

## Modern View Of The Teacher On Independent Activity Of Students

<sup>1</sup>Dustnazar O.Khimmataliev <sup>2</sup>Nishon S.Kiyamov<sup>3</sup> Vera P.Chudakova  
<sup>4</sup> Masuda K. Khashimova<sup>5</sup> Zhamshid O. Khakimov<sup>6</sup> Gulasal A. Berdialieva

<sup>1</sup>*Tashkent region Chirchik State Pedagogical Institute, Professor of "Pedagogy and Management", Doctor of Pedagogical Sciences, Uzbekistan.*

<sup>2</sup>*Samarkand State University, Professor of the Department of Pedagogy, Doctor of Pedagogical Sciences. Uzbekistan.*

<sup>3</sup>*Doctor PhD in Psychology, Senior Researcher: Institute of Pedagogy of the National Academy of Pedagogical Sciences of Ukraine, Institute of Psychology named after G.S. Kostyuk of the National Academy of Pedagogical Sciences of Ukraine.*

<sup>4</sup>*Tashkent Institute of Irrigation and Agricultural Mechanization Engineers, Associate Professor of the Department of Vocational Education and Physical Culture, Candidate of Pedagogical Sciences, Uzbekistan. E-mail: xmk\_59@mail.ru.*

<sup>5</sup>*Associate Professor of the Tashkent State Technical University named after Islam Karimov. Uzbekistan.*

<sup>6</sup>*Associate Professor, Regional Center for Retraining and Advanced Training of Public Education Workers of the Syrdarya Region. Uzbekistan.*

### Abstract:

This article is devoted to the issue of organizing independent activities of students of vocational education. The author considers the issues of organization of independent activity of students, the tasks that teachers must solve in the process of independent activity of the student, analyzes the views of various authors, lists the most common types of independent activities of students in vocational education, reveals the importance of independent activity in the formation of professional skills among future specialists, it is proposed to focus on the problems that currently exist in this area.

**Key words:** independent creative activity, technology, formation, competencies, ability to independently solve problems, creativity, reproduction, heuristic approach.

### Introduction

The goal of modern education is to fully achieve the development of those abilities of the individual that are needed by her and society. Therefore, the main task of the teacher is to help the student become a free, creative and independent person. Independence becomes a quality of the individual, which provides the necessary prerequisite for self-management of one's behavior [17, 18]. As a result of this transition to the activity paradigm of

education, independent work becomes the leading form of organization of the educational process, and along with this, the problem of its activation arises. At the same time, the activation of independent work is understood not as a simple increase in the

volume, expressed in the amount of time, but in increasing the efficiency of independent work while saving students' time and effort [13].

The problem of organizing students' independent activities in the learning

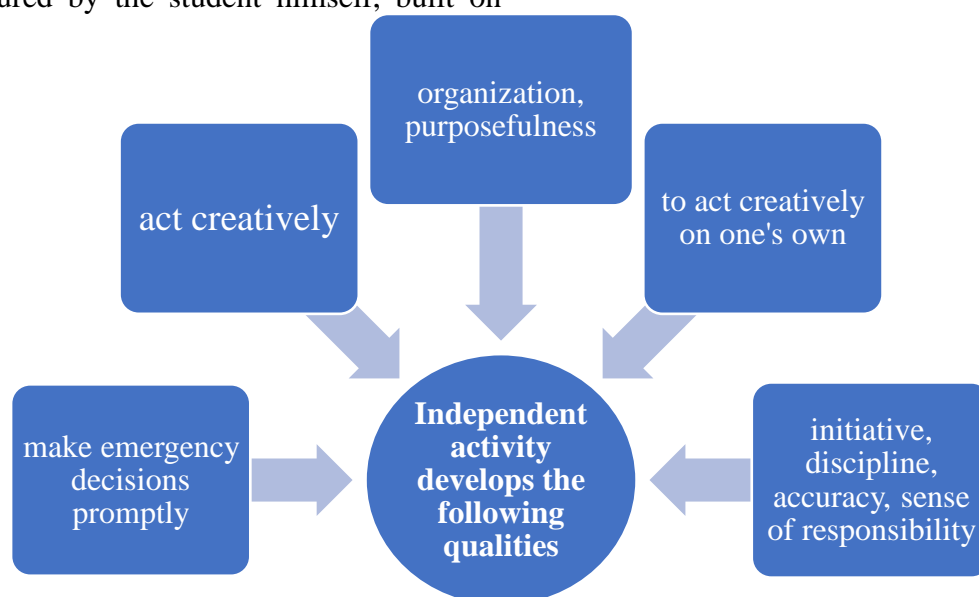
process is one of the most urgent in modern pedagogy. A situation has arisen when the established methods and forms of designing and implementing independent work of students require reflection, correction and new pedagogical solutions. At present, the goals and objectives of education are changing - the emphasis is shifting from "acquisition of knowledge" to the formation of "competence", there is a reorientation to a student-centered approach.

