

**Organisation der selbstständigen arbeit von studierenden als mittel zur
steigerung der berufs- und kommunikationskompetenz der zukünftigen lehrer
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Zusammenfassung: Dieser Artikel enthüllt die technologischen Aspekte der Organisation der selbstständigen Arbeit von Schülern, die die führende Form der Organisation des modernen Bildungsprozesses ist. Die Voraussetzungen für die Aktivierung selbstständiger Arbeit, die zur Bildung von pädagogischer und beruflich-kommunikativer Kompetenz beitragen, werden aufgezeigt.

Schlagnorte: Selbstständiges Arbeiten der Studierenden, Fachliche und kommunikative Kompetenz, Bildungsstrategien, Außerschulisches selbstständiges Arbeiten

**Organization of independent work of students as a means of increasing the
professional and communicative competence of future teachers
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Abstract: This article reveals the technological aspects of organizing students' independent work, which is the leading form of organizing the modern educational process. The conditions for activating independent work, contributing to the formation of educational and professional-communicative competence, are highlighted.

Keywords: independent work of students, professional and communicative competence, educational strategies, extracurricular independent work

INTRODUCTION

Improvement of higher education affects a wide range of issues, in particular, related to the adoption of new educational standards, the modernization of the theoretical foundations of education (competence-based approach), the emergence of new disciplines, a change in the existing ratio of classroom and independent studies, modernization of forms and methods of monitoring the activities of students. So, for example, one of the professional competencies of a graduate of a pedagogical university is the ability to organize cooperation among students, to maintain activity and initiative, students' independence, and their creative abilities.

The modernization of education determines the formation of students' independent work as the leading form of organizing the educational process, which, in turn, substantiates the problem of its activation. The activation of independent work of students is understood as increasing the efficiency of independent work in achieving qualitatively new educational goals by giving it a problematic character, motivating subjects (students) to treat it as a leading means of forming educational and professional competence.

Practice shows that the simplest way to reduce the number of classroom lessons in favor of independent work does not solve this problem. Those 50% of the study time of students, which they spend today on independent work, do not give the expected results for the following reasons:

- the content of independent work, implemented by different teachers within the framework of the courses taught, is not directly related to the new goals of the formation of competencies;

- at present, independent work, due to its insufficient focus, weak control, insufficient differentiation and variability, at which the individual capabilities, needs and interests of the subjects are minimally taken into account, cannot ensure the high-quality implementation of the tasks assigned to it.

In addition, a significant amount of tasks offered for independent work is not performed at all or is performed formally, or is simply written off from various and available sources. Thus, it is obvious that it is necessary to intensify independent work, to enhance its role in improving the quality of education and training of specialists.

MATERIALS AND METHODS

The analysis of psychological and pedagogical literature, student polls and observation of the educational process show that, for the most part, independent work is used by university teachers only to solve specific methodological problems, such as in-depth study of the subject, the development of students' mental activity, etc. At the same time, the organization of independent work students are not associated with the development of independence, professional and communication skills necessary in further professional activity.

The analysis of scientific and methodological literature on the problem of research in a structured form is as follows:

1. In modern social conditions, a new aspect of the problem of training students of pedagogical universities has appeared, namely, the creation of conditions for the development of activity, creative abilities, which is impossible without the independence of future teachers.

2. The most characteristic direction in the development of students' independence is such an organization of the educational process or educational activity in which the student takes an active personal part and is most fully revealed as a subject of activity.

3. The organization of independent work of students is based on an activity approach (with the active use of ICT), which makes it possible to create elements of an individual educational trajectory (pace of work, choice of the type of credit work, etc.), a deep synthesis of the reproduction of knowledge and creativity. At the same time, the independent work of students is understood by us as their cognitive activity under the condition of a systematic decrease in the direct assistance of the teacher.

The process of such an organization, in our opinion, lies on the path of creating special situations with the involvement of a variety of modern means and interactive forms of learning. The practice of working with first-year students of humanitarian

specialties showed that students come from school not only not ready for the perception of university mathematical disciplines, but, more importantly, demonstrate a low level of ability to independently perform the tasks proposed by the teacher. From the work of Zimnyaya, based on the generalized data of M.I. Dyachenko and L.A. Kandybovich, 45.5% of students admit that they do not know how to properly organize independent work; 65.8% of the respondents do not know how to allocate their time at all [1].

DISCUSSION AND RESULTS

Our analysis of the survey results showed that these indicators have changed today (34.8% and 50.8%, respectively), but this is not enough for a competent teacher.

The solution to this problem, in our opinion, is the organization of various types of students' independent work. In the methodological literature, the following types of independent work are distinguished: 1) by time and place: classroom and extracurricular 2) by the number of students: frontal, group and individual.

Independent work of students is a planned work performed according to the assignment and with the methodological guidance of the teacher, but without his direct participation. It contributes to the deepening and expansion of knowledge, the formation of interest in cognitive activity, mastery of the techniques of the cognitive process, the development of cognitive abilities [2].

Independent work has a huge didactic potential, since in its course there is not only the assimilation of educational material, but also its expansion, the formation of the ability to work with various types of information, the development of analytical skills, control skills and planning of study time [3].

