

**IMPACT OF INDEPENDENT EDUCATION ON SOCIAL DEVELOPMENT IN  
MODERN SOCIETIES**

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**ANNOTATION**

**In this article, the author points out that students' independent education in the higher education system,** at the same time, independent work, its planning, organizational forms and methods, the system of monitoring results is one of the weakest points in the practice of higher education, and pedagogical theory, especially modern o scientifically analyzed that it is one of the less studied problems in relation to curriculum education. In this article, the author refers to the active methods of knowledge acquisition, development of students' creative abilities, transition from innovative education to individualized education, taking into account the needs and capabilities of the individual. Strengthening the role of independent work of students means a fundamental revision of the organization of the educational process at the university, it should be built in a way that develops the ability to acquire knowledge, forms the ability of the student to develop himself, creatively apply the acquired knowledge, in the modern world. emphasized the need to adapt to professional activity.

**Key word.** Independent education, diversification, motivational, procedural, individualization, actuality, passivity, fundamental, innovation, interactive method, intellectual, management, training, immersion method, SIW, differentiation

**АННОТАЦИЯ**

В данной статье автор указывает, что самостоятельное обучение студентов в системе высшего образования, вместе с тем, самостоятельная работа, ее планирование, организационные формы и методы, система контроля результатов являются одним из самых слабых мест в практике высшее образование и педагогическая теория, особенно современная или научно проанализированная, представляют собой одну из наименее изученных проблем в отношении учебного плана. В данной статье автор обращается к

активным методам получения знаний, развитию творческих способностей учащихся, переходу от инновационного образования к индивидуализированному обучению с учетом потребностей и возможностей личности. Усиление роли самостоятельной работы студентов означает коренной пересмотр организации учебного процесса в вузе, она должна быть построена таким образом, чтобы развивать способность к получению знаний, формировать у студента способность к саморазвитию, творческому применению, и полученные знания, в современном мире подчеркивают необходимость адаптации к профессиональной деятельности.

**Ключевое слово.** Самостоятельное обучение, диверсификация, мотивационный, процессуальный, индивидуализация, актуальность, пассивность, фундаментальный, инновационный, интерактивный метод, интеллектуальный, управленческий, обучение, метод погружения, СИР, дифференциация

#### ANNOTATSIYA

**Mazkur maqolada muallif Oliy ta'lim tizimida talabalarning mustaqil ta'lim olishlari,** Shu bilan birga, mustaqil ish, uni rejalashtirish, tashkiliy shakl va usullari, natijalarni kuzatish tizimi oliy ta'lim amaliyotidagi eng zaif nuqtalardan biri va pedagogik nazariyaning, ayniqsa, zamonaviy o'quv-uslubiy ta'limga nisbatan kam o'rganilgan muammolaridan biri ekanligini ilmiy tahlil etgan. Ushbu maqolada muallif bilimlarni o'zlashtirishning faol usullariga yo'naltirishni, o'quvchilarning ijodiy qobiliyatlarini rivojlantirishni, shaxsning ehtiyojlari va imkoniyatlarini inobatga olgan holda innovatsion ta'limdan individuallashtirilgan ta'limga o'tishni nazarda tutadi. Talabalarning mustaqil ishi rolini kuchaytirish universitetdagi o'quv jarayonini tashkil etishni tubdan qayta ko'rib chiqishni anglatadi, u bilim olish qobiliyatini rivojlantiradigan, talabaning o'zini o'zi rivojlantirish, ijodiy qo'llash qobiliyatini shakllantiradigan tarzda qurilishi kerakligini va olingan bilimlar, zamonaviy dunyoda kasbiy faoliyatga moslashishtirish zaruriyati haqida ta'kidlab o'tgan.

**Kalit so'zi. Mustaqil ta'lim,** diversifikatsiya, motivatsion, protsessual, individuallashtirish, ktuallik, passivlik, fundamental, innovatsiya, interfaol metod, intellektual, menejment, trening, immersion usuli, SIW, differensiya

**Enter.** The main task of higher education is the formation of a creative personality of a specialist capable of self-development, self-education and innovation. It is difficult to solve this

problem only by passing it from the teacher to the student in a ready-made form. It is necessary to transfer the student from a passive consumer of knowledge to an active creator of knowledge who can formulate a problem, analyze ways to solve it, find the optimal result and prove its correctness. The current higher education reform is inextricably linked with the transition from a teaching paradigm to an educational paradigm. In this regard, it should be recognized that student independent work (SIW) is not only an important form of the educational process, but should become its basis.

