

## DEVELOPMENT OF INDEPENDENT KNOWLEDGE ACTIVITIES OF STUDENTS OF HIGHER EDUCATION INSTITUTIONS

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**Annotation:** The main task of Higher Education is the formation of the creative personality of a specialist capable of self-development, self-education and innovation. This problem is difficult to solve only by transferring from the teacher to the student in a ready-made form. It is necessary to transfer the reader from the consumer of passive knowledge to the creator of active knowledge, able to formulate the problem, analyze the ways of its solution, find the optimal result and prove its correctness. The current reform of higher education is inextricably linked with the transition from the paradigm of teaching to the paradigm of Education. In this article, opinions and comments are made on the development of independent cognitive activity of students of higher education institutions.

It provides for the orientation of students of higher educational institutions to active methods of mastering this knowledge, the development of creative abilities of students, the transition from innovative education to individualized education, taking into account the needs and opportunities of the individual. It's not just about increasing the number of hours for freelance work. The role of the independent work of students means a radical revision of the organization of the educational process in the university, it must be built in such a way that it develops the ability to acquire knowledge, develops the student's self-development, the ability to apply creativity. First of all, it is necessary to clearly define what is the independent work of students. In general, this is any activity associated with the upbringing of the vision of a future specialist. Any type of training that creates conditions for the occurrence of independent thinking, cognitive activity of the student is associated with independent work.

Thus, the independent work of the students can be both in the group and outside it. Nevertheless, when considering the issues of independent work of students, they mean mainly extracurricular work. It should be noted that in order to actively master knowledge in the process of working in the classroom, it is necessary, at least, to understand the teaching material and, most optimally, to creatively perceive it. In reality, the tendency to memorize with elements of understanding the material being studied, especially in small courses, is strong. Students and teachers often overestimate the role of the logical principle in the presentation of their subjects and do not pay attention to the problem of perception of it by the students. The sequence of subjects is very low, despite the fact that there are no continuous educational programs, internal and external relations are dimmed. The knowledge of students who are not provided with communication is poorly preserved. This is especially dangerous for those sciences that provide fundamental training.

Although educational standards allocate half of the student's reading time to extracurricular work, in most cases this norm is not preserved. The number and size of assignments for independent work and control activities in science are often determined by the teacher or teacher on the principle of "the more, the better". Even a specialist is not always done, that is. The personal experience of the teachers is justified by the assessment of the complexity of the task and the time required for its preparation. Deadlines for homework in different disciplines are not always coordinated on time, which leads to an uneven distribution of independent work over time. Failure to perform homework, course projects and work (sometimes paid) on

their own, as well as cheating and cheating sheets in control activities are very common. Most educational tasks are not set for the active work of students, their implementation can often be carried out at the level of a series of formal actions, without a creative approach and even without understanding the operations performed. Active independent work of students is possible only in the presence of a serious and stable motivation. The strongest incentive factor is the preparation for the next effective professional activity. Among them are the following:

The usefulness of the work done. If the student knows that the results of his work will be used in the lecture course, in a methodical manual, in a laboratory workshop, in the preparation of publications or in other ways, then the attitude to the performance of the assignment will significantly change to the better side. The quality of the work done will increase. At the same time, it is important to formulate the student psychologically, to show him how much work is needed. Another variant of using the useful factor is the active use of the results of work in vocational training. For example, if a student receives an assignment for a diploma (qualification) job in one of the junior courses, he can perform independent assignments in a number of humanitarian and socio-economic, Natural Sciences and general professional cycles.

An important motivational factor is intensive pedagogy. It involves the introduction of active methods into the educational process, first of all, innovative and organizational-active game-based game training. In such games, there is not only the acquisition of decision-making skills, but also the transition from unilaterally known knowledge about the object to multilateral knowledge, modeling it with the identification of leading addictions. The first step in this approach is those who use computers, including forms of business or situational learning.

Use of incentive factors to control knowledge (cumulative grades, rating, tests, non-standard exam procedures). These factors, under certain circumstances, can come to the point of striving for competitiveness, which in itself is a strong motivational factor for the self-improvement of the student himself.

Encouragement of students for their success in reading and creative activities (scholarships, bonuses, incentive points) and sanctions for poor reading. For example, for an overdue work, you can put an increased Mark, otherwise you can reduce it.

Strong educational work and, above all, the stimulating factor of independent work is the personality of the teacher. The teacher can serve as an example to the student as a profession, a creative person. The teacher can and should help in opening the creative possibilities of the student, determining the prospects for his or her internal growth.

In general, there are two main areas of building the learning process on the basis of independent work of students. The first is to increase the role of independent work in the lesson. The implementation of this path requires the teachers to develop methods and forms of organizing classroom activities, in which it is possible to ensure a high level of student independence and improve the quality of Personnel Training. In modern society, the functions of a modern teacher are changing dramatically. The teacher becomes the organizer of cognitive, transformative activities of students, which are not passive objects, but subjects of the educational process. Any new specialist should have in his profile fundamental knowledge, professional skills and skills, experience in creative and research activities to solve new problems, experience in social and evaluation activities, since higher education is one of the factors affecting the professional development of a person.

Consequently, the success of the individual and the positive development of society as a whole directly depend on the quality of the proposed Higher Education. One of the indicators of educational success is the independence of the students which is necessary for the student

to think and act independently in the process of overcoming the learning difficulties. Therefore, the proper organization of independent work of students is one of the main factors of a successful future.

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