

**INDEPENDENT WORK AS A FORM OF A COMPETENCE APPROACH
TO PROFESSIONAL TRAINING OF STUDENTS OF THE SYSTEM OF
PROFESSIONAL EDUCATIONAL INSTITUTIONS**

Hikmatullaeva Dilafruz Avazjon qizi

Researcher of the Institute of Pedagogical Innovations, Vocational Education

Intensive changes in the socio-cultural and economic life of society in recent years have led to a qualitative transformation of the nature and content of labor, that is, the expansion of the professional field of activity; deepening the professional mobility of the worker; the need for mastering new professions that have appeared on the labor market.

Socio-economic changes pose more complex tasks for the vocational education system aimed at training competitive specialists, improving the educational and cultural level of the individual, that is, increasing the competence of graduates.

Achieving a new level of the educational process requires solving the following problems:

- ensuring the completeness and sufficiency of information to achieve the required level of professional competence of the future specialist;

- designing the learning process based on innovative forms, methods, technologies;
- building a training program, taking into account the individual characteristics of students, their interests and levels of development;
- formation of students' skills of self-education, etc.

The solution of these and other problems in the context of a continuously growing flow of information has led to the need to increase the proportion of independent work of students in their professional training.

Independent work in the system of primary and secondary vocational education is a form of organization of educational and production activities carried out without the direct participation of a teacher of vocational education (teacher, instructor), but on his instructions for a limited time. Independent work provides a much greater efficiency of the educational process and allows you to achieve a higher quality of education.

At the same time, students consciously strive to achieve the goal set in the task, using their efforts and expressing in one form or another the result of mental or physical (or both together) actions.

Performing independent work requires students to exert cognitive and practical methods of activity, a creative attitude in mastering professional competencies.

In modern didactics, many forms of teaching have been developed, each of which reveals one or another aspect of the organization of teaching. Systematization and generalization of known forms is expressed in specific classifications. From work experience and on the basis of the classification of forms of education, set out in

the textbook on pedagogy, ed. S.A. Smirnov, we propose to classify independent work as one of the forms of optimization of the competence-based approach in the professional training of students of the vocational education system, the structural diagram of which is shown in the figure.

The versatility of independent work lies in the fact that it can be used at any stage of the educational process and, depending on the time of its organization, is subdivided into classroom and extracurricular independent work.

Extracurricular independent work is quite deeply disclosed in a scientific article by E.V. Yakovleva and N.Yu. Yakovleva in relation to universities.

However, before organizing independent extracurricular work of students, it is necessary to carry out a number of classroom independent work focused on self-organization of students in the educational process, which, in turn, will provide the process of self-education, self-study, self-realization of the graduate as a young specialist.

Therefore, let us consider in more detail the classroom independent work, which, by the nature of the organization of educational activities, can be group, individual, independent, controlling.

Independent work

Classroom

Teacher - a group of students (T-GS)

Teacher - one student (T-S)

Student - educational literature (S-EL)

Student - computer (S-K)

The group form of organizing independent work involves the joint activities of a teacher and a group of students (T-GS). In this case, the teacher, after presenting the educational material and the algorithm for performing practical exercises, organizes the stage of consolidation in the form of independent work. The assignment for independent work is issued one for the whole group. For example, solving a problem, performing key notes, etc. In this case, students can share the result of the activity. The degree of students'

independence is minimal, and the nature of the student's activity is analogous, and the teacher's is informative and controlling.

This same form of teaching can be used when working with small groups of learners. In this case, assignments are developed separately for each group. The nature of the activities of the teacher and students remains the same with a slight increase in the degree of independence of students.

With the development of independence in the organization of students' work, an individual form of organization of independent work arises, which presupposes a pairwise nature of interaction, i.e. teacher - one student (T-S). With this form, each student receives an individual task. For example, solving problems by options. In this case, students can share knowledge. The nature of the teacher's activity is informative and controlling. The student's degree of independence is medium.

An independent form of organizing independent work involves the student's work as a student - educational literature (S-EL). In this case, part of the educational material is presented by the teacher, and the methodology for solving tasks is learned by the student through the educational literature. The same form can be used when calculating tasks requiring the use of reference literature. For example, taking notes on an assignment, drawing up puzzles, crosswords, solving complex tasks, etc. With this form of work organization, the degree of student independence is high, and the nature of the teacher's activity is recommendatory and controlling.

The modern development of computer technologies, electronic materials, Internet facilities allows the student to use the form of a computer (O-K), in which the student is given the opportunity to delve deeper into the problem of studying the topic of the discipline with the highest degree of independence. In this case, the teacher's activities are advisory in nature. To achieve the goal, the student is free to independently choose without restrictions and the means of the Internet in free access, ACS Pro College under an individual password, electronic textbooks.

The controlling form of organization of independent work is the final form of training and involves the independent activity of the student (S) when performing control tasks. This form provides, if necessary, the possibility of using reference literature. Here, the nature of the teacher's activity is controlling. The degree of student independence is high.

In the learning process, the possibility, under certain conditions (laboratory-practical lesson), of the use of all the listed forms of independent activity of

students is not excluded, but, from work experience, it is recommended to use them in the following cases:

- group and individual forms are used in the course of studying a separate topic or a fragment of it when using the simplest assignments;
- it is recommended to use an independent form when performing tasks that require knowledge of the entire section or several topics of the discipline;
- the controlling form is used throughout the entire course of study.

The nature of tasks for independent work can vary from reproductive to creative, depending on the individual characteristics of the students.

Thus, independent work forms and develops in students the self-organization of work, logical thinking, creative abilities, the ability to work both in a group and individually, which is very important in production activities, the ability to analyze the result of their own there. All this makes it possible to design the educational process in accordance with the individual characteristics of future specialists, which significantly increases the student's competence and competitiveness.

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