

## METHODS OF USING METHODS IN THE PROCESS OF ORGANIZING INDEPENDENT EDUCATION IN HIGHER EDUCATION

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### ANNOTATION

The article discusses modern educational methods for organizing creative independent work of students, as well as pedagogical aspects of using modern methods for organizing students' independent learning.

**Keywords:** Creative process, creative methods, interactive, method, knowledge, skill, competence, independent activity, creative search, experience, modern method.

### INTRODUCTION

The components of independent creative activity are acquisition of knowledge - it is not only remembering and understanding, but also being able to use them in solving practical problems, to be able to transfer knowledge and the method of activity to a new state. The main means of achieving such results is the organization of students' independent work.

The organizational part of the structure of the meaningful process includes mental, general and special reading methods. Mental methods include comparison, comparison, analysis, synthesis, etc. includes owning such thought processes. Independence of students in educational activities it is related to the formation of educational work in them. His (educational work) general skills include: ability to plan independent work, organize it effectively, self-control and work at a certain pace.

Creative independence can be developed only if the student can learn to overcome difficulties in the process of acquiring knowledge, as well as in the stage of its application.

Volitional processes are organically connected with activity, "Like the first impulses of a person to act, the first buds of will begin to be embodied in desires." It follows that the motivational and meaningful process components of independent activity are inextricably linked with voluntary processes.

Taking into account the role of the teacher in the organization of independent work, it becomes clear that the independent work of students cannot be organized without taking into account their needs. On this basis, a reasonable question arises as to how well students are satisfied with their independent work. The researches of the following years show that every third student is not satisfied with the conditions, results, conflicting communication with teachers and control of independent work.

As positive circumstances in the organization of independent work, students - the opportunity to creatively show themselves as individuals; the opportunity to try themselves as pedagogues;

acquiring additional knowledge along with new knowledge; development of thinking culture; deeper mastery of the material; development of personal qualities; they note the opportunity to develop their own point of view on the studied issue, as well as to communicate with their classmates in the process of studying together. It follows from this that students determine positive situations (sides) from the point of view of the educational function of independent work, from the point of view of mental development, from the point of view of self-presentation as a person, and from the point of view of pedagogical satisfaction.

In addition, there are a number of difficulties that students face in the process of independent work. Some of them are: inability to work independently, not knowing how to connect theoretical knowledge with practice. This means that the problem of organizing independent work is quite deep. In order to change this situation, it is necessary to enrich the content and purpose of independent work, thereby changing the motivation of students.

In this case, the main signs of independent work vary from the desire to pass the test to the goal of clearly occupying certain professional and, at the same time, vital economic positions. In this case, the general goal of the educational process also changes. At present, the main part of the students' study time corresponds to classroom training. Traditionally, they are large in size, and students cannot do them regularly and responsibly due to lack of physical capabilities and a realistic budget of time.

However, in the conditions of the acceleration of the modern teaching process, this cannot be achieved only through the use of traditional teaching tools, in this case, active methods, in particular, at a high creative level, are widely supported by the pedagogical and methodical community. powered business games stand out. Their application allows to organize independent creative works of students, assigning tasks of a learning-research nature, which creates intellectual difficulties, creates conditions for active and independent acquisition of knowledge.

The use of active methods of teaching is also important for changing the stereotype of the traditional teaching process, such that the student does not engage in active independent work by absorbing the information given in the lecture. Because as a result of this situation, students do not know how to learn theory and apply their knowledge in practice.

B. Khodjaev and SH. Zufarov believe that the requirement of independent education is to give students as much knowledge as possible, as well as to teach them to learn knowledge independently, not only to know, but also to be able to process the received information. advances. In the works carried out by them, the concepts of pedagogical innovation approaches to independent education are described in detail. Pedagogical innovations are based on two main approaches:

1. The student-oriented approach implies the orientation of the educational process to each individual student. Modern pedagogy should take into account the unique activity and character of each person, develop his individuality and talent. It is important to rely on the principles of education in the implementation of a student-oriented approach, they will have the right to choose the directions that suit them in the acquisition of education, there will be no authoritarian pressure from teachers, but priority to creativity and success, subjectivity, individuality is given;

2. A competency-based approach is a learning outcome. It takes into account not the sum of knowledge, but the sum of skills, the student's ability to solve problems, conflicts, and act in different situations. It doesn't matter how much the student knows. The most important thing is his ability to respond to changes, be flexible, manage emotions and choose the right information.

Thus, researchers who have studied the development of professional competence in students pay attention to its multifaceted, multidimensional and systematic dynamics.

In the process of independent education in higher education institutions, it is necessary to choose the ways related to professional activity when determining the types of work and directions for the development of professional competences of future speech therapists. Only then students will be able to demonstrate sufficient knowledge, skills and experience to carry out professional activities in the future.

According to the sources, professional skill depends on direct abilities and creative individuality of the person. Professional competence is combined with a person's general, specific (auditory at OTM and beyond) education and practical knowledge, skills and abilities. That is why independent education allows students to acquire skills and experiences related to the field.

C.Yu. Mahmudov evaluates the professional training and says the following opinion: "Professional abilities of a person, such as pedagogical ability, are not limited, but they are a separate part of its content and structure. The practical characteristics of the ability, together with individual qualities such as the camaraderie, speed and superiority of the achieved results, knowledge, skills and skills are investigated.

In conclusion, it can be said that the scientific concept of developmental education in modern education includes such approaches as acquiring knowledge, self-education, self-education, and self-development in the development of personality. includes. Basically, in higher education, the teaching load of classroom hours is performed in the form of lectures and practical exercises. Independent education that complements the content of these classes depends on the mastery of the theoretical information provided by the teacher. Therefore, the use of active methods in lectures and practical training also increases the motivation of independent activity in students. Otherwise, the origin of not engaging in independent work will occur, absorbing only the information given in the lecture. It is also important to change the pattern of the traditional teaching process to which the teachers of higher education institutions have become accustomed.

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