
Improving the Organization of Independent Activities of Bachelors in the Credit-Module System of Education

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Abstract: This article provides detailed information on how to improve the methods of organizing independent activities of bachelors in the credit-module system, independent education - the development of students' independence in the successful implementation.

Keywords: Education, credit module, independent study, bachelor, group.

Independent study requires strict adherence to certain didactic tasks. When the conditions of independent study are pre-determined by the compiler, the student is not required to demonstrate the ability to change. In independent learning, you have to complete tasks that do not have more conditions. On the basis of independent learning, the subject becomes acquainted with the laws of changing conditions, uses existing skills and abilities to analyze a specific problem and perform independent work. Forming concepts using independent learning allows subjects to independently identify problem signs, extract important information from secondary information, and search for additions. Independent learning, which allows for independent work, involves the creation of favorable conditions for students with low levels and unsatisfactory mastery of concepts, reasons and values. Independent education is the organization of regular independent activity in accordance with the subjective purpose of the educational process for the formation of self-education, independent learning, the development of imagination and skills. One of the first principles of the independent learning factor is the intellectual mastery of scientific approaches and advanced pedagogical practices. Scientific knowledge is a true reflection of reality. Only knowledge that reflects the laws of the world around us, the intrinsic properties of objects and events, and their interrelationships is scientific.

Independent education, organized on the basis of ways to improve the methodology of organizing the independent activities of bachelors in the credit-module system of education, promotes the independence of students when successfully implemented. Usually, independent study is brought to the attention of students in the form of an issue that can be addressed immediately. In the process of offering students independent learning in the form of problems, in the process of searching for or expressing conditions in specific problem situations, the activities organized by the subjects seem to be performed by the teacher instead of the students. In independent study, the conditions are not known in advance. If the student cannot find a solution in the process of performing independent educational work given by the teacher, then he will not be able to face this situation and turn this independent work into a situation that allows him to seek a solution.

The scientific principle of independent learning is necessary in order to create the right conditions for the teacher to reflect, understand, master the laws of the teaching material. Understanding of theoretical rules is an important feature of the scientific interpretation of the material, which determines the characteristics of the student's thinking activity. Scientific knowledge can reflect the reality inherent in science to varying degrees. The scientific interpretation is that one of the tasks of the rules of science in each group at all stages of independent learning is to understand the structure of theoretical data, in terms of how deeply it reflects the world around them. In the process of acquiring scientific knowledge, students acquire a scientific outlook and beliefs. Thinking develops. The principle of the scientific nature of independent education is to equip students with future scientific knowledge in accordance with the current level of education in order to acquaint young people with the methods of scientific research. Therefore, in the education system, the role of the educator is great in helping students to think freely, creatively, independently in the educational process and in independent work. It is expedient to use independent work in the structure of education and two principles in its organization - the principle of systematic and consistent work of independent work. The historical experience of the institute in each period of social development shows that the task of education cannot be accomplished without a certain system. The system of interpretation of educational material depends on the ideas clearly stated in the curriculum, which of these ideas the teacher wants to explain, how old the students are, how much opportunity they have to learn, whether the student knows well or not. the nature of the specific thinking activity depends on how the process of mastering the knowledge in the lesson is usually explained.

Independent work is about being systematic, consistent. A characteristic feature of consistency is that it is aimed at further deepening, expanding and strengthening new knowledge, skills, competencies on the basis of previously acquired knowledge and skills of students. Independent work is also important in showing that each academic discipline is inextricably linked to each other through the principle of structure and consistency. The principle of independence of independent education is to strengthen the stated teaching materials and serve to supplement the previously taught materials, to ensure that students work independently and continuously and systematically, to ensure that the knowledge and skills acquired by students. nikma also involves taking into account their skills.

The three principles of independent work organization are to link the practical work of independent work. The most basic and guiding rule is to link independent work with life and production practices. As students 'independent, creative activities are served and connected to this activity, it helps them not only to master their content but also to apply their knowledge in practice in order to acquire this knowledge. In the organization of independent work, the tasks between the members of the group are clearly defined, and mutual cooperation is effective. The following elements should be taken into account in the organization of independent work of students:

1. Preparing students to work in groups, clearly adding assignments, giving an idea of group work, setting rules.
2. Develop and discuss a plan for learning assignments. Identify solutions and share responsibilities.
3. Be able to organize work on the completion of educational tasks.
4. Monitor the work process and the workplaces of the members in the organization of group work and provide assistance if necessary.