The relevance of the problem of students mastering the methods of independent cognitive activity is also dictated by the fact that during the period of study the foundations of professionalism are laid, the skills of independent professional activity are formed. Modern society needs specialists who are able to quickly make non-standard decisions, act creatively, independently, who can contribute to the development of a particular industry. Independent activity is a form of educational and cognitive activity, in which such qualities of the student's personality as organization, purposefulness, creativity, responsibility are manifested. Independent activity of students contributes to the formation of initiative, discipline, accuracy, a sense of responsibility, necessary for a future specialist in professional activities. Independent activity of students is considered as a purposeful self-organized, self-managed activity, structured by the student himself, built on

deep internal motives. In modern conditions, the student's ability for independent activity acquires a qualitatively new meaning, which is determined by the readiness of a

university graduate to quickly adapt to practical professional activities in rapidly changing conditions. The fact that the independent work of a student is the main way of educating independence and developing professional competence, today no one doubts. Independent activity is such work that is performed without the direct participation of the teacher, but on his instructions, at a time specially provided for this, while students consciously strive to achieve their goals, using their efforts and expressing in one form or another the result of mental or physical (or both) actions.

It is during independent activity that a high culture of mental labor is developed. In the process of such work, the individual abilities of students, their inclinations and interests are most fully revealed, which contribute to the development of the ability to analyze facts and phenomena, teach independent thinking, which leads to creative development and the creation of their own opinions, their views, ideas, their position



(1-figure).1-drawing. Independent activity and formation of personal qualities of the future specialist.

### **Analysis of the situation**

The theoretical analysis of pedagogical literature shows that many researchers (N.G. Dairy, B.P. Esipov, G.E. Kovaleva, L.M. Pimenova, L.A. Ponomarev and others) single out such a feature as this basis ind

The problems of independent work of a student at a university are covered in scientific and methodological literature. These problems are studied by G.S. Zakirov, V.D. Zemzyulina, E.V. Zakharova., I. Kovalevsky. the life of the system of multi-level training and education of students.

Let's look at the category "Independent work" itself. The modern dictionary of pedagogy interprets independence as the ability to set a specific goal, persistently achieve its fulfillment on one's own, be responsible for one's activities, and act consciously and proactively not only in a familiar situation, but also in new conditions that require non-standard decisions. Independence is not given to a person from birth. It is formed as he grows up and at each age stage has its own characteristics.

In this regard, the thought of N.G. Dairy is interesting, who notes: "... it is necessary to see the origin of independence, its development, the stages of its complication and correlate with this the stages of complexity of various types of independent work" [7]. In the above judgment, in our opinion, contains a fruitful idea about the steps of independence shown by students in the performance of less complex and more complex types of independent work.

S.I. Zinoviev notes that in higher education the concept of independence is associated with the idea of independence in the choice of ways and means of solving the problems facing a person. This means that the student must perform independent work without guidance and assistance from university teachers. But it should be noted that excessive independence can reduce the effectiveness of the result of the student's independent activity.

