

## THE ROLE OF INDEPENDENT EDUCATION IN STAFF TRAINING

**Mavluda Navruzovna Kasimova**

Senior lecturer Almalyk State Technical Institute, Department of "Social and  
Humanities and Languages"

**Abstract:** This article presents opinions on the training of modern qualified personnel in higher education, the organization of independent education, types of independent work of students in the educational process, the 6th level of student activity, and the four levels of independent educational work in relation to students' learning abilities.

**Keywords:** Modern mature personnel, future career, Organization of independent work, Caspian training, planned consultations, curriculum, types of independent work.

The role of independent learning in higher education today is very large, since independent learning in applied sciences makes up 50% of the curriculum. The training of modern qualified personnel in higher education includes activities related to the development of students' skills of independent learning and independent development at all stages of their future careers. Independent work of the student at all stages of the educational process plays a major role in achieving this goal. Independent work is an active and purposeful activity of the student, which ensures the development of skills and qualifications for obtaining special knowledge, allows for the rational use of the necessary scientific and cognitive information with minimal effort and time. Modern principles of education in a higher educational institution help to master a wide range of professional and general cultural competencies, which are developed through an approach to activity and the activation of all resources of the individual.

The organization of educational activities for these purposes includes a significant part of the hours intended for independent study of the subject. Today, a student must independently master 50% of the entire volume of the subject, and sometimes more. The

organization of independent work is built according to certain principles, the main of which are scientific city, systematic city, consistency, continuity, awareness, activity, practice-oriented ness, goal-oriented ness. All tasks of independent work take into account educational goals of different levels and reflect the substantive competencies of each subject, and also include various types and levels of students' cognitive activity.

At the same time, these types of activities reflect the variability of independently performed educational tasks, and the levels of activity represent the current capabilities of the student at each specific stage of professional training. Today, the following types of independent work of students can be distinguished:

- \* independent work during classroom training sessions (lectures, seminars, practical work) established by the curriculum;
- \* independent work under the guidance and control of a teacher, carried out as a result of planned consultations, scientific and creative meetings, as well as tests and exams;
- \* independent work outside the classroom when the student completes homework of an educational and creative nature.

All types of independent work of the student during the learning process are carried out by him simultaneously during classroom and extracurricular work. The main difference between these forms of activity lies in the current capabilities of the student. When implementing the tasks of educational activity, all tasks should comply with the principle of availability, and also include developmental tasks that move them from the actual zone to the zone of proximal development.

N. S. Basova [4] distinguishes 6 levels of student activity, at which the consistent purposeful development of their independent work (TMI) is carried out.

The first level is preparatory (introductory), the main purpose of which is to familiarize the student with the methods of independent work and master the skills and qualifications of the activity.

The second level is reproductive, in which the student repeats what is already familiar or has become familiar to him. The main purpose of this level is to master the algorithms of activity established in the cultural and professional sphere.

The third level is educational and search or partial search, where the condition for the effectiveness of the activity is a partially independent search for data, information, etc. necessary for solving or completing a specific educational task.

The fourth level is experimental search, the student already independently organizes and conducts experimental research.

The fifth level is theoretical- experimental, the student summarizes experimental data independently or with the help of a teacher, reports on the results of the experiment.

The sixth level is theoretical and practical. The student prepares a complete, finished product, expressed in the form of a term paper, thesis, scientific and practical project, based on the research conducted.

In other scientific pedagogical and psychological sources, one can find other classifications of independent work by category. Among them, V. V. Yegorov, E. G. Skribnitsky and V. G. Khrapchenkov “there are four levels of independent educational work, depending on the educational abilities of students, which are [4]:

1. Students' ability to copy the actions of a given model, identify objects and phenomena, and recognize them by comparing them with known models. At this level, students are prepared for independent educational and cognitive activity.
2. Reproductive activity to increase knowledge about various properties of the studied object, mainly does not go beyond the level of memory. However, at this level, the generalization of methods and techniques of educational and cognitive activity, their transfer to solving more complex, but typical problems, begins.[4]

3. Effective activity of independent application of acquired knowledge to solve problems that are outside the known model, requiring the ability to draw inductive and deductive conclusions.

4. Independent activity on the transfer of knowledge in solving problems in completely new situations, conditions for creating new programs, conditions for developing analogical thinking...”

In higher education pedagogy, according to the levels of independent work, four types of independent work are distinguished:

- \* multiplying;
- \* reconstructive- variable;
- \* heuristic;
- \* creative.

In short, independent learning teaches the student to think freely or work on various projects. This helps the student to work independently in his future work.

#### **References:**

1. Resolution of the Cabinet of Ministers of the Republic of Uzbekistan dated December 31, 2020 No. 824 “On measures to improve the system related to the organization of the educational process in higher educational institutions”
2. Egorov, V.V. Pedagogy of higher education: textbook / V.V. Egorov, E.G. Skibitsky. - Novosibirsk: SAFBD, 2008. - 260 p.
3. Magaeva M.V. Organization of independent work of students in Dutch universities. Organization of independent work of students in universities of the Netherlands / M.V. Magaeva, A.F. Plekhanova. - M. : 2005.
4. Kasimova M.N. SCIENE ANDEDUCATION. November-2023. “The guarantee of quality education and development”