



THE ROLE AND ROLE OF TRAINED SPECIALISTS AND INDEPENDENT TRAINING

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Abstract: In this article, future professionals will be able to learn independently in relation to their abilities, talents, capabilities, interests, future professionals will develop the cognitive abilities of students, study aspects that must be taken into account taking into account the independent educational activities of students, the innovative activity of future specialists is widely covered development paths, the role and significance of the formation of students' creative abilities in the process of independent learning.

Key words: formation of independent innovative creative ideas, innovative activity, independent learning, creativity, organizational skills, independent activity.

The main goal of training future specialists is to develop knowledge, skills and pedagogical skills using the capabilities of modern information technologies in accordance with the requirements of today. Today, there are a number of unresolved issues that are directly related to increasing the effectiveness of education. The possibilities of intensifying and optimizing education of modern information technologies play an important role in the organization of educational processes. These problems are the informatization of the education sector. The training of teachers in the field of new information technologies is associated with insufficient qualifications of teachers in the use of modern information and communication technologies. One of the important aspects of these problems is the attitude of teachers towards equipping education with modern information technologies. An important condition for the development of Uzbekistan is the formation of advanced training based on the rich intellectual potential of the people and the achievements of modern culture, economic science, engineering and technology based on universal subjects.

An analysis of the work experience of advanced level teachers shows that modeling future communication with students during the course is very important. This allows the teacher to anticipate his communicative attitudes and emotional behavior in the classroom. This, in turn, requires teachers to have a new approach to their work. The introduction of new technologies into the educational process not only develops the teacher's skills using technical means, but also changes his tasks and role, and makes the teaching profession more diverse.

Currently, among the future specialists: course designer - creator of training courses; facilitator - consultant on teaching methods; tutor – specialist in interactive presentation of training courses; observer; An expert in methods for monitoring learning outcomes is required. It is common knowledge that the future of any society is determined by the level of development of the education system of which it is an integral part. In this regard, the state has recently adopted a number of documents on the development of higher education, vocational education and vocational training.

These documents provide for the improvement of the system of continuous education, the creation of a system for training highly qualified specialists who meet the highest professional, spiritual and moral requirements. It should be noted that in the process of independent learning and the development of students' organizational abilities, any deep knowledge is acquired only through independent reading, and through independent thinking it becomes real knowledge. To this end, it is important to place greater emphasis on ensuring that students are able to think for themselves through the effective use of new pedagogical technologies in teaching and learning.



For example, independent thinking is a key sign of excellence. It begins, first of all, with comprehension, understanding, thinking. The process of independent thinking creates thoughts, reflections, ideas, assumptions, goals, etc. in the student. This in turn provides a strong basis for students to think independently about their personal needs, interests, aptitudes, abilities, talents and potential. The purpose, objectives or content of the subject come first in the development of students' creative abilities. At the same time, the structure of educational materials and the methods of their presentation are also of great importance. It is advisable for educators to consider the development of their creative abilities as a key issue in the educational process, and not just introduce students to new information. Today, one of the painful moments of continuous education is that the level of development of independent learning skills among students is not at the required level. State documents provide for the improvement of the system of continuous education, the creation of a system for training highly qualified specialists who meet the highest professional, moral and ethical requirements.

Therefore, the formation of improved training based on the rich intellectual potential of the people and the achievements of modern culture, economic science, engineering and technology on the basis of universal human subjects is an important condition for the development of Uzbekistan. An analysis of the work experience of advanced level teachers shows that modeling future communication with students during the lesson is crucial. After all, this process comprehensively determines the didactic principles of the lesson, orients the teacher towards creative activity, in which there is an opportunity to improve different models of communication in relation to perfect forms of interaction with students.

Modeling communication can be done quickly before a new lesson, and sometimes takes on an ongoing nature. This means that when organizing the educational process, teachers improve their pedagogical skills in the use of modern information technologies in teaching and education, acquire knowledge, skills and abilities. In order to improve the pedagogical skills of teachers, students have the opportunity to use the capabilities of modern information technologies to develop knowledge, skills and abilities. The goal of the educational process is to develop in students knowledge, skills and abilities in the field of modern information technologies, hardware and software necessary for professional activities and the information society, training in the use of modern information technologies in the educational process, as well as in solving professional problems. In pedagogy, there are many classifications of learning: according to the nature of information perception, educational tasks, sources of knowledge acquisition, types, and so on. When learning independently, all methods and techniques can be divided into several groups: Verbal. Visual and figurative-graphic. Associative. Practical. Let's take a closer look at what specific self-study methods are included in each group and how they can be applied. Verbal methods These are methods of independent learning, during which new information is obtained through active listening or reading material. The effectiveness of this method is 5-10%. Therefore, teaching only in the form of lectures is gradually becoming a thing of the past. Now colleges and universities give priority to independent forms of learning.

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.

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.

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.

Students of the general secondary education system who have not developed independent learning skills face obstacles after moving to the next levels of additional education, vocational education, and higher education, which leads to a deterioration in the quality of education. The ultimate goal of reforms in the field of higher education is to prepare mature professionals in their field. The type of education aimed at achieving independent thinking, mental and creative activity will be associated with independent learning. The main problem of independent education is the creative process aimed at providing conditions for the active participation of students in educational and extracurricular activities, free thinking and a sense of professional responsibility. Self-directed education is based on a stock of certain knowledge, skills and experience.

In-depth and comprehensive study of academic disciplines, independent search for information based on educational and innovative approaches, its comprehensive analysis, enrichment of scientific and creative thinking, active participation in questions and answers and debates in the learning process, therefore, independent learning develops thinking and is a spiritual professional quality, reflecting the knowledge, experience, abilities and powers of the human mind in the process of activity.

Creative technological activity is not just an easy process, it is associated with human intuition, perception, memory and the scale of logical thinking. In creative activities, the student's knowledge is further strengthened through innovative skills and competencies.

Based on the product of analytical thinking, the student is able to: bring the content of the text to the required rules of thought and definitions; promote your ideas based on innovative approaches; know the cause-and-effect relationships inherent in educational and creative activity, the definition of certain qualities and characteristics in it, the origin of quality from quantity or quantity (based on the qualimetry method), the factors that determine their consequences; they must be able to carry out statistical mathematical analysis in accordance with the received data bank, be able to sort their independent opinion according to the degree of its importance and bring it to the state of a different system.

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