It implies directing to active methods of knowledge acquisition, development of students' creative abilities, transition from innovative education to individualized education, taking into account the needs and capabilities of the individual. It's not just about increasing the number of hours for freelance work. Strengthening the role of independent work of students means a radical revision of the organization of the educational process at the university, it should be built in a way that develops the ability to acquire knowledge, forms the student's ability to self-develop, creative application. acquired knowledge, methods of adaptation to professional activity in the modern world. At the same time, independent work, its planning, organizational forms and methods, the system of monitoring results is one of the weakest points in the practice of higher education and one of the understudied problems of pedagogical theory, especially in relation to modern educational and methodological education. situation (diversification of higher education, introduction of educational standards, introduction of pedagogical monitoring system, etc.).

and organization of students' independent work (LGVyatkin, MGGarunov, BPEsipov, VAKozakov, I. Ya. Lerner, MIMaxmutov, NAPolovnikova, PIPidkasisty, etc.), general didactic, psychological, organizational and. activity , methodological , logical and other aspects of this activity are considered, many aspects of the studied problem are revealed, especially in the traditional didactic plan. At the same time, issues of motivational, procedural, technological provision of students' independent classroom and out-of-class cognitive activities require special attention - a comprehensive pedagogical system that takes into account individual interests, abilities and inclinations of students.

First of all, it is necessary to clearly define what is the independent work of students. In general, this is any activity related to training the mindset of a future specialist. Any type of training that creates conditions for independent thinking and cognitive activity of the student is related to independent work. In a broad sense, independent work should be understood as the sum of all independent activities of students both in the classroom and outside, in contact with the teacher and in his absence. Students can do their independent work as follows:

- Directly in the course of audience training - lectures, practical and seminar trainings, performing laboratory work;

- Out-of-hours communication with the teacher - in consultations on educational issues, in the process of creative communication, debt settlement, individual assignments, etc.;

- In the library, at home, in the dormitory, at the department, when the student is doing educational and creative assignments;

The boundaries of this type of work are quite blurred, and the independent types of work themselves intersect. Thus, the independent work of students can be both in the classroom and outside it. Nevertheless, when considering the issues of independent work of students, they mainly mean work outside the classroom. It should be noted that in order to actively acquire knowledge while working in the classroom, it is necessary, at least, to understand the educational material and optimally perceive it creatively. In reality, especially in junior courses, there is a strong tendency to memorize the material studied with elements of understanding. Departments and teachers often overestimate the role of logical principle in the presentation of their subjects and ignore the problem of its perception by students. Internal and inter-disciplinary relations are poorly covered, despite the existence of continuous educational programs, the sequence of subjects is very low. Unconnected students' knowledge is poorly retained. This is especially dangerous for subjects that provide fundamental training.

Although educational standards allocate half of a student's study time to extracurricular activities, in many cases this norm is not maintained. The number and volume of assignments for independent work and control measures in the subject are often determined by the teacher or the department based on the principle of "the more the better." Even an expert is not always done, ie. of teachers justified by personal experience , the complexity of the task and the time required for its preparation . Homework deadlines for different subjects are not always coordinated in time, which leads to an uneven distribution of independent work in time. All these factors encourage students to do the work, cheat, and paradoxically reduce the time the student spends on this work. Failure to do homework, course projects, and work (sometimes paid) on your own, as well as cheating and cheating on proctoring events, are very common. Many educational tasks are not designed for active work of students, their implementation can often be carried out at the level of a series of formal actions, without a creative approach and even without understanding the performed operations.

The goal of students' independent work is their personal development in the process of acquiring new knowledge from various sources. Independent works include working with

textbooks, teaching methods, scientific works of classics of psychology, monographs, collections of scientific articles and scientific lectures, scientific articles in specialized psychological journals, psychological materials in periodicals, fiction. Recently, working with electronic resources (Internet system, computer programs and information on electronic carriers) has taken a large place in independent work. Students' independent works include writing essays, comments, theses.

Working with textbooks and study guides often takes the most time for a student.

In psychology, it is customary to call a textbook a book that contains all or almost all programmatic material in the subject. As a rule, textbooks are created by groups of authors, and the seal of textbooks is determined by relevant educational authorities. The textbook does not claim to fully cover all the issues of the program and includes teaching material on the subject, while individual topics can be fully developed, other topics of the program are not considered at all.

textbooks and manuals should also be systematic. It consists of three stages. At the first stage, the student gets acquainted with the textbook or study guide, pays attention to the names of the authors, comments, examines the content, examines the table of contents, diagrams, drawings, turns to the text that interests him.