There is also such a view of the independent work of students, when it is identified with

self-educational activity, is replaced by it, and therefore loses its specific features.

It is necessary to distinguish between the concept of "independent work" and the concept of "self-education". Self-education is a system of constant updating of knowledge, and it goes beyond academic work at a university. However, its tasks are much broader than the tasks of independent work. Self-education, unlike independent work, is not only a form of assimilation, deepening and acquiring new knowledge during the period of study at a university, but also a form of continuing the education of young specialists after graduation. Consequently, the concept of "independent work" and the concept of "self-education" have a different meaning. The confusion of these concepts leads to confusion in the choice of means, forms and methods of their practical implementation. In our opinion, independent work should be understood only as an integral part of self-education, pursuing broader goals.

Some scientists consider independent work as a means of developing generalized skills, cognitive independence, creative activity and socialization of the individual, and associate it with the ability to self-organize.

Independent work is defined by some authors as a teaching method; others - as a method of teaching; the third - as a form of organization of educational activities.

It should be noted that the most complete definition of independent work is given by V.I. Andreev [6]. His point of view is determined by the fact that in the process of independent work of students a wide variety of teaching methods and techniques can be applied, and therefore, in his opinion, it is incorrect to sum up independent work under the concept of "method" as a generic concept. He also believes that the concept of "means" is not the main, but only an auxiliary, particular feature and cannot be taken as a generic concept.

Thus, independent work of students is a form of organization of their educational activities, carried out under the direct or

indirect guidance of a teacher, during which students mainly or completely independently perform various types of tasks in order to develop knowledge, skills, abilities and personal qualities. Independent work is a type of learning activity that assumes a certain level of student independence in all its structural components: from posing a problem to exercising control, self-control and correction with a dialectical transition from performing the simplest types of work to more complex ones, of an exploratory nature, with constant transformation the leading function of pedagogical management towards its transition to the forms of orientation and correction with the gradual transfer of all functions to the student.

In the light of the new situation, the actualization of the problem of continuous education, the reduction of classroom classes, the transition from "listening" to lectures and an increase in the share of independent work, the logical scheme "teacher-student" is radically changing. ". The student comes to the fore, he must take a leading position, and the teacher becomes his follower, consultant, tutor. In the new conditions, the task of the teacher is to increase to a much greater extent than before the role of the student himself in the educational process, the development of the best qualities of the student, his creative abilities, to teach the skills to independently analyze the information received, the techniques and methods of self-education, enrichment of scientific baggage. To achieve these goals, he must organize the educational process and the activities of students in such a way that they act in the course of fulfilling certain goals and tasks, as if outside his direct participation and outside their guidance. It is possible to achieve this if students seriously and purposefully and independently perform learning tasks together with a teacher acting as a consultant, directing their work in the right direction.

Independent work in the modern educational process is considered as a form of organization of learning, which is capable of providing an independent search for the

necessary information, creative perception and comprehension of educational material in the classroom, various forms of cognitive activity of students in the classroom and outside the classroom, the development of analytical abilities, skills for monitoring and planning study time, the development of skills and abilities for the rational organization of educational work.

A student self-improvement survey revealed several problems students face. It turned out that 15% of students find it difficult to distribute their time, 60% of students noted that they have enough time, 12% of students complained of difficulty in doing independent work.

It is not difficult to see that the issue of congestion with control, term papers and projects in the academic year is considered very important. Let's calculate student time. Students usually have 3-4 pairs of classroom lessons per day (conditionally from 8.30 to 15.30), then there may be consultations (another 1-2 hours), which means that the student leaves the institute at 16-17 hours. Many get to their place of residence in about one hour. Another two hours can be taken to rest and eat. In general, at 19-20 hours the student can start doing independent work at home.

