



THE ROLE AND ROLE OF INDEPENDENT EDUCATION IN DIRECTING STUDENTS TO ACTIVE INNOVATIVE ACTIVITY

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Abstract: In this article, independent education related to students' interests, talents, opportunities, potential, development of students' cognitive abilities in the process of independent education, aspects that should be paid attention to, taking into account independent activities in the process of education, ways to develop innovative activity of students, innovative educational technologies and thoughts about the importance of forming students' creative abilities in the process of their independent education are mentioned. Also, one of the modern new, increasingly popular forms of independent education - Blended learning, audiovisual technologies, Web-quest, "Equal" interactive educational technologies and the importance of their use are widely covered.

Key words: innovative activity, independent education, creativity, organizational ability, independent activity, formation of independent innovative ideas.

In the educational system of developed countries of the world, independent learning is widely promoted, and such methods of learning lead to regular improvement of learning processes and professional skills. In general, the importance of independent education and learning is very great, it is one of the main factors of personal development and economic development, and it serves to make the country more competitive in the world market. In particular, in the general secondary education system, which is the basis of the educational process, it provides students with regular and systematic knowledge, the formation of a broad outlook and creative independent thinking, the development of students as well-rounded individuals, and the development of their interests and creative abilities. Independent education in the higher education system is the need of the hour to introduce methods and technologies aimed at strengthening students' critical and creative thinking, systematic analysis, organization ability in the educational process, competencies.

Independent study develops research skills in students. Critical thinking skills are also developed by discussing their research with peers. Students acquire 40-50 percent of knowledge related to the subject through direct independent study. Self-directed learning also allows students to be given differentiated assignments.

Independent education attracts more students with an individual approach and a variety of academic choices. Acquaintance with various sources as a result of independent research serves the development of the student's worldview. Initiative skills are formed. Also, independent study creates the basis for taking a leading position in group discussions on problem solving. In the USA, the level of practical use of independent work results developed by students is inventoried. Also, the "case collection method" is widely used. This method teaches how to use pedagogical knowledge by the teacher and how to think logically. The purpose of implementing these teaching methods is to develop critical thinking skills in students.

At all stages of the higher education system, attention is focused on the transition to the model of scientific research universities and conducting scientific research. US universities are currently implementing major projects. They are financed by various funds and the budget and are closely connected with various production corporations. The experience of Germany, Japan, France and other



industrially and intellectually developed countries shows that the training of highly qualified and competitive personnel has turned the professional education system into a priority and profitable economic sector. In Great Britain, 39.7 percent are interested in learning through independent education. This also puts responsibility on the professor. The student is interested in conducting experiments.

In Russia, there is a lack of motivation of students to carry out independent education, inattention to the results of completed independent education, there is no system for the amount of independent education. Students prepare independent education mainly during lectures, practical and laboratory sessions with a science teacher. This does not ensure full independence of the student. The lack of motivation of students for independent learning is primarily due to the lack of a final stop on future professional activity, as a result of which there is little need to prepare for professional activity in their field. Especially first-year students do not have information about independent study. The main reason for this is the lack of fundamental understanding of independent education in general education schools. Lack of psychological preparation for independent education, lack of skills to work with scientific literature, lack of cognitive interest in academic subjects are among the main problems.

In the development of students' creative abilities, the purpose, tasks or content of the subject of standard subjects taught in school education is in the first place. Along with this, the structure of educational materials and their presentation methods are also of great importance. It is appropriate for teachers not only to acquaint students with new information, but also to consider the development of their creative abilities as the main issue in the teaching process. One of the pain points of continuous education is that the level of formation of independent learning skills among students today is not at the required level. Students of the general secondary education system, who have not developed independent learning skills, face obstacles after transferring to the next stages of continuous education, vocational education, higher education system, which causes the quality of education to deteriorate. It is known that the future of every society is determined by the level of development of the education system, which is an integral part of it. In this regard, our state recently adopted a number of documents related to the development of the system of public education, school, professional education, vocational education. These documents envisage the improvement of the continuous education system, the creation of a training system for highly qualified specialists meeting high professional, moral and ethical requirements. It is worth noting that in the process of independent education, the development of organizational skills of students, any deep knowledge is gained only through independent study and becomes real knowledge only through independent thinking. For this, it is important to increase the attention to ensure that students can think independently through the effective use of new pedagogical technologies in educational activities. For example, independent thinking is the main sign of perfection. First of all, it begins with understanding, understanding, thinking. The process of independent thinking creates thoughts, opinions, ideas, hypotheses, goals, etc. in students. In its place, it forms a solid basis for independent thinking of students in connection with their personal needs, interest, inclination, ability, talent, potential. Only if the student can master the basics of new thinking well, he will certainly consciously absorb his rich historical and educational heritage, modern, spiritual and human qualities.

