

THE CONCEPT OF INDEPENDENT LEARNING AND ITS ROLE IN THE EDUCATION SYSTEM

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Annotation

Independent learning is a form of education in which the formation and level of mastery of knowledge, skills and competencies in a particular subject, which is determined by the curriculum and must be mastered by the student, is carried out outside the classroom, based on the advice and recommendations of the teacher, and readiness for the distribution of knowledge. The task of independently searching for and learning knowledge in accordance with the requirements of the State Educational Standard is one of the most urgent problems today.

Keywords

competence, concept, technology, system, innovation, method.

Therefore, the role of independent learning in mastering the theoretical foundations of subjects at the level of practical skills is invaluable. Students are given methodological recommendations by subject teachers on the implementation of independent learning. Based on the nature of the subject, types of independent learning - diverse and various electronic forms - are developed by the subject teacher. Students listen to teachers' lectures in classrooms. Outside the classroom, the student prepares for lessons, makes a synopsis of literature, completes assignments given as homework. In addition, in order to study some topics more widely, he reads additional literature, prepares abstracts, and solves tests on the topic. The results of independent learning are evaluated based on a rating system.

In the book "Biology Teaching Methodology" by J.O. Tolipova and A. T. Gafurov, on the organization of independent learning in students, it is necessary to develop independent and creative thinking skills in students. The idea is put forward that thought is a spiritual human quality that constitutes human activity, its own strength, power, and knowledge.

The formation of independent learning skills plays a key role in the acquisition of in-depth knowledge and skills in specialized, specialized or general vocational subjects in the system of educational and creative training of students.

Independent learning skills include their knowledge and skills such as being able to work independently with their textbooks,

performing independent practical tasks and defending the completed independent tasks in front of the responsible teacher and group students.

The only way to form independent learning activity of students is to organize and manage their independent learning activities. The organization of independent learning in students during the process of creative training should be carried out continuously and consistently. In our opinion, achieving high results in this area is based on creating interest in students in consolidating the learned educational material during the educational process, especially during lectures and practical creative activities, and on creating a desire to expand the capacity of educational information based on independent reading of textbooks and additional literature. It is important to ensure that future specialists become well-rounded, knowledgeable, independent-thinking, and inquisitive personnel, and to use new pedagogical and information technologies in the educational process that direct them to work on themselves.

The initial research on ensuring a technological approach to the educational process, that is, a repeatable description of the educational process as a production process, was conducted by American pedagogical scientists in the 50s of the last century. In particular, the expression “educational technology” was first used by the American scientist Skinner.

The formation of independent learning skills plays a key role in the acquisition of in-depth knowledge and skills in a specialty, specialty or general vocational subjects in the system of educational and creative training of students.

The organization of independent learning in students during the creative training process is carried out continuously and integrally. The student can work with electronic educational literature and a data bank. By organizing independent learning, we form a mature, educated, independent-thinking, inquisitive generation.

The concept of “independent learning” is interpreted differently in pedagogical literature. From a historical point of view, this concept first appeared in the 19th century and was highlighted by J. Dewey, K. D. Ushinsky, A. S. Makarenko and other educators as an activating factor in the educational process.

In modern education, independent learning is a complex competency that consists of a student's self-awareness, desire to gain knowledge, analysis of his/her own activities, setting goals and efforts to achieve them.

In modern approaches: Independent learning is a meta-educational competency, Self-learning is the foundation of lifelong learning,

Activity management is associated with elements of soft skills and self-management.

The competency-based approach is not a completely new phenomenon in domestic pedagogy, its origins lie in the developing educational systems, the theory of the phased formation of actions, TRIZ - pedagogy, etc. The orientation towards the development of skills, methods. activities and, moreover, generalized methods of activity were developed by domestic teachers M.N. Skatkina, I.Ya. Lerner, V.V. Kraevsky, G.P. Shchedrovitsky, V.V. Davydov and their followers. Separate educational technologies and teaching materials were developed in this direction. However, this direction was not decisive, it was not used in practice in the creation of model curricula, standards and assessment procedures, and the concepts of "professional competence of a teacher" became widespread. Another direction within the framework of the cultural approach connects the concept of professional competence with the level of education of a person.

B.S. Gershunsky, analyzing the concept of "professional competence" from the point of view of the philosophy of education, emphasizes that education, by its qualitative characteristics, is not only a value, a system or a process. In its meaning, it is a result that records the fact of the assimilation of all the values that are born in the process of educational activity by both the state, society and the individual, which are very important for economic, moral, intellectual development. The state of the "consumers of the products" of the educational sphere is the state, society, each person, the entire civilization.

Competence implies the ability to constantly update knowledge, acquire new information that is relevant at a given time, acquire new knowledge, process the accumulated knowledge and apply it in practical activities. A competent specialist must be able to apply mastered methods of solving problems and, depending on specific circumstances, apply the method that is most effective in a particular situation, as well as have the ability to choose the most optimal one from among many solutions that reliably refute a lie - those that are, i.e. have the ability to think critically.

Conclusion. Today, the main direction of the renewal of world education is to form the experience of systematically viewing the world, life, and professional

activity through an active approach to the educational process, to systematically operate in it, and to solve new problems and tasks. In modern conditions, a qualified scientific approach has an innovative nature that meets the modern requirements of vocational education and serves to increase the role of education in the formation of a new generation of the population, emphasizes Fitzgerald L. Fabeliko in his scientific article "Rethinking the curriculum: concepts of pedagogical competence and the activities of teachers of academic training". The essence of implementing a competency-based approach is manifested in the modernization of education (the interaction of education and upbringing), its qualitative transformation, and the creation of a new system of human values as a priority direction of education. The level of education a country provides to its population is the best indicator of its global competitiveness.

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