Many students have various household chores that also take up time. After a busy day, a student may feel unwell, lose strength, etc. Thus, we can conclude that only the most persistent, hardworking students who are in good health will be engaged in independent work at home. There are usually few of these. How to find a way out of this situation? There are two main directions of independent work of students. The first is an increase in the role of independent work in the classroom. The implementation of this path requires teachers to develop methods and forms of classroom organization that can ensure a high level of student independence and improve the quality of training.

The second is to increase the activity of students in all areas of independent work in extracurricular time. But, as follows from the above, this is due to a number of difficulties, first of all, with the

unpreparedness of both the majority of students and teachers. Students do not attend consultations appointed by teachers, leaving work on control and course assignments at the end of the semester. In addition, the existing methodological support of control and course assignments is not enough for the effective organization of independent work. It should be noted that the inefficiency and unhurried performance of extracurricular independent work is due to the insufficiently clear organization of the cognitive activity of students in extracurricular independent work by the teacher. Often, the teacher does not orient students to mastering basic knowledge and skills, does not select educational material for the task clearly enough, and includes voluminous tasks in extracurricular independent work that must be completed in a short time. All these troubles reduce the effectiveness of independent work and lower the cognitive motives of students.

### **Methodology**

Independent work is mandatory for each student, is determined by the curriculum and is an important component of the specialist training process. In the structure of learning activities, it takes from one third to two thirds of the total learning time.

The organization of independent work has a systemic character throughout the entire time of students' education. An important aspect of independent work is that it solves not only educational problems, but also solves the problem of self-development and self-improvement of the student.

In the modern educational process, the student is not a simple consumer of information, but a creative seeker of knowledge. At the same time, the task of the teacher is not only to transfer information in a finished form, but also to encourage the student to independent cognitive activity, to form his skills of independence in obtaining knowledge.

There are general principles for organizing independent work:

- the principle of interactivity in learning (providing an interactive dialogue and feedback that allows control and correction of student actions);

- the principle of developing the intellectual potential of the student (the formation of algorithmic, visual-figurative, theoretical styles of thinking, the ability to take optimal or variable solutions in a difficult situation, skills to process information);

- the principle of ensuring the integrity and continuity of the didactic learning cycle (providing the possibility of performing all parts of the didactic cycle within the topic, section, module).

And also, there are specific principles for organizing independent work of university students:

- the principle of interactivity, which determines the need for cooperation between students and the exchange of information not only with the teacher, but also with other students;

- the principle of individualization of education, which is manifested in the account by the teacher of the individual psychological characteristics of the student in the implementation of pedagogical support for independent work;

- the principle of regulation of education, reflecting the need to choose a learning strategy and planning the organization of student's independent work (including methodological developments for students' independent work);

- the principle of relying on basic knowledge and skills, which provides for the student to have minimal skills in working with technical means, as well as the ability to rationally use free time to organize independent work;

- the principle of advanced learning, which ensures the focus of independent work on the activation, development of the mental activity of the student, the formation of the ability to independently predict, choose and solve didactic problems, acquire knowledge in cooperation with other students studying in this discipline or course;

- the principle of feedback, which allows participants of independent work to discuss and correct problematic issues in a given discipline or course in a timely manner;

- the principle of external control and self-assessment, including the exchange of information not only with the teacher, but

also with other students enrolled in a given discipline or course;

- the principle of scientific nature, which allows participants to work independently solve tasks at the modern level of scientific knowledge;
- the principle of visibility, providing for the presentation of information in an accessible form;
- the principle of connection between theory and practice, which makes it possible to solve situational problems;
- the principle of accessibility and feasibility of independent work;
- the principle of taking into account the labor intensity of academic disciplines and optimal planning of independent work;
- the principle of the strength of the assimilation of knowledge.

Practice shows that students differ in level readiness to implement the requirements for independent work.