In order to organize the independent education of students and their independent learning, it is necessary to take into account their pedagogical and psychological characteristics. To implement the use of computer technology in the organization of independent education, it is necessary to do the following first:

1. Development of a criterion for assessing the quality of mastering of the main concepts in



the subject.

2. Development of special computer programs for independent mastering of the main concepts in the subject by students.

3. Preparation of the necessary computer equipment for students to acquire independent knowledge of science.

4. Finding effective ways to use modern computer programs in the educational process of higher educational institutions in order to acquire knowledge according to the mastery levels of students.

Students should follow the following when preparing and completing independent assignments:

- when choosing independent educational tasks related to lectures, ensure their consistency with the topics studied in the auditorium;
- achieving a clear description of the topics to be studied independently at home and the main questions that should be studied;
- to take into account the proportionality of the tasks of practical training with the studied theoretical educational materials;
- taking into account the creation of existing methodical developments related to practical work, independent work;
- making a clear list of examples and issues that need to be solved independently;
- information support of independent work tasks, including the list of literature, pages, electronic training manuals and Internet addresses, etc.

Didactics and pedagogical knowledge are focused on as one of the main aspects of the problems of the higher education system. The solution to this requires learning the essence of learning, i.e. laws, principles, approaches, and a system of methods and tools for the implementation of tasks. the study of communicative competence, and understanding their didactic potential, allows the pedagogue to see the factors that determine the results in the process of education. In addition, it allows one to choose effective methods and forms in the process of formation, development, and evaluation of skills and their correct application.

In the modern system of higher education, the didactic principle becomes the development and regulator of the system of communicative competence. In this regard, it is necessary to put the concept of "didactic potential" into practice, to consider it as a concept that adequately ensures the effectiveness of achieving the intended goals in the educational process, and to define it as a general set of methods, tools, and forms, taking into account its content, laws, and principles[11].

The purpose of didactics, its principles, and individual components of the methodology is to provide educational tools and forms together for practice at the level of pedagogical technology. In this case, it is very useful for us to determine the didactic possibilities in studying the communicative competence of students. Higher education allows us to further increase the quality of training of specialists, using the methods and forms in the process of realizing the purpose of our research, to give a qualitative assessment of the level of training of specialists for various areas of pedagogical activity. In the process of achieving the goal, learning also solves educational, cognitive, and communicative tasks [12].

Possibilities of didactic principles in the development of communicative competence In the process of assessing the level of communicative competence, the didactic interaction of a teacher and a student is carried out based on the use of various tools, methods, and assessment forms, and they serve as the basis for the development of competence.



The methods of interactive research of the communicative competence of students of higher educational institutions can be divided into three types depending on the form and the methods used:

Controversial: such forms of conversation, group discussion, analysis of situations, and assessment of the direction of a problematic issue in writing, as a result, lecture texts, creative assignments, especially essays, reports, essays, reports);

- game: role-playing games, business games, situation methods, etc.;
- training: project method, portfolio development, communicative training.
- Conclusions and suggestions



In conclusion, discussion elements and game forms can be distinguished in the project method, but they are all used as part of the training. In the higher education system, students in the process of interactive teaching learn the content of communicative competence in scientific interaction with the environment of the educational process and gain new experience in real communicative situations related to their future professional activities. The skills of mutual understanding, sympathy, and tolerance towards communication partners are developed.

Today, the development of communicative competencies of future specialists in higher education institutions is one of the main issues.

Firstly, based on the reforms in the educational system implemented today, to increase the awareness and activity of future specialists, it is necessary to organize the teaching process in such a way that students consciously and actively acquire scientific knowledge and methods of their practical application, they have creative initiative and independence in educational activities, creativity, focus on ensuring that it serves to develop thinking, speaking techniques.

