

INDEPENDENT LEARNING IN THE EDUCATIONAL PROCESS IS THE BASIS OF PRACTICAL PREPARATION**Rafikova Dilafruz Kaxxoraliyevna**

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Abstract: This article discusses ways to increase the effectiveness of the practical education process, improve students practical training through independent learning, and teach them how to acquire knowledge independently. In particular, it addresses students awareness of the goals of their own learning activities, the implementation of specific pedagogical tasks, and other related issues.

Keywords: practical education, independent learning, pedagogical task, independent knowledge acquisition, monitoring, self-preparation.

At present, independent work is recognized as the main form of organizing the practical education process in higher pedagogical educational institutions. Therefore, increasing the effectiveness of practical education remains one of the most pressing issues. In solving these urgent problems, priority should be given to teaching students how to learn independently, that is, ensuring their awareness of the goals of their educational activities, assigning and completing specific pedagogical tasks, using information and communication technologies and software tools, selecting the most effective ones, and organizing their own learning and independent study processes. Achieving this result is closely connected with integrating an independent learning strategy into the structure of practical education. For its successful formation, it is necessary to create specific pedagogical and didactic conditions that ensure students' activity and independence in the learning process, including all stages of the formation of intellectual actions.

The growing attention of researchers to this issue has led to the emergence of problems related to improving the effectiveness of independent learning. One of these problems is not only the formation of subject knowledge and skills but also teaching students how to learn, that is, mastering various methods of organizing and implementing educational activities. This can be achieved through the application of different learning strategies.

Especially at the final stage of education, independent learning becomes particularly important. The formation of the need for self-education plays a crucial role in preparing mature, well-rounded, and highly qualified specialists in their chosen fields. In the education system, independent knowledge acquisition and self-monitoring are considered key factors in independent learning. First of all, it is necessary to develop in students the need to work independently and to engage in free and creative activities.

In their research, N.A. Muslimov, M. Usmonboeva, and M. Mirsolieva discuss the classroom-based (collaborative independent learning) and extracurricular (individual independent learning) components of independent education. The successful development of independent knowledge acquisition largely depends on the development of self-management skills. In independent learning, didactic principles, theoretical foundations, and pedagogical



technologies play a key role [3].

According to N.A. Muslimov, “Independent learning is the organization of a purposeful, systematic, independent, and autonomous activity of the educational process aimed at mastering knowledge, developing ideas and concepts, and forming skills and competencies” [2].

In order to activate the process of independent learning, it is necessary to form and develop several important qualities in students: interest and enthusiasm for independent learning; skills and competencies for independent study; and the ability for self-directed learning.

The factors that stimulate active motivation for independent learning include direct interest in independent activity, as well as moral, aesthetic, and psychological satisfaction motives.

The stages of development of cognitive needs can be identified as follows: the stage of forming interest and need to understand the world and social reality; the stage of forming a simple scientific-research and pedagogical orientation (development of the need for external impressions); the stage of developing the need to perform exercises as a way of mastering cognitive methods; the stage of forming orientation toward the development of cognitive needs; and the stage of developing the need for independent learning.

Professor R.Kh. Dzhuraev notes that independent learning is a process of personal effort aimed at studying the experience of ancestors, as well as achievements of science and technology, using self-selected tools and literature. In this process, a person’s inner world, emotions, and independent thinking abilities play a central role [1].

According to O.A. Kuysinov and N.A. Muslimov, defining the purpose of independent learning and fostering in students the ability to acquire knowledge independently, work autonomously, demonstrate creativity, apply acquired knowledge in practice, and exercise self-control form the basis for overall professional development. As scholars emphasize, “Independence is one of the positive characteristics of a person’s character, reflected in the system of thinking and in various forms of activity and action. The concept of independence is associated with the ability to choose ways and means of solving tasks. At each stage of human life, the level of independence manifests itself in a specific way. This level may be higher or lower depending on developmental conditions and needs. The aspiration to acquire knowledge independently is one of the most distinctive features of student activity in educational institutions and serves as the foundation of self-education. The process of independent learning implies students self-preparation. For future bachelor-teachers studying in the field of vocational education, independent learning is aimed at increasing the effectiveness of professional-pedagogical activity. In this process, the future teacher analyzes the results of his or her work and determines the content of professional pedagogical activity. The main goal of independent learning for future vocational education teachers is to improve professional pedagogical skills and achieve high results in their professional activity” [4].

In conclusion, it should be emphasized that improving students practical training through independent learning is pedagogically the most appropriate approach. Therefore, methodological activities aimed at organizing education focused on developing students practical preparation are of great importance.

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