There are two main groups of students:

- the first one is characterized by the fact that its representatives are focused on performing tasks of independent work and have universal

learning competencies to successfully cope with the requirements for its implementation (the ability to understand and remember acquired information, think logically, reproduce

material in writing and orally, to carry out measurements, calculations, design, etc.).

- students of the second group do not have a stable orientation towards constant independent work while mastering educational material and are characterized by a low level of development of universal educational competencies and self-organization skills.

Given this situation, the teacher should develop differentiated tasks that differ in complexity when organizing the student's independent activity. To do this, it is necessary to study the possibilities of students and, based on the results, divide students according to the type of readiness for independent activity. In the future, for each group to develop their own

development program and a set of tasks for independent activities. This approach will ensure the optimization of the process, and increase the efficiency of independent activities.

Independent work within the framework of the educational process

in the university solves the following tasks:

- consolidation and expansion of knowledge, skills acquired

students during classroom and extracurricular activities, pre-

turning them into stereotypes of mental and physical activity;

- acquisition of additional knowledge and skills in the disciplines of the curriculum;

— formation and development of knowledge and skills related to research activities;

— development of orientation and installation for high-quality development

educational program;

- development of self-organization skills;

- formation of independent thinking, ability to self-development, self-improvement and self-realization;

— development of skills for effective independent professional theoretical, practical and educational and research activities to implement the tasks of independent work of students and its implementation requires a number of conditions that provide

university:

- the validity of the content of tasks included in the independent work of students;

— connection of independent work with work programs

disciplines, calculating the required time for self-study

work;

- development by teachers of students of self-organization skills, universal educational competencies;

— support by teachers of all stages of implementation

independent work of students, current and final control

her results.

Independent work of students is classified:

- at the place of organization (classroom and extracurricular);

- according to the goals of the organization (the goals of the discipline formulated and justified in the work program);
- according to the method of organization (individual, group).
- according to the form of organization of training (lecture, seminar, practical lesson, control lesson).

Independent work of students is planned by each teacher in the work program of the discipline, and its credit types are recorded in the technological map, in which students can always find information about the amount of independent work, the time of their implementation and the maximum score when evaluating the results of their implementation. The amount of time allotted for extracurricular independent work is reflected: in the curriculum as a whole for theoretical training, for each of the cycles of disciplines, for each discipline, in the work programs of academic disciplines with an approximate distribution by sections or specific topics.

Another form of independent work of students is the presence in the curriculum of the so-called integrated course, during which small groups of students (3-5 people) are engaged in solving a problem based on real information (provided by one of the companies cooperating with the university) and requiring the application knowledge gained from several previously studied disciplines. The work is carried out under the supervision of representatives of various departments of the educational institution. It seems appropriate to introduce a similar form of independent work of students in our conditions, as it will allow not only to generalize the theoretical knowledge of students, but also to more actively instill in them the skills of practical activity in modern conditions.

Independent work of a student can be organized at different levels, based on the didactic goals and preparedness of students:

1. Independent work on the model or reproductive independent work - a low level of independence. require the transfer of a known method of solution directly to a similar or remotely similar intrasubject

situation. These works are carried out on the basis of "specific algorithms" previously demonstrated by the teacher and tested by students in the course of previous assignments, thus, performing independent work of this type, students make a direct transfer of the known method to a similar intrasubject situation. In this case, all the actions of the student are subject to the mastery of a complex of methods of independent activity. the fundamental possibility of mastering the methods of independent work follows from the similarity of the conditions of this and previously known tasks (from the similarity of the subject area and relations between objects), and the appropriateness of applying the appropriate methods either follows from the conditions of the task, or is determined by the instructions of the teacher. thus, reproducing independent work contributes to the formation of skills, memorizing ways of independent work in specific situations.

2. Independent work of the reconstructive-variative type — the threshold level of independence. They allow meaningful transfer of knowledge to typical situations, teach to analyze events, phenomena, facts, create conditions for the development of mental activity of students, form techniques and methods of cognitive activity.

