Asian Journal of Research in Social Sciences and Humanities
ISSN: 2249-7315 Vol. 12, Issue 04, April 2022 SJIF 2022 = 8.625
A peer reviewed journal

PEDAGOGICAL CONDITIONS OF USE OF INDEPENDENT WORK OF STUDENTS ON THE BASIS OF DISTANCE FROM ORGANIZATIONAL AND METHODOLOGICAL TECHNOLOGIES

Hayitova Iroda Ilhomovna*

*Bukhara Institute of Engineering and Technology,
UZBEKISTAN
Email id: ilhomovna82@bk.ru

DOI: 10.5958/2249-7315.2022.00139.3

ABSTRACT

In the process of forming the professional competence of technical students of higher education institutions, a whole set of pedagogical conditions must be implemented for the organization of independent work on the basis of distance learning.

Research shows that the importance of such pedagogical conditions is reflected in the following:

- The formation of positive motivation in students to work independently in the teaching of general subjects;

- Ensuring the readiness of teachers and students to use distance learning technologies;

- Timely and prompt replenishment of the information educational environment with educational content;

- To establish interdisciplinary links between technical sciences and the content of other specialties.

KEYWORDS: *Interdisciplinary, Environment, Implemented, Pedagogical Conditions.*

INTRODUCTION

One of the important pedagogical conditions identified in the research process is the formation of positive motivation in students to work independently in the study of general professional subjects.

In the psychological and pedagogical literature, the term "motive" is used to describe various events and conditions that lead to the activity of the subject. [3] In this regard, motivation is an internal driving force of students and is one of the necessary conditions for them to start working independently to achieve their learning goals.

At the same time, it is necessary to form the skills of independent learning in the acquisition of specialty subjects by students. In the organization of independent work it is advisable to use methods, forms and tools aimed at developing students' self-management, independent learning skills.

The formation of the ability to act independently in learning produces in students a psychological mechanism of continuous, active, systematic replenishment, improvement of their knowledge and creates the necessary conditions for self-organization in their educational and subsequent professional activities. Thus, it is necessary to give personal meaning to the student's knowledge, to stimulate the student's creative potential materially and spiritually by strengthening the internal motivation of learning, self-organization and development of self-teaching skills. For example, in the discipline of "Information Technology in Technical Systems" various types of step-by-step controls are used to determine the knowledge of the student. These are mainly the definition of basic knowledge, current control, intermediate control, rapid control in the final control and

practical training, theoretical questions on lecture materials 2-3 times a semester, control over the implementation of independent work assignments.

The student must understand the process of independent learning as one of the important elements in the formation of professional activity, including a thorough, in-depth knowledge of computer science. [5]

The interest and ability of students to acquire independent knowledge should be formed as a motivating factor for the improvement of pedagogical culture. As an important factor in solving the problem, students are required to improve their pedagogical skills, deepen their professional knowledge and improve their skills.

Depending on the strength and motivation of students to be interested in independent learning, they set goals and objectives that make up the content of independent learning. This can be expressed as follows:

1. Political independent education, modern realities and attitudes towards them, which are important in independent activity;

2. Professional independent education in the preparatory period, aimed at mastering the student's independent learning, working in the chosen direction;

3. Independent education based on personal interest, aimed at a deeper study of academic disciplines, personal and life plans;

4. Independent education related to the development of their talents and hobbies.

5. Independent education aimed at cultivating one's character.

Independent education is a key factor in the development of an individual and serves as a characteristic of his ability to work independently in his future activities. The content of independent learning depends on the ability to find opportunities for independent learning, directly or indirectly affecting the nature of work. Independent work is a means of setting the student’s path for the next activity, allowing the student to assess their own abilities. Although the need is not clearly expressed in the student, but in every person, of course, there is a nobiological need for self-satisfaction, self-expression, self-existence.

The student must direct the activity of self-improvement of knowledge to a specific goal and meet the following conditions in order to achieve this goal.

1. The content of independent improvement of knowledge should be adapted by the student to the specific conditions, conditions, requirements of the practice in the educational workshop of the educational institution where the internship is carried out in a particular specialty.

2. A professor working in the system of higher education, on the basis of a specific purpose and in a certain order, must form in the student the following qualities:

- to be able to deeply feel and understand the aspirations and interests of students, to take into account their spiritual needs;

- to establish emotional communication with students, to actively influence the aspects of their mental, moral and practical activities.

3. The teacher will have to independently study the list of questions in the field of general pedagogy, psychology, occupational hygiene and physiology, engineering and technology.

4. The teacher must work on improving his pedagogical skills, choosing the most effective methods, ways of the system of work, the correct choice of technological process and technical objects.

5. It is advisable for the teacher to use practical forms of knowledge development, individually or collectively, taking into account the specific circumstances and in accordance with them.

6. The teacher should organize the increase of their knowledge in the form of constant creative research and direct it to a specific goal.

To do this, he:

- tend to manage the process of creative research;

- It should be borne in mind that the effectiveness of creative research depends on the pedagogical, psychological and theoretical training of the teacher.

The above considerations show that the independent training of the future specialist is important in the training of personnel with a new creative thinking.

The positive motivation of students in the process of distance learning is directly related to the readiness of teachers and students to work with such technologies, provided that the effective implementation of distance learning technology, which we have identified in the model. From a psychological point of view, some teachers face serious difficulties related to the use of computer technology in the learning process. First of all, this information is observed in teachers with insufficient training. Therefore, the full formation of information culture of teachers, knowledge of methods and tools for the use of e-learning resources in the educational process is one of the pedagogical conditions for the organization of independent work in science on the basis of remote technologies.

