

Ways to Improve the Organization of Independent Learning when Teaching General Pedagogy in Higher Educational Institutions

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ABSTRACT: This article says that there are ways to improve the organization of self-study teaching of general pedagogy.

KEYWORD: Improvement, self-study, general pedagogy, higher education institution, training.

The fundamental restructuring of the entire education system in the course of the educational reform being carried out today implies a transition to systematic training of specialists of a new formation based on the principle of subject-subject relations, actively involving students in the process of their professional formation, aimed at the development of creative activity of the individual. In this regard, vocational training in higher education needs a new orientation of the pedagogical process associated with the use of new pedagogical approaches, educational technologies and the content of professional training of a modern specialist who is able to independently solve complex scientific, technical and engineering design tasks not only in the production process, but also in other areas of modern specialist activity.

In the current situation, one of the main tasks of modern higher education is to prepare a competent, flexible, competitive specialist capable of productive professional activity, rapid adaptation in the conditions of scientific and technological progress, owning technologies in his specialty, the ability to use the knowledge gained in solving professional problems. In practice, specialists with higher education are not always able to implement such tasks. The basis of education today should be not so much academic disciplines as ways of thinking and activity. It is necessary not only to release a specialist who has received high-level training, but also to include him already at the training stage in the development of new technologies, adapt him to the conditions of a specific production environment, make him capable of making new decisions.

The current situation encourages educational institutions to look for ways to improve the educational process. Now there are two approaches to its organization - informational and personalized.

The information approach combines the trends of informatization, mass character, fundamentality, continuity of education. The purpose of this approach is to form the ability of students to effectively use the existing and constantly replenishing huge array of information resources.

The personalized approach is focused on personal knowledge, unique, inherent in a particular person and therefore especially valuable. This approach combines the tendencies of humanization of education,

orientation to personal development and quality of life. An important point in the implementation of the approach is the creation of conditions for transformation processes: information - knowledge - information.

In modern conditions, an educational institution should provide not only a system of general education and special knowledge, skills and abilities of students, but also form and develop their needs to acquire knowledge independently. Therefore, the training of a future specialist, in our opinion, will most effectively take place in the process of organizing an independent cognitive activity of a student aimed at setting and solving specific educational tasks by himself. The effect of independent work can be obtained only when it is organized and implemented in the educational process as an integral system covering all stages of study at the university.

Positive experience not only in the organization of independent work of students, but also in the preparation and conduct of classes has been accumulated in higher educational institutions.

In our opinion, the most progressive, but not actually used in the educational process of the university, are heuristic and projective approaches to the organization of educational activities of students, since it is the heuristic process with design elements that is the source of new ways and actions, and the creative process plays the main role, accumulates, improves and uses heuristic innovations: strategies, methods and techniques, that is, heuristics and design initiate the manifestation of creativity in the process of cognition.

Theoretical analysis of the psychological and pedagogical literature on the problem of using the projective approach in teaching has shown that, basically, design as a type of special activity is used in the educational process through the project method, as well as in the form of individual elements used by students when performing educational activities.

In the educational process, the project method is a learning technology, when students acquire knowledge, skills, skills, experience in the process of planning and performing progressively more complex practical tasks-projects. This method is focused on the use of various educational resources, and implies both independent work with research and educational literature on paper, and the use of electronic information resources.

The main requirements for the use of the project method are: the presence of a significant problem requiring integrated knowledge and a research search for a solution; the theoretical, practical and cognitive significance of the expected results; independent activity of students; structuring the content of the project; the use of research methods.

The role of the teacher during the implementation of projects is to properly orient and advise students in the process of goal-setting, in the formation of the educational orientation of students, their desire for self-development and self-improvement, the development of skills for self-organization of educational activities. A prerequisite is the creation of a positive psychological microclimate, stimulating students' self-confidence, independence and perseverance in solving tasks.

Thus, the work on the implementation of the project contributes to the activation of self-education and self-education. The progressive role of project activity is due to the fact that in the process of activating the creative orientation of future specialists, the sphere of information perception and representation is significantly expanded, certain cognitive abilities are formed and improved, mental activity processes are harmonized and skills of independent acquisition and application of knowledge in practice are developed.

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