3. Heuristic self-study or partial search - an advanced level of independence. contribute to the formation of the creative personality of students. when performing work of this type, there is a constant search for new solutions, generalization and systematization of the knowledge gained, their transfer to completely non-standard situations.

4. Within the subject and interdisciplinary research or creative independent work - a high level of independence. This is the highest level in the system of independent work. To perform such independent work, one must be able to transform and transfer knowledge and methods of solving problems, independently develop new methods of solving, determine the content, purpose, and develop a plan for solving a learning problem. Independent work of this type usually contains cognitive tasks, according to the conditions of which it is

necessary: to analyze unusual situations; identify characteristic features learning problems that arise in these situations; look for ways solutions to these problems; choose from known methods rational, modifying them in accordance with the conditions of the learning situation.

To effectively perform independent work at different levels, a student needs to master a stable set of methods of activity to solve various types of educational problems. First of all, we are talking about the ability to take notes, select examples, compare, establish interdisciplinary connections, use, analyze, systematize, draw conclusions, draw up a conceptual tree.

The teacher, based on the specifics of his subject, can organize such activities as:

1. Independent study of individual topics of the subject according to the educational and thematic plan.
2. Preparation for practice and performance of tasks for it.
3. Drawing up diagrams, diagrams, graphs on individual topics.
4. Writing term papers and graduation papers.
5. Preparation of reports.
6. Participation in symposia, conferences, congresses and other activities.
7. Creation of projects.
8. Solving problem situations.
9. Implementation of projects.

As for the time for the process of doing independent work outside the classroom, as a rule, this is at least 30% of the total time of all face-to-face training.

### **Conclusions**

Thus, independent work is a special means of learning, which, firstly, in each specific situation of assimilation corresponds to a specific goal and task, secondly, it forms a certain amount of competencies in students for solving cognitive problems, and thirdly, it develops in students psychological attitude to independent systematic replenishment of their knowledge, fourthly, is the most important tool of pedagogical guidance and management of students' independent activities, and, finally, is the most important

condition for self-organization and self-discipline of students in cognitive activity.

Solving the problems of forming a creative personality of a graduate capable of self-development, self-education, independent innovative activity is impossible through a simple transfer of ready-made knowledge from a teacher to a student. It is necessary to transfer the student from the position of a passive consumer of knowledge to the position of an active subject of the educational process, participating in the formation of their competencies, able to formulate a problem, analyze ways to solve it, find the optimal result and prove their case. In this context, it becomes obvious that the independent work of students in the modern educational process fundamentally changes its status. Strengthening the role of the student's independent activity means a radical revision of the organization of the educational process at the university, which should be built in such a way as to develop the ability to learn, to form the student's ability for self-development, creative application of the acquired knowledge, and various ways of adapting to future professional activities.

The effectiveness of independent work in the learning process largely depends on the conditions of its organization, the content and nature of tasks, the logic of their construction, the source of knowledge, the relationship between existing and expected knowledge in the content of tasks, the quality of the results achieved in the course of this work, etc. However, involuntarily Questions arise: What are the optimal conditions to create for independent activities of students? To what extent should a student be independent in such activities? How to organize a differentiated approach in organizing students' independent activities? What technologies are effective in this or that case? Unfortunately, there are no clear answers to these questions yet. Probably, in order to solve these problematic issues, one needs to approach individually and, firstly, find the facet of independence that will give the best result and help the student's development, study the capabilities of each



student and develop differentiated tasks in terms of complexity, and finally move on to developing effective technologies for organizing independent activities students. One of the options for introducing new technologies can be a model-credit system of education, which allows you to constantly update the initial information in the form of changing examples and statistical data, change the parameters of the models, which contributes to a better understanding and increase the efficiency of students' independent work [14,16].