Secondly, today, in the era of the digital economy, the implementation of ways to form and develop the communicative competence of future specialists is based on the requirements of the time.

the third, is competence, especially in the representatives of each field, to make them understand that since professional competence marks the position of future specialists in society, society is also interested in training specialists with highly qualified communicative competence.

The type of training aimed at achieving independent thinking, mental and creative activity in the public education system is related to independent education. The main issue of independent education is the creative process aimed at ensuring the student's activity in class and after-class activities, free thought and a sense of professional responsibility.

From this point of view, the student's cognitive activity, that is, his ability, is measured by the level of his intellectual development. The criterion that determines cognitive ability includes the speed of acquisition, the flexibility of the thinking process, and the specific components of thinking. The concept of knowledge is generally close to the concept of mental abilities. General intellectual ability embodies all the set of abilities required in the student's educational activities. This includes the student's ability to retain learning material in memory, creative thinking, and the ability to perform logical operations. These abilities are divided into different classes in psychology and interpreted differently.

Students' academic skills are formed in the process of independent work with educational materials. In other words, learning skills are acquired by receiving and processing learning material, distinguishing its important aspects, connecting newly acquired knowledge with previous ones, summarizing learning knowledge, repeating and solving problems by applying them in practice. Thus, learning skills are related to all learning activities of students in the educational process.

Any form of educational work requires educational skills, for example, listening to a teacher's lecture, performing practical tasks, working with test tasks, independent work skills. In the process



of students' independent knowledge of science, first of all, the ability to work independently is required. Such a skill is formed during independent work with educational materials. In other words, learning skills are acquired by receiving and processing learning material, distinguishing its important aspects, connecting newly acquired knowledge with previous ones, summarizing learning knowledge, repeating and solving problems by applying them in practice.

Independent education in a higher school is based on certain knowledge, skills and experience. Deep and thorough mastering of academic subjects, independent search for information based on educational and innovative approaches, detailed analysis of it, enrichment of scientific and creative thinking, active participation in question-and-answer and debates in the learning process, expressing one's opinion with reasonable arguments and the ability to protect it is a pressing issue facing every student.

Therefore, independent education develops thinking, it is a spiritual professional quality that shows the knowledge, experience, ability and strength of a person in the process of activity. Scientific-practical resources aimed at education of thought are expressed in the form of good thoughts, good words and good deeds in "Avesta", which is one of the oldest written monuments.

The creative activities of our thinkers such as Al-Bukhari, At-Tirmizi, Mahmud Kashgari, Abu Nasr Farabi, Abu Raykhan Beruni, Abu Ali ibn Sina, Alisher Nawai, Zahiriddin Muhammad Babur, Abdullah Awlani, who are the great scholars of the East, have deep reflections on this issue.

Currently, in the conditions of democratization and humanization of society, the expansion of human rights and freedom, it is very important to educate the young generation who can perform independent activities. Independence, initiative, creativity, striving for a goal are important qualities of a modern human personality, which are considered necessary for the formation of a person's independent opinion, for the improvement and development of independent solutions to important life problems, now and in the future. In today's conditions, creative activity and independence are characteristic of a modern specialist [3-5]. The student's independent work should not be considered as a simple method of acquiring knowledge, on the contrary, it is one of the main principles of the activity of the higher education institution. Self-directed learning is a necessary component of a unified educational process, because it is organized, targeted, regulated and controlled by the educational process. Therefore, organizing the student's independent work is one of the priority and effective ways of improving the quality of education, especially in the conditions of developing information and communication technologies. It is known that active learning and scientific research activities require effective use of all types of independent research. It is necessary that the student's independent work is manifested in all forms of the educational process. The main goal of the student's independent work is to form and develop the knowledge and skills necessary for the student to independently perform certain educational tasks under the guidance and supervision of the teacher. Naturally, when considering the main principles of directing and organizing the student's independent work, a lot of attention should be paid to the formation and development of strong skills of independent work on educational and scientific literature in the student.

Conceptual approaches to independent education and its spiritual-professional nature have been described with their results in the researches of a number of scientists. But innovative approaches to self-directed learning have not been fully realized at the level of today's reform demands. Educational principles, rules and methods of interactive methods that implement them aimed at establishing independent education of students have not been fully modernized. The problem of generating pedagogical ideas put forward in this regard and turning it into a unified system has not been solved.