In the scientific research of AA Andreev, YM Neymatov, IV Robert, ES Polat, VI Soldatkin, VP Tikhomirov, AA Abdukadirov, SA Rahmonkulova recommendations for the development of training courses and their use in the educational process. Nowadays, at a time when the share of independent work is increasing, the growing need to design and conduct distance learning courses requires special training from the teacher. [1]

One of the important pedagogical conditions is the timely and rapid replenishment of the information environment of education with the content of education in the process of organizing independent work of students using distance learning tools. [4]

The first step in the organization of independent work by the teacher is to enrich the special information-educational environment with electronic resources of education in science and on its basis to organize an interactive dialogue between the participants of the learning process. The model defines online and offline interaction as means of communication, interactive communication between subjects via video conferencing, interaction with information on the basis of Moodle-educational platform, and the use of messenger software. [2]

Therefore, in order to successfully organize the independent work of students, we consider it appropriate to meet the following requirements:

-determine the rights of participants in the educational process within the created information-educational environment;

- Regularly monitor the status of independent work of students and provide relevant advice;

- Ensuring targeted management of independent work of students through modern technology and distance learning;

- Supervise the work of distance learning technology in the organization of independent work of students in the educational institution.

A comprehensive system of actions aimed at organizing the independent work of students of the

technical direction ensures the continuity of the process throughout the entire period of study. To develop students' independent work skills, appropriate activities should be conducted not only during the classroom, but also outside the classroom.

The results of the experimental work allowed to establish interdisciplinary links between the subject of "Information Technology in Technical Systems" and other general disciplines - another condition for the successful implementation of distance learning technology. In the process of teaching general professional subjects, interdisciplinary connections contribute to the formation of concepts that are relevant to other disciplines as well. The interrelationships between the disciplines reflect, first of all, the objectively existing connection of the individual disciplines and the connection of the disciplines with the technique, with the practical activity of the individual.

Therefore, based on the above considerations, it should be noted that the successful introduction of distance learning technologies in the organization of independent work of students of technical universities, in the presence of certain pedagogical conditions, can be implemented in the educational process of technical universities.

It should be noted that the tasks of the teacher to organize independent work and ensure the quality of education are determined, first of all, on the basis of modern requirements for the development of society. Existing technical education must be innovative, have the ability to train future professionals in a constantly changing environment, and acquire the skills to generate new ideas in production. As I.Ya. Lerner points out, pedagogical conditions are the factors that ensure successful teaching [6,7].

In organizing the independent work of students, the teacher participates as a subject of pedagogical activity, as well as a carrier of collective knowledge and values as a collective subject. As an individual subject, the teacher manifests himself as a person with his individual-psychological, communicative features [62, 17].

The organization of interaction between teachers and students on the basis of a communicative approach can be achieved through the use of interactive teaching technologies [8, 9].

Organizing independent work often means giving students individual assignments. Assignments in technical universities are professional in nature, and the degree of individualization of assignments can vary and be expressed in different ways [10].

In pedagogy, there are different classifications of educational tasks. E.S.Polat [11] offers students to classify the types of assignments according to the nature of the activity, the form of organization, the target direction, the place of the learning process and the level of activity. I. Malkin, based on the classification, describes the essence of student activity as reproductive tasks, tasks of a cognitive nature, and tasks of the creative type and cognitive-practical tasks [10].

REFERENCES:

1. The main problems of studying electronic information and educational environment of the high school: experience of analysis of scientific literature. II Khaitova, SS Olimov- The American Journal of Social Science and Education, 2020.
2. Increasing the Efficiency of Students' Independent Work through Distance Learning H.I Ilhomovna- International Journal of Modern Agriculture, 2021
3. Юлдашев А.Э. “Таълим жараёнини бошқаришда тизимли таҳлил ва қарор қабул қилиш технологиялари” модули бўйича ўқув–услубий мажмуа. Тошкент – 2019 й.

4. Integration of education, science and production as a basis of an innovative educational process. Sariyev R.B.European Journal of Research and Reflection in Educational Sciences, 2020

5. Олимов Қ.Т., Сайидахмедова М.С., Жалолова Д.Ф., Бозорова М.Қ., Болтаева М.Л., Алимов А.А. Педагогик технологиялар. //Ўқув қўлланма. –Т.: «Fan va texnologiya», 2011. - 300 б.

6. Лернер П.С. Фацилитация – групповая продуктивная познавательная деятельность учащихся // Инновации в общеобразовательной школе. Методы обучения: сб. науч. тр. / под ред. А. В. Хуторского. М. :ГНУ ИСМО РАО, 2006. С. 143-149.

7. Полат Е.С. и др. Педагогические технологии дистанционного обучения: учеб.пособие для студ. высш. учебных заведений // М.: издательский центр «Академия», 2008. С. 201-210.

8. Шайдуллина Р. М. Реализация кейс-технологий на основе принципа двуплановости в процессе экономической социализации будущих инженеров//Педагогический журнал Башкортостана. 2013. №6(49). С. 44-54.

9. Зимняя И. А. Педагогическая психология М. : Логос, 2000.

10. Малкин И. И. Рационально организовывать самостоятельную работу учащихся // Народноеобразование. 1996. №10. С. 13-23.

11. Полат Е.С. Педагогические технологии дистанционного обучения[Текст] // Е.С.Полат, М.В. Моисеева, А.Е. Петров. - М: Академия, 2006. – 272 с.