It should be noted that independent work of students is possible only if the student has a steady interest and desire to acquire knowledge. At the same time, internal motivation, which comes from the activity itself, has the greatest motivating force. Here we can talk about interest in learning and creating conditions for the successful development of the student's intellectual skills, when the perception of new information causes positive emotions, and the activity itself encourages learning. In order to encourage and maintain high student motivation for independent activity, the teacher must take into account the following points:

1. Do not overload students with creative tasks.
2. Alternate creative work in the classroom with assignments outside the classroom.
3. Give students a clear briefing on how to perform independent tasks: - the purpose of the task; execution conditions; volume; terms; formatting requirements.
4. Carry out current accounting and control over independent work.
5. Give an assessment, generalize the level of mastering the skills of independent, creative work, encourage and indicate the significance of the results.

Independent work of students for the entire academic year should be regulated by the general schedule of academic work for semesters, providing for the implementation of individual tasks, essays, term papers in all disciplines.

Control over the implementation should be purely individual, despite the fact that tasks can be complex. The technology of

organizing the control of independent work of students includes a careful selection of control tools, the definition of its stages, the development of individual forms of control.

To work with the acquired knowledge, skills and abilities, teachers very often offer creative tasks, because they contribute to the formation of skills to use knowledge to solve relevant practical problems. For each creative task, the teacher needs to develop regulatory requirements, and for certain groups of students, also take into account the level of creative activity. If necessary, the teacher should consult on the implementation of these tasks. Such independent work is of interest if the tasks are novel, when research is proposed using new methods of research or measurement, it involves active mental or practical activity related to finding the most rational ways to perform the proposed tasks, analyzing the results of the work and writing a report.

The organization of independent work is an effective means of activating the creative independence of students. Independence and activity of students are closely related, since independence is the highest form of activity, which is determined by the nature and way of students' activity. The basis of independent work of students is the conscious approach of the student to the learning process, that is, the highest degree of thinking. At each stage of independent work of students, clear, timely and effective control and verification of the assimilation of knowledge, as well as the level of formation of skills and abilities, and the development of abilities are necessary.

To ensure the effectiveness of independent work of students, it is necessary:

- substantiation of the combination of volumes of classroom and independent work;
- methodically correct organization of the student's work in the classroom and outside it;
- providing the student with the necessary methodological materials in order to turn the process of independent work into a creative process;
- use of active learning methods;

- control over the organization and progress of the student's independent work and the adoption of measures that encourage the student for its high-quality performance.

The value of independent work of students is difficult to overestimate. After all, only with independent performance of tasks knowledge is consolidated. Students begin to understand the educational material, they have a desire to learn. The purpose of independent work of students is to teach the student to work meaningfully and independently with educational material, with scientific information, to instill the ability to continuously improve their skills in the future. The decisive role in the organization of independent work of students belongs to the teacher, who should not work with the student "in general", but with a specific personality, with its strengths and weaknesses, individual abilities and inclinations. The task of the teacher is to see and develop the best qualities of the student as a future highly qualified specialist.

Independent work of a student is intended not only for mastering a specific discipline, but also for the formation of certain skills in educational, scientific, professional activities, the ability to take responsibility, independently solve a problem, find constructive solutions, a way out of a crisis situation.

Independent work is not aimed at giving knowledge. It is aimed at teaching students the correct independent search for this knowledge. The educational system is imperfect. There is a huge gap between what the student should know and what the teacher thinks he really knows and can do. That is why education faces a contradictory task: on the one hand, to use any resources at our disposal to develop the cognitive processes of the student and help him reach a new level of knowledge, on the other hand, to make the material taught as accessible as possible. This issue must be resolved by compiling competent, carefully thought out and systematized, logical tasks and exercises for independent work. It turns out that with the consistent solution of each problem, students actively and consciously acquire some knowledge, and also learn to use this

knowledge creatively in life. Provide teachers with methodological aids that will help competently organize students' independent activities. Modern pedagogy should develop precisely in this direction, organize in several directions the complex research activities of teachers, which will expand our views and enrich our existing knowledge in this area.

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