The relevance of the topic to practice, the scientificity and interest of the teaching materials, the structure of the topics, the versatility of the assignments and tasks, the interdependence play an important role in this. But most importantly, it is important to pay attention to the aspirations and interests of students in the organization of independent learning activities. It is important to ensure that students are able to apply their knowledge in practice, to participate in socially useful, advocacy work.

Observations of student learning have shown that conscious interest is a motivating force for independent action.

### RESULTS

A conscious interest in science encourages students to practice independent comprehension, reasoning, and broad, deep comprehension in practice. Students' motivation for independent learning is shaped by other sources, their interest in the profession. Conscious interest is the most important indicator of independent activity, a high level. It depends on the level of skill of science teachers, students develop an interest in a particular science or profession. While students may not have the time to learn all the secrets of the profession, the information the teacher gives them is important as they take the first steps in curiosity.

It is time to explore ways to develop students' independent learning methodological guidance. The most sustainable way to motivate is through professional work and a creative approach to work. Involvement of young people in various practical, social, organizational and creative activities is also a factor in increasing the effectiveness of independent education.

How to carry out the process of independent learning, its development, the level of independent learning activities on the basis of acquired knowledge can be determined by the following criteria:

- goal-oriented, motivated, independent learning;
- skills for independent thinking;
- skills to organize independent learning activities.

In the process of independent study, students refer to additional literature, review the topics covered. Many students work on homework assignments and use popular science and periodicals to prepare lectures and abstracts.

In pedagogical and technical-technological independent work, the student learns how to solve problems of future professional activity. Independent pedagogical and technical-technological work is considered in didactics as a means of management, encouragement, organization and control that enhances the level of independent learning.

The content of the student's learning activities is enriched by the teacher's specific requirements. In pedagogical and technical-technologically independent work, the form of assignment is the execution of management tasks and tasks, which involve drawing conclusions from the previously mastered model.

In our opinion, there are great opportunities for the transition to independent learning in the implementation of pedagogical and technical-technological independent work and issues. It can be the basis for the creation of a set of tasks that allow to carry out independent learning in pedagogical and technical-technological independent work.

Reflects objective, specific pedagogical and production problems in pedagogical and technical-technological independent work. When a teacher uses a problem situation to reflect the contradictory features of the pedagogical phenomena being studied and the production process, the objective problem becomes a learning problem. Problems of pedagogical and production process that are understandable to students are considered as assignments.

## **CONCLUSION**

The problem of homework allows to activate thinking activities, but not all of them lead to the independent formation of pedagogical and psychological concepts at the scientific level. Therefore, in the development of pedagogical and technical-technological independent work, it is necessary to take into account the didactic features of educational problems.

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