The role of independent educational technology in the process of integration of ideas has not yet been studied as a separate object of pedagogical research. Accordingly, the main goal of our observations is to achieve the improvement of educational content that guarantees the effectiveness of pedagogical ideas and free creative thinking of students on the basis of independent educational technology in accordance with the current requirements of social development.

It is known that in the establishment of independent education there is not only the task of improving students' knowledge, skills and abilities in a specific subject, forming an independent worldview in them, but also developing creative and scientific thinking in the personality of students. A creative technological approach in this process requires students to think quickly and actively. Because the scientific organization of work and effective use of the time budget will be realized only if student activity turns into creative activity.

Then students focus on a specific object based on their interests. Creative technological activity is not just an easy process, it is harmoniously connected with a person's intuition, perception, his memory and logical thinking. Independent work topics should be focused on specific research or problem solving. But today, independent work topics in science are not aimed or aimed at solving a specific problem. Also, the low level of foreign language acquisition of students is the reason for disconnection from the latest information in the field. Also, students are not given knowledge on preparation of academic research work during the bachelor period. This has a negative impact on the skills of developing scientifically based proposals. It is necessary to take into account the psychological and physiological capabilities of the student when giving independent work topics. There is also a problem with the independent job evaluation system. Alternatively, the feedback system does not work well enough. That is, the activity of the teacher and the student in cooperation to eliminate the shortcomings made by the student is not highlighted. The task of the teacher ends with the evaluation of the student. This kills the student's motivation. In creative activities, the knowledge of students is further improved with innovative skills and competencies. Based on the product of analytical thinking, students: generate the necessary rules and definitions of the content of the text; promotion of his ideas based on innovative approaches; to know the causal connections specific to educational knowledge and creative activity, the determination of certain qualities and characteristics in it, the transfer of quality to quantity or quality from quantity (based on the qualimetric method), to know the factors that determine their consequences; they should perform statistical mathematical analyzes according to the obtained data bank and should be able to sort their independent opinion according to importance and bring it to a certain system state.

Today, educational project and case-study methods are considered one of the main ways of developing students' opportunities and creative, organizational abilities in the process of independent education, and solving the problems of conducting research and research on it is one of the urgent issues. It is known that the use of the method of educational projects in the development of creative and organizational skills of students leads to high efficiency.

Designing - includes practical actions aimed at developing the content of an activity or process by estimating, predicting, and planning the expected result based on initial data.

Designing is based on the system "idea - goal - expected result - estimate - prediction - planning". Designing is carried out with the help of various tools, that is, basic teaching tools, visual materials, for example: computer technology, whatman or ordinary work paper, ruler, pencil, marker, copier (printer), etc.

In the process of independent education, the use of educational projects in the development of organizational and creative abilities of future specialists, that is, students, shows the following results:



this method creates an opportunity to form the qualities of creativity in students; prepares students for independent life and provides a basis for developing skills; through this method, students will be able to independently search for information, read scientific literature, search for information in written form, convey information in oral form, and present analytical information visually; the skills of working in cooperation, analyzing problematic and practical situations, finding non-traditional ways of solving educational tasks, working with ideas and making conclusions, making independent decisions, being able to correctly assess the situation, and understanding each other are formed; the design method is a form of preparing students for work.

Independent work should bring to work not only the student, but also the teacher. The teacher should have more knowledge about current issues of science, not only within the framework of personal experience or knowledge. Individual non-standard assignments, that is, incomplete introduction of case technology into the educational system, leads to a decrease in the effectiveness of independent education. There is a lack of skills in drawing conclusions and analyzing them.

The only way to increase the effectiveness of independent education is to connect it directly with professional activity, it is necessary to train students for the problems they may encounter in professional activity. But there is a lack of fundamental literature necessary for independent work, and teachers continue to set only general issues for independent work. The knowledge gained during independent work in the educational process allows strengthening of professional skills.