In the second stage, the student carefully reads the textbook (manual) from the first page to the last page with mandatory notes on separate sheets (it is not recommended to make notes in the books). These symbols make it possible to distinguish between primary and secondary, important and unimportant, interesting and uninteresting, definitions and descriptions of events, as well as other criteria for distinguishing the material. In this case, the source page and its name must be indicated in the note.

In the third stage, a summary of the book is made, based on the notes, the material is written verbatim or its meaning is explained, but always it is determined from which page of the source the extract is taken. This will help in the future in writing term papers, research papers, thesis writing to avoid plagiarism.

At the same time, it should be noted that psychology textbooks often do not take into account all theoretical approaches, and therefore, in order to have a relatively systematic knowledge, it is necessary to study several textbooks and a sufficient number of textbooks on one subject. Unfortunately, some students use textbooks and study guides in the following way. When preparing for seminars, tests or exams, they look for the content section of the book, the paragraph that, in their opinion, perfectly corresponds to the question. Such use of the textbook cannot be called learning it, and the knowledge gained in this way will not be systematic. The beginning of

acquaintance with the works of the classics, as a rule, occurs when working with anthologies on psychology, which, according to the compilers, contain fragments of scientific works necessary for the student. However, the materials of anthologies do not provide complete information about the scientific achievements of world-famous scientists, and therefore, in a certain sequence, of course, taking into account the interests of the student, it is necessary to carefully study the main, classic works on psychology. Active independent work of students is possible only if there is serious and stable motivation. The most powerful motivating factor is preparation for the next productive professional activity. Consider the internal factors that help to activate independent work. Among them are the following:

1. The usefulness of the work done. If the student knows that the results of his work will be used in a lecture course, in a methodological guide, in a laboratory workshop, in the preparation of a publication, or in other ways, then the attitude towards completing the task will change significantly for the better. the quality of work will increase. At the same time, it is important to form the student psychologically, to show him how necessary the work is. Another option for using a useful factor is the active use of work results in professional training. For example, if a student has received an assignment for a diploma (qualification) work in one of the minor courses, he can complete independent assignments in a number of humanitarian and socio-economic, natural sciences, and general professional cycles. subjects, which will then be included as sections in his thesis.

Participation of students in creative activities. This can be participation in research, development or methodological work carried out in a particular department.

3. Intensive pedagogy is an important motivational factor. It includes the introduction of active methods into the educational process, first of all , game classes based on innovative and organizational -active games. In such games, there is not only the acquisition of decision-making skills, but also the transition from one-sided known knowledge about the object to multi-sided knowledge, modeling it with the identification of leading contradictions. The first step in this approach is business or situational forms of learning, including those that use computers.

in academic subjects , competitions in scientific research or practical work, etc.

5. Using motivational factors to control knowledge (summary grades, rating, tests, non-standard exam procedures). These factors, under certain conditions, can create a desire for competitiveness, which in itself is a strong motivational factor for student self-improvement.

6. Incentives (scholarships, bonuses, incentive points) for students' success in studies and creative activities and sanctions for poor studies. For example, you can give an increased mark for a work submitted before the deadline, otherwise you can reduce it.

7. Individualization of tasks performed both in class and outside of it, constantly updating them.

8. The motivating factor of strong educational work and first of all independent work is the personality of the teacher. The teacher can be an example to the student as a professional, creator. The teacher can and should help in opening the creative possibilities of the student, in determining the prospects of his internal growth.

9. Motivation for independent educational activities can be increased by using such a form of organizing the educational process as a cyclic training ("immersion method"). This method allows you to activate the study of the material, because shortening the interval between classes in a certain subject requires constant attention to the content of the course and reduces the rate of forgetting. A variation of this type of training is many hours of hands-on training that covers several course topics and focuses on solving interrelated problems.

The main thing in the strategic direction of the organization of students' independent work at the university is not to optimize its specific types, but to create conditions for high activity, independence and responsibility of students in and outside the class in all types of lessons. educational activity.

The simplest method - reducing the number of classroom sessions in favor of independent work - does not solve the problem of improving the quality of education or even keeping it at the same level, because the reduction in the amount of work in the classroom is always accompanied by self-transcendence. won't be. real growth of independent work that can be done passively.

