

Improving the Methodology of Organizing Independent Students in Distance Education

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ANNOTATION

General approaches to the methodology of student independent work and its implementation. Independent student work is an independent study of the student, which is planned by the research and teaching staff together with the student, but the student conducts it in accordance with the tasks and under the guidance and supervision of the research and teaching staff performs without his direct involvement.

KEYWORDS: approaches, independent study, methodology, independent work, teaching staff, working conditions, daily routine, work techniques, rational tools.

I. Introduction

Rational tools play an important role in the study of science: methods of organizing independent work, working conditions, daily routine, work techniques, and so on.

The following types of independent study of students are distinguished in the study of the subject:

Listening to lectures, participation in seminars, practical and laboratory work;

Development of topics for lectures and seminars, practical and laboratory work by part-time students

Preparation of abstracts and term papers, dissertation writing;

Modular control and test preparation;

Working with literature, etc.

Each of these types requires students to work hard independently.

II. Literature review

First of all, every student should follow the rules of mental hygiene in the learning process. Therefore, they should explain the mechanisms of mental work, the causes of fatigue, ways to improve performance, as well as nutrition, rest, etc. To do this, they should conduct orientation classes, especially with distance learning students. Let them know that the daily rhythm of the human body is determined by a number of physiological functions that are constantly changing during active activity and sleep hours.

The daily routine plays an important role in the optimal organization of the life and activities of the full-time student - it is recommended by the scientific and pedagogical staff in the first days of training.

First-year students must adapt to independent study. Therefore, freshmen must adapt to the living and working conditions in the university. This requires targeted pedagogical assistance of research and teaching staff. It is primarily a focus on the student who is experiencing psychological discomfort, discomfort, discomfort, uncertainty.

III. Analysis

It is important to remember that a student is affected by three groups of difficulties: social, educational, and professional. Social difficulties arise from the peculiarities of communication with a change of place of residence, new living conditions, an important circle of new people (academic and pedagogical staff, colleagues, service staff); the need to manage your budget independently, organize your life, adjust to a new routine and daily chores, and so on.

Difficulties in education are associated with new forms and methods of teaching, the peculiarities of the organization of independent work, control by scientific and pedagogical staff. Therefore, scientific and pedagogical staff:

To acquaint students with the psychological and pedagogical features of the organization of education in higher education institutions;

Assist in mastering the methods and techniques of educational work;

Stick to special techniques for first-year students to read a lecture in the first two to three months, gradually increasing the structure and speed;

Teach admissions students to listen to a lecture, write its content, and prepare for seminars, workshops, and labs;

Precise dosing tasks for each course;

Patient observation and evaluation of independent work, etc.

Professional challenges lead to individual students becoming frustrated in their career choices. Therefore, researchers need to explain the process of professional development, their prospects and importance.

The transition to a modular construction of educational content involves the integration of different types and forms that are subordinate to the general theme of the subject. For each content module, a reference and a set of illustrative materials are formed, which the student receives before starting the study. A list of recommended publications is also included. Each student masters the material and goes through the current control steps from one content module to another.

As for part-time students, they mainly study the material independently during the semester, that is, independently develop the topics of the lecture, as well as seminars, practical and laboratory classes.

IV. Discussion

Orientation classes are held at the beginning of each semester, where lectures are given and some seminars, practical and laboratory classes are held.

During the orientation session, the research and teaching staff must acquaint students with the relevance, goals and objectives of the study of the subject, its place, role and importance in professional training, determine the overall scope of the subject; volume of sections and topics for the current semester; disseminates the curriculum and working curriculum; explain the content and structure of the thematic plan, the sequence of study of sections and topics; explain the methods of independent work in seminars, workshops and laboratories; familiarize yourself with the questions to be asked for an exam or test; provide basic and additional literature on each topic; Identify forms and methods of monitoring the knowledge of students; inform the schedule of consultations during the introductory session and before the credit-examination session; disclosure of methods of independent work of sections and topics of the subject for the current semester, etc.

The student should be able to work independently in the process of developing the report and the report. First of all, full-time and part-time students need to develop the ability to listen and record lectures, because working on them directly in class and outside of class requires a lot of effort: not only listening, but also comprehension, being aware of the content of the lecture. to systematize and group the acquired knowledge into abstracts; be able to creatively comprehend lecture material in the process of independent work, etc.

During the lecture, students should be familiar with the content of the previous lecture in order to make a logical connection with the next lecture; try to understand the process of presenting the material; Careful listening to the research staff, highlighting the primary, and secondary, and so on.

The material of the lecture should not only be listened to, but also narrated. Therefore, it is necessary to develop the ability of scientific and pedagogical staff to write abstracts correctly. To do this, you need to learn to write quickly due to the use of characters and abbreviations of individual words and phrases.

It is important that the student performs a specific “filtering” of the study material, highlighting the main and changing the secondary, in addition, the main thing is to generalize and systematize. You should know that the main points, unlike the secondary points, are usually emphasized by teachers with intonation, a slow pace of speech. To systematize, the student must be able to identify key issues, summarize and logically understand the sequence and interrelationships of individual components of a lecture.

It is necessary to write the name of the topic, the plan, the recommended literature in full, describing the report. Particular attention should be paid to the records of rules, quotations, formulas, diagrams, and so on.

Indicative methodology for developing the topic of the report:

- 1) study of the curriculum and working curriculum;
- 2) to determine the topics of this report in the structure of the subject according to the thematic plan;
- 3) identify all the questions that need to be studied;
- 4) Determine the amount of missing material on the basis of the study of the study material in the abstract, control questions, assignments for control work and questions submitted for the exam.
- 5) to determine the available literature and the sequence of its study;
- 6) Processing of each educational material in the following order:
 - a) for the third time to highlight the basic concepts, the essence, structure and content of events and processes, as well as the relationships between them;
 - b) summarize everything;
 - c) communication with previous training material;
 - d) independently answer all control questions on the subject.

Independent work of students of secondary special education institutions can be considered as the basis of education in all forms of education. This type of activity involves minimizing contact with the teacher during the execution stages.

For students, it is the simultaneous acquisition and application of knowledge, initiative in the implementation of tasks, learning a creative approach to work. Independent work is an important part of the course study time, and the outcome of the thesis often depends on how responsibly the student treats it.

Teachers and masters have another goal - to provide appropriate support at all stages of this activity: planning, organizing, supervising. When this type of activity is systematic, goal-oriented, and systematic, a positive outcome can be expected.

Extracurricular independent work of secondary vocational students

Extracurricular activities are a set of activities that teachers, librarians, administrators, methodologists, in fact, do on their own. It is a system of production, theoretical and practical training as well as educational activities.

Today, the educational process in vocational education institutions cannot be organized without the initiative and creative activity of students. Therefore, independent work has become an integral part of the educational process.

Professional skills are clearly formed through the experience of independent activity. Graduates who have not learned to acquire knowledge independently and apply the ability to self-educate throughout their entire studies will find it very difficult in their later lives.

But what leads to the manifestation of student activism? The answer is simple - motivation. There are several ways to improve this:

Benefits of the work done.

Active use of the results of independent work in educational activities.

V. Conclusion

Necessary conditions for the organization of independent work of students:

availability and availability of reference, educational, methodical and information-communication materials;

monitoring and evaluation system;

teacher counseling;

provision of teaching aids;

self-preparation of students.

Public demonstrations play a very important role in the continuation of success. There will be no need for practical conferences on selected topics, systematic updates on a specialized stand, as well as the defense of creative projects. The publication of works encourages the development of students' creative abilities, helps to develop self-discipline skills, and stimulates a desire for self-improvement.

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