

IMPROVING STUDENT'S INDEPENDENT WORK ACTIVITY AS A PEDAGOGICAL PROBLEM

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ABSTRACT: The article discusses the work being carried out in higher education institutions today to improve the independent work of students, and the problems encountered in this process.

KEYWORDS: Pedagogical problem, education, independent education, organizational ability, competence, modern approaches.

INTRODUCTION

In the 70s, great attention was paid to the independent work of students in higher education institutions. Even at that time, pedagogues understood that independent work plays an important role in training highly qualified specialists. They also realized that the depth and thoroughness of the future specialist's knowledge, his ability to solve complex problems independently, and his future successful professional activity depend on his proper organization [1].

Famous educators N.I. Pirogov and K.D. Ushinsky's can be considered the founders of ideas about the organization of independent work of students, they made assumptions about the transformation of lecture classes into specific tips, and in these tips, professor students were able to achieve and be confident in the study of science.

The concept of "independent work" has been described in terms of consensus regarding the interpretation and a general understanding of how to best organize the independent work of students by choosing the optimal tools, forms and methods of its implementation in practice. [2].

K.D. Ushinsky called for the activation of independent work and considered it "the only thorough basis of any productive teaching". He held the belief that when possible, children should work independently, and the teacher should lead this independent work and provide material for it.

Independent extracurricular work at the higher education institution implies that the student performs it according to the teacher's assignment and within the deadlines set by the teacher, at a time convenient for the student. Extracurricular independent work can be represented by all the variety of educational, professional and scientific-research activities of students, and this, in turn, requires organizational independence from them [3].

So, in the pedagogical literature, there are many classifications of types of independent work based on different criteria. The problems of classification of independent works have always attracted the attention of researchers and continue to attract.

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