Independent work of students is divided into classroom and extracurricular. Classroom independent work is made up of various types of control, creative and practical tasks during seminars or practical classes. Extracurricular independent work traditionally includes such forms as completing written homework, preparing for the analysis of previously heard lecture material in a practical lesson, preparing a report, completing an essay, term paper, etc. It is organized throughout the entire period of studying the academic discipline and does not have rigidly regulating norms [2].

There are five levels of independent work.

The first level is the verbatim and transformative reproduction of information.

The second level is independent work according to the model.

The third level is reconstructive independent work.

The fourth level is heuristic independent work.

The fifth level is creative (research) independent work.

The main criteria for the quality of its organization is the presence of control over the results of independent work and technical conditions for completing assignments. Exercising control helps the student to master the theoretical material and acquire the skills of solving certain practical problems with minimal time expenditures methodically correctly. There are the following types of control:

a) corrective - carried out by the teacher during individual lessons in the form of an interview or test check;

b) ascertaining - carried out according to previously drawn up individual plans for studying the discipline or performing a certain task to assess the results of the completed stages of work;

c) self-control - carried out by the student himself as he studies the discipline on the compiled program questions;

d) final - certification of students for all types of work [4].

Special requirements should be imposed on the content and form of assignments for independent work. Tasks should be aimed at the formation of professional and communicative competencies and have a problematic character, there is an increase in the variety of forms and methods of independent work to give it a differentiated and variable character and more fully take into account the individual capabilities, needs and interests of students. This creates conditions for a wider use of assignments of the choice of students. It is necessary to increase the number of tasks for independent work, built on an integrative basis (intra-subject and inter-subject content), necessary for the integration of individual components of competencies into experience and the formation of broad general and subject competences. It is also necessary to expand the independent work carried out in the form of educational and professional activities of students [2].

For the effective implementation of independent work, it is necessary to own educational strategies, which are understood as a stable set of actions purposefully organized by the subject to solve various types of tasks [5].

Learning strategies determine the content and technology of independent work. Putting a person in front of a choice of specific actions from a multitude, they characterize the orientational and performing activity of students and consist of habitual skills, which include established methods of information processing, assessment, control and regulation of their own activities. The process of their formation begins in elementary school and continues throughout the entire period of study: different educational actions and algorithms form interconnections and stable combinations (action complexes), automatically being included in educational activities when performing a particular task.

The main components of educational strategies are:

1) long-term goals (plans, programs) that determine the organization of educational activities for the future (achievement of educational goals);

2) technologies (methods, techniques, methods), with the help of which the achievement of educational goals is realized;

3) resources that ensure the achievement of learning goals and the management of learning activities. The educational actions and algorithms included in their composition allow to accept and understand the educational task, plan the course of its implementation, control and evaluate the result obtained [5].

In accordance with the procedural characteristics of educational activities (receiving and processing information, planning educational work, monitoring and evaluation), students' educational strategies can be divided into two groups.

1. Cognitive strategies: educational actions included in them are aimed at processing and assimilating educational information.

2. Metacognitive strategies (from the Greek meta - after, for, through; means following something, moving to something else, changing state, transformation) - strategies that organize and manage learning activities.

Cognitive learning strategies include:

- repetition: memorizing, rewriting, underlining, highlighting, naming, etc. ;
- Elaboration (elaboration - detailing, development, improvement): note-taking, selection of examples, comparison, establishing intersubject connections, using additional literature, paraphrasing, drawing up a conceptual tree, etc.);
- organization: grouping by topic, drawing up a classification, tables, diagrams, writing a resume, etc.

Metacognitive learning strategies include:

- planning: drawing up a plan, the logic of building content, setting a goal, realizing a goal, etc.;
- observation: assessment of what has been achieved, answers to questions for self-control, application of theory in practice, drawing up abstracts on the topic, referring to other scientific sources, etc.;
- regulation: self-control, self-esteem, the use of additional resources, volitional regulation, a certain sequence of tasks, etc. [5].

Independent work of students should be considered in the context of not only mastering professional competencies, but also the formation of methodological foundations for independent solution of professional problems. Let us give an example of the relationship between the levels of independent work, educational strategies and professional competencies within the framework of the academic discipline "General Pedagogy" for students of the specialty "Pedagogy and Psychology" (see table).

Table 1

Extracurricular independent work

Self-study level	Learning strategies						Professional competence
	cognitive			metacognitive			
	repetition	elaboration	organization	planning	observation	regulation	
1st level: Written answers to questions Definition of concepts in your own words	+	+					Competence in the field of theoretical and methodological foundations of professional studies in the field of social

2nd level: Compile a mini-glossary Select examples of difficult life situations			+				pedagogy
3rd level: Select risk groups Create test tasks				+	+		
4th level: Write an essay				+	+		
5th level: Make a portfolio	+	+	+	+	+	+	
3rd level: Outline spec. literature	+	+					Competence in the field of research and methodological work in professional studies in the field of social pedagogy
4th level Prepare an overview on the topic	+	+	+				
5th level: Carry out a mini-research Develop a model of activity and a model of a specialist	+	+	+	+	+	+	

CONCLUSION

Independent work not only contributes to the formation of professional competence, but also ensures the development of methodological maturity, skills of self-organization and self-control of educational activities [6]. This is especially important, since it presupposes the formation of a future specialist as a subject of professional activity, capable of self-development, design and transformation of their actions .

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