At the standards of higher professional education, at least half of the student's time budget is allocated to extracurricular activities - an average of 27 hours per week for the entire period of study. This time can be fully used for independent work. In addition, most of the audience time includes independent work. Thus, there is enough time for independent work in the educational process, it is a question of how to use this time effectively.

In general, there are two main directions of building the educational process based on the independent work of students. The first is to increase the role of independent work in the lesson. Implementation of this path requires teachers to develop methods and forms of classroom activities that can ensure a high level of student independence and improve the quality of personnel training.

The second is to increase the activity of students in all areas of independent work outside the classroom. Increasing the activity of students in extracurricular activities is associated with a number of difficulties. Firstly, it is the fact that most students and teachers are not professionally and psychologically prepared. In addition, the existing information supply of the educational process is not enough for the effective organization of independent work. The main task of organizing students' independent work (SIW) is to create psychological and didactic conditions for the development of intellectual initiative and thinking in any form of class. Transferring all students to individual work with the transition from the formal performance of certain tasks with the passive role of the student to the formation of his own opinion in solving a problem should be the main principle of the organization of SIW. The purpose of SIW is to teach the student to work meaningfully and independently, first with educational material, and then with scientific information, self-organization and self-discipline, in order to instill in the student the ability to constantly improve his skills in the future. is to create the foundations.

The decisive role in the organization of SIW belongs to the teacher, who must work with the student not "in general", but with his own personality, 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 highly qualified professional in the future. A grade should be given for each lesson based on the results of solving independent problems. Assessment of the student's preliminary preparation for the practical lesson can be done through an express test (closed form test tasks) for 5, maximum - 10 minutes. Thus, with intensive work, each student can be given at least two points in each lesson. Based on the materials of the module or section, it is recommended to give homework to the student and to summarize his learning results in the last practical exercise for the section or module (for example, to conduct a general test for the lesson). module), discuss each student's grades, give additional tasks to students who want to improve their grades. The results of completing these tasks increase the grade at the end of the semester, during the test week, i.e. the rating at the beginning of the semester is only for current work, and the rating at the end of the test week takes into account all additional types of work. Of the various forms of SIW, "work games" are the most suitable for practical training in upper courses. The topic of the game can be related to specific production problems or have a practical nature, include situation modeling tasks on current problems, etc. The purpose of the business game is to give the student the opportunity to develop and make decisions in a simulated environment. During seminars and practical training, students can perform SIW both individually and in small groups (creative teams), each of which develops its own project (assignments). The completed project (problem solution) is then reviewed

by another team in a rotating system. Public discussion and protection of one's version increases the role of CDS and strengthens the desire for its quality implementation. This system of organizing practical training allows to include research elements in tasks, to simplify or complicate tasks. Students' activity in simple practical training can be increased by introducing a new form of SIV, the essence of which is that for each assignment, the student receives a unique individual assignment (option), while the condition of the assignment is the same for all students and initial information is different. Before starting the task, the teacher gives only general instructions (the general procedure for solving, the accuracy of certain quantities and units of measurement, available references, etc.). The implementation of SIW in the classroom with teacher-verified results teaches students to perform technical calculations competently and correctly, to use calculation tools and reference information. The studied material is mastered more deeply, the attitude of students to lectures changes, because without understanding the theory of the subject, it is difficult to believe in success in solving a problem without a good outline. This increases the level of participation in practical and lecture sessions.

be independent study of schemes, schemes, programs, etc., distributed by the teacher to students along with control questions, which the student must answer during the lesson. Conducting laboratory training, like other types of educational activities, includes many opportunities for the use of active learning methods and the organization of SIW based on an individual approach.

In recent years, in addition to traditional forms of control - colloquium, test, exams, new methods are widely introduced, that is, the organization of independent work of students is based on modern educational technologies. In the modern practice of higher professional education, the rating system of education is often considered as such a technology, which allows the student and the teacher to act as subjects of educational activity, that is, become partners.

The rating system of education includes a multi-point assessment of students, but this is not a simple transition from a five-point scale, but an opportunity to objectively reflect the expansion of the range of assessment of individual abilities of students. efforts spent on independent work of one kind or another. There are many options for creating a block of differentiated individual tasks, each of which has its own "price". A properly organized technology of graded education allows to abandon the five-point evaluation system from the very beginning and come to it only when summarizing, that is, when the points scored by students are converted into normal grades (excellent, good, satisfactory), (unsatisfactory). In addition, the rating system includes additional incentive points for originality, independent work, or novelty of approaches to solving scientific

problems. A student has the opportunity to increase his educational rating by participating in extracurricular activities (participating in Olympiads, conferences; completing individual creative tasks, abstracts; participating in the work of a scientific club, etc. ). At the same time, students who are not in a hurry to submit their work on time may also receive negative marks. At the same time, individual students are encouraged to complete the program faster. For example, if a student is willing to take a test before the group or write an independent work, you can add extra points to him.

