Goals And Objectives Of Organizing Independent Work Of Students

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ABSTRACT

The article describes the goals and objectives of the organization of independent work of students, the content, the forms of independent learning.

KEYWORDS

Independent learning, student, audience, creative thinking ability, psychological opportunities.

INTRODUCTION

Teaching students to work independently is one of the main tasks of today. This requires the formation of additional performance skills to stimulate the student's creative ability and further deepen the knowledge acquired in the audience.

The need for independent work requires the formation of additional performance skills for each individual.

One of the important tasks of every science teacher is to develop methodological guidelines and guidelines for the organization

of independent learning, as well as to increase the effectiveness of independent learning.

THE MAIN RESULTS AND FINDINGS

This, in turn, necessitates the solution of the following problems:

- The relationship between teacher and student in the context of independent learning;
- Factors to increase student activity in the context of independent learning;
- Criteria for determining the level of completion of tasks by students on independent learning, etc.

When talking about independent learning, it is expedient to distinguish it from the form of education provided under the guidance of a teacher (lecture, seminar, practical lesson). Independent study means that students expand their knowledge of the topics covered in the curriculum and plans independently using the main and additional literature and draw independent conclusions based on them, the types of work organized outside the classroom hours according to their interests.

The organization of independent work has two main purposes:

- The ability of future professionals to think creativelyto teach students to work independently for development;
- to teach students to acquire knowledge through independent learning, for example, to organize student work under the guidance of a teacher.

In organizing the independent work of students, the teacher's task is to ensure the effectiveness of independent work, provide advice, practical assistance and monitor the results of independent learning.

Independent learning can take two forms:

- work pre-designed by the teacher, independent work performed by students on the basis of certain instructions under the partial supervision of the teacher;
- Independent work planned by the student on the basis of their interests and desires and aimed at improving their knowledge.

In the second case, the student's internal motivation controls the achievement of the set goal through self-monitoring of independent learning.

The first important step in the organization of independent learning is to determine the selection of teaching material and the sequence of its teaching, based on the amount of hours allocated for independent study in the curriculum.

The study material includes the topics studied, lexical and grammatical material. Then it is necessary to determine the forms of organization of independent learning and the time (hours) and place (home, library, laboratory) and methods of organization.

Therefore, every science teacher should try to teach students ways of independent research, to make the student happy with this research, to create more opportunities for independent work, to increase the interest in learning.

There are different forms of independent learning: It is necessary to take a creative approach to finding effective ways to organize independent learning, not limited to the given methodological guidelines. For example, it is

necessary to carefully design the organization of independent learning by pre-determining the ways of targeted use of interactive methods such as group-group, pair-pair, individual work types and cluster. This is fully in line with the requirements of pedagogical technology and technological approach, which are now widely used in education. It is also necessary to prepare visual aids and handouts appropriate to each topic being studied.

Increasing the activity of students in the implementation of independent learning is one of the most important factors in achieving the desired result. This indicates the need to motivate students in relation to the topics being studied.

It should also be borne in mind that in organizing independent work, the teacher must take into account the individual characteristics of students, level of knowledge, interests, abilities, as well as psychological factors that stifle initiative, such as shyness, hesitation, lack of self-confidence, fear of making mistakes. In addition, the teacher should be kind to the student, pay attention to his thoughts, desires, and not always take his face too seriously, but with a little smile on his face. is one of the factors that motivates performance.

Before organizing independent learning, a teacher correctly chooses the conditions and teaching aids necessary for independent learning only if he has a good understanding of his role in the education system, the amount of hours allocated for independent learning in the curriculum and the purpose of its organization.

There are different forms of independent study:

1. Independent study of some topics or parts from textbooks and manuals. This type of independent study is usually convenient for freshmen who do not yet have sufficient independent work skills. The result of such work is a seminar or in colloquia, by reviewing completed abstracts, individual assignments, and similar work.

2. Use of advanced information technologies. This type of independent learning is effectively used in practical training and laboratory assignments. In particular, the use of the Internet, e-textbooks and distance learning opportunities provide new information. Through the use of the Internet, students can receive a variety of additional and new scientific-practical information on topics of interest to them and analyze them creatively, as well as apply them to their own research.

Through independent learning, the student develops qualities and skills such as independent thinking, self-awareness of events, quick decision-making in difficult situations, deeper acquisition of knowledge, the ability to use internal reserves of memory in independent research.

CONCLUSION

In short, the readiness of the student in the organization of independent learning, the choice of forms of education based on their psychological capabilities, increases the effectiveness of education and creates motivation in students to the subject being studied.

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