The main goal of organizing independent education of students is to acquire, strengthen, enrich knowledge of science, improve practical skills and qualifications, work with information, self-development, cognitive, creative, cooperative work competencies. Organization of independent education of students solves the following tasks:

- students acquire competencies that allow self-development, independent learning and formation of innovative activities;
- independent acquisition of knowledge, skills and abilities, ability to formulate a problem and find optimal ways to solve it;
- creating motivation for learning the curriculum in students;
- increasing students' responsibility for learning;

Evaluation criteria for science are not determined depending on the effectiveness of independent education and the level of implementation. Teachers are irresponsible in assessing independent learning and accepting assignments at a high-quality level. In independent learning assessment, the teacher focuses only on the student's outline or mainly on the oral response. The main reason for this is that the order of the Minister of Higher and Secondary Special Education of the Republic of Uzbekistan dated September 26, 2018 No. 3069 "On the approval of the regulation on the control and evaluation system of students' knowledge in higher education institutions" does not specify whether a lecture or a seminar teacher should be given a lecture or a seminar teacher as part of the independent education rating system. . In practice, this is taken by the seminar teacher during the current supervision period.

It is important to pay attention to the following when the pedagogue applies the project education method in the development of students' organizational skills in the process of independent education: creating a positive psychological environment among students in the process of the educational form organized on the basis of the project education method; focusing on the implementation of the work process in different ways; maintaining continuity and consistency in the development of students' organizational skills; teachers trust and respect students; be fair when



assigning tasks to students; it is necessary to focus on taking into account their individual characteristics when distributing assignments.

Independent thinking of students, based on the formation of their self-awareness, consciousness, thinking, will, the conscious regulation of their behavior and their entry into the circle of social relations, skills that create independent activity, organizational ability and creative activity are gradually formed, which is creates socially useful activities of students.

When teachers apply the case-study method in the development of students' organizational abilities in the process of independent education, it is necessary to pay attention to the following: creating a positive psychological environment among students in the process of the educational form organized on the basis of the case-study method; focusing on the development of students' skills in working with texts; focusing students on mastering the methods of searching for information and analyzing the problem; increase enthusiasm for learning, interest in the educational process and focus on active perception of case materials; focus on the formation of competences and skills, such as the development of reasonable written and oral communication; relevance of the case topic; to the content of the case and the level of its disclosure; to the method of presentation of the case; correct presentation of the case problem, explanation of its solution algorithm; the practical significance of the case for practice; presenting a list of literature to the attention of students, providing them with methodical instructions, guidelines and, of course, paying attention to the availability of their own option for the solution of the problem and presenting it; it is recommended to pay attention to the conclusions drawn from the solution of the problem described in the case.

Based on the above information, it can be said that the main factor in organizing students' independent work and thinking is intellectual, cognitive and analytical tasks. The educational project method, case-study technologies ensure students' independent learning of the subject, students' self-confidence is raised, and an opportunity is created to make full use of their internal capabilities. In this regard, we consider it appropriate to carry out systematic work in the following directions.

Firstly, through educational projects and case-study methods, development of students' ability to act systematically and efficiently in non-standard situations, to accept reasonable and comparative solutions;

Secondly, through educational projects and case-study methods, it is important that students acquire the skills and abilities to analyze various problematic situations that arise in enterprises and organizations during their professional career, and develop the ability to analyze.

Thus, in modern education, the content improvement of the teacher's professional and the students' educational activities, as well as the organization of the quality of both types of activities based on certain indicators and the use of methods such as educational projects and case study technologies for sufficient and impartial assessment are the basis for improving the organizational skills of students in the process of independent education. serves.

Therefore, the criteria that determine the development of organizational skills of students in the process of independent education are as follows:

- It is necessary to develop the activity, initiative and creativity of students, to prepare students for work activities in the organization of independent education, to develop the skills of students to make decisions, to assess the situation correctly, to understand each other;
- It is necessary to develop students' creative thinking skills in the process of independent education;
- It is necessary to develop analytical thinking in future specialists and thus to form creativity; Students should be provided with the opportunity to propose several solutions (decisions) to problems;



- It is necessary to ensure the development of qualifications and skills in students, such as the development of reasonable written and oral speech;
- It is necessary to develop students' ability to know and distinguish between methods of searching for information and problem analysis;
- It is necessary to develop the ability of students to see the future (to set the goal correctly, to know by the result, to see success, to motivate group members);
- During the implementation of independent education, it is necessary to develop the ability of observation (thoroughness, ability to assess the situation) in students;

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