5. Provide information on the results of tasks in groups, group discussions, additions and corrections to the work process. The teacher draws conclusions and summarizes the results of the work.
6. Establish peer review and monitoring of group assignments.
7. Analytical assessment of the results of each group's work, group work.

The success of group work depends on the teacher's ability to organize learning activities. In other words, the ability of the teacher to organize the individual activities of each student in the group, each student to receive the support of the teacher, depends on the progress of the work and the success of the end result. There are a number of shortcomings in the organization of group work. One of the challenges is to be able to form and target groups. In the process of working in groups, students find it difficult to solve some difficult tasks independently. Therefore, in the organization of work in groups, it is necessary to organize individual work at the same time as the organization of general work. In these cases, good results can often be achieved.

In general, depending on the level of difficulty of the assignments in the subjects, a creative environment is created in the group. When working in groups, if the student-student interaction is established, the group work will give the expected results. Independent work is provided to develop work skills in interactive methods. In independent work, students think creatively, developing skills and competencies to use in their learning activities. In the organization of the educational process, the teacher must first pay attention to the content of education, scientific, modern, compliance with the STS. Trainings are one of the main forms of additional education, the peculiarity of which is that students learn to use time efficiently, independently, to work, to make decisions. There are many ways to organize and conduct a training session, but they are universal. For example, group discussions, game-based methods, situation modulation, human sensory development techniques, mediation techniques, and more. Group discussion - this method requires theoretical and practical, creative participants in the joint discussion of problematic issues. Such methods are designed to look at the solution of the problem from different angles, each participant has a different opinion on the solution of the problem, and on this basis a solution is reached. The facilitator leads the discussion by asking a variety of questions and leading them to a solution. If a group member raises a question, they can find a solution on their own without a manager. The training can begin with a discussion on the rules of organization; end with a discussion of questions such as what is a group, the formation of the group, what criteria are used to form it. Effective training leads to the acquisition of new skills, the development of creative, independent activities. The trainings are unique in that they work independently in groups.

- In this form, students are divided into groups, and each group is given specific, individual tasks.
- Each group works on separate (ie identical or stratified) tasks.
- The task is based on interaction or is organized under the guidance of a leader.
- The task in groups is carried out in such a way that at the end of the session the contribution of each participant or group member is taken into account.

The composition of the group may not be permanent; they create an environment in which a member of the group can make his or her maximum contribution. Groups can be formed in different sizes. Usually groups consist of 4-6 members. It can be changed depending on the content and nature of the assignments. The group should be formed in such a way that the presence of students in each group with independent work skills gives the expected results.

Some students felt the need for individual help in organizing group independent work. In such cases, it is advisable for the teacher to help students who are not well prepared. Group learning - educational activities, laboratory work, practical training, practice in the natural sciences, speech practice in the natural sciences, speech development (dialogue), mastering texts, studying historical materials and pedagogy very helpful in their lessons. In these cases, group communication and independent work give good results.

Practical lessons are organized on the basis of scientificity, conformity to the student's nature, consistency, systematization, comprehensibility, robustness, understanding and activity, the relevance of demonstration to practice, the ability to apply in practice and develop independent thinking and achieve the following. When using active methods, he uses all his strength and skills to organize practical exercises, tries to explain them well with the help of visual aids and didactic handouts. The teacher discusses the topic with the students. Solves exercises by giving creative work. Develops, independently, through repetition. They will be able to master the content of education. The organization of practical classes on the basis of new technologies creates a favorable environment for students to master the learning process, allow students to exchange ideas. Conditions will be created for mutual receipt and transfer of information. They discuss and resolve issues that need to be resolved. They find a joint solution to the situation. They demonstrate their knowledge to each other based on the information they receive. Inspired by each other, they are satisfied and do not know that time has passed. Each participant feels the content of education as an author. Achieve full mastery of the content of education. The practical work is focused on the same by the teacher, that is, there is a bit of abstraction. Curiosity motivates everyone, regardless of their abilities, to search, think and work towards the same goal. Due to the fact that students have the same level of development and training, the acquisition of knowledge and skills does not guarantee the same result.

Therefore, in practice, questions and answers, laboratory work, exercises should be as focused on the student as possible. In conclusion, it should be noted that practical training should be organized on the basis of interaction, interaction, discussion, debate, and joint solution of a problem or activity.

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