The rating system consists of regularly monitoring the quality of knowledge and skills acquisition during the educational process, and the implementation of the planned amount of independent work. Maintaining a multi -point evaluation system allows , on the one hand, to reflect the individual characteristics of students in the range of scores, and on the other hand, to objectively evaluate the efforts of students to perform certain types of work with points. . Thus, each type of educational activity receives its own "price". It turns out that the "cost" of a student's flawless performance is a quantitative measure of the quality of his training in the sum of the educational material he has learned to successfully complete the task. There is a scale designed to convert the discipline rating into a final five-point grade, which is easily calculated by both the teacher and the student: 85%-100% of the maximum score is "excellent", 70%-85% - "good", 50%-70% - "satisfactory", 50% or less of the maximum amount - "unsatisfactory". · the main attention is focused on the organization of active types of educational activities, the students' activity goes to the creative perception of the proposed tasks;

· cooperation and co-creation in the relationship between the teacher and students, psychological and practical preparation of the teacher for the fact of the individuality of the "I-concept" of each student;

· various stimulating, emotional-regulating, directing and organizing methods of the teacher's intervention in the independent work of students (if necessary) are provided; The teacher acts as a teacher-manager and educational director, is ready to offer students the minimum necessary educational materials and not only transmits educational information; the student acts as a subject of activity together with the teacher, and the development of his individuality works as one of the main educational goals; educational information is used not as a learning goal, but as a means of organizing educational activities. If the rating system of education is implemented through student-oriented educational technologies (problem, dialogue, discussion, heuristic, game and other educational technologies), the largest informational, procedural, independent cognitive activity of students and provides creative productivity.

Most students have a positive attitude to such a system of monitoring training results, and the rating system of education contributes to the equal distribution of their efforts during the semester, improves the assimilation of educational information and ensures systematic work. practical work" during training. Many different tasks offered for independent study and different scales of their evaluation allow the student to monitor their progress and, if desired, they have the opportunity to improve their rating (by completing additional types of independent work) without having to wait all the time. for the exam. Analyzing the results of the experience of introducing the rating system in some higher educational institutions of our country, it can be noted that the organization of the educational process using various types of independent work within the framework of the educational rating system allows to achieve better results. gives in studying students in relation to the traditional university education system.

The use of the rating system makes it possible to achieve a more rhythmic work of the student during the semester, and also activates the activity of knowledge by stimulating the creative activity of students. The introduction of the rating may lead to an increase in the workload of teachers due to additional work on structuring the content of subjects, developing tasks of different levels of complexity, etc. But such work allows the teacher to reveal his pedagogical possibilities and implement his ideas on improving the educational process.

our opinion , it is very important to test the knowledge and skills of students , which is characterized by its objectivity, saves the teacher's time, frees him from routine work and allows him to focus more on the creative part of teaching. may be useful. highly effective in introducing a rating system and a high differentiation of subjects by the level of knowledge and skills, which allows for a significant individualization of the educational process through the selection of individual tasks for practical training, individual and independent work, each the speed and efficiency of the student's learning. It should also be noted that the automated systems of teaching and learning management are increasingly entering the educational process, which allows the student to learn a certain subject independently, and this as well as controls the level of mastery of the material.

### **Summary**

In conclusion, we note that specific methods and forms of organizing students' independent work are determined in the course of the teacher's creative activity, taking into account the course, the level of preparation of students and other factors, so these recommendations are claimed to be universal. don't do it Their purpose is to help the teacher to form his own creative system for organizing independent work.

In modern society, the tasks of a modern teacher are changing dramatically. The teacher becomes the organizer of the cognitive, transformative activity of students, who are not passive objects, but subjects of the educational process. Any new specialist should have fundamental knowledge, professional skills and abilities, experience of creative and research activities to solve new problems, experience of social and evaluation activities in his profile, because higher education contributes to the professional development of a person. is one of the influencing factors. . Consequently, the success of the individual and the positive development of the whole society in general directly depends on the quality of higher education offered. One of the indicators of educational success is the independence of students, which is necessary for the student to think and act independently in the process of overcoming educational difficulties. Therefore, the correct organization of students' independent work is one of the main factors of a successful future person.

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