



IMPORTANT FACTORS FOR THE IMPROVEMENT OF INDEPENDENT EDUCATION IN THE ORGANIZATION OF TECHNOLOGICAL EDUCATION

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Abstract

The article provides an overview of the nature and current issues and prospects of the organization of independent learning in the development of vocational training of students.

Keywords: vocational guidance, independent learning, technical skills, content integration technological approach

Резюме: В статье даётся обзор сущности и актуальных проблем и перспектив организации самостоятельного обучения в условиях развития профессиональной подготовки студентов.

Ключевие слова: профориентация, самостоятельное обучение, технические навыки, контент интеграция, технологический подход.

One of the main tasks of training teachers of future technological education in higher education institutions is to develop independent activity. Timely and properly organized independent education is one of the conditions that ensure students' success in education. Therefore, improving the independent activity of future technological education teachers during the educational process, further developing their interest in creativity provides enough opportunities to improve the quality and efficiency of education. Various aspects of formation and development of students' independent activities are reflected in the work and scientific research of well-known pedagogues.

Future teachers of technological education need to independently perceive their creative abilities, deepen and apply their professional-methodical knowledge, form the process of professional creativity based on innovative education.

Forming the process of professional creativity of students based on innovative education requires the following: choosing a topic; choosing the forms, methods and





content of independent work; determining the purpose and tasks of the activity; to be able to see the results of innovative tasks, etc. Didactic principles applied in pedagogical activities based on innovative education: systematic and consistent performance of assignments; conscious acquisition of conceptual knowledge; interactivity and research; curiosity and constructiveness; acquisition of creative skills and skills in performing independent work; orientation to work with various sources; creating alternative conditions for engaging in methodological activities; encourage creativity; innovation and innovation, especially those of social importance.

Setting the goal of independent work is one of the important pedagogical problems. The goal of independent work is to provide students with independent knowledge, independent work, creativity, practical application of acquired knowledge, formation of self-control skills and competencies, and their professional development.

The theoretical and pedagogical foundations of Mazu are as follows:

- the purpose of preparing future teachers of technological education for pedagogical independent work; general pedagogical aspect of problem solving; degrees; main characteristics and indicators of independent work activities; complexity and generality in the approach to problem solving; triggering factors; theoretical foundations of independent work, its constituents, their interdependence and interrelation; scheme of the studied problem, its main constituents and axis of the process; requirements for it, its stages, future technology education, the main factors and conditions for preparing teachers for pedagogical independent work.

The theory of the studied problem requires the following:

- consider the nature of independent work, self-education, self-improvement, and other "own" categories; reason, reasoning, learning interest, interest in learning; independence of perception; activity, activity; theoretical understanding of the process of personality development; development of indicators and measurements of specified categorical concepts in relation to the studied problem; formation of interest, demand, qualifications, skills and abilities of future technological education teachers for independent work; determining ways, conditions and incentives for development and improvement;
- development of requirements for teachers of general professional subjects of pedagogical educational institutions for preparing future teachers of technological education for independent work;
- it is to form the interest, demand and ability for pedagogical independent work among the teachers of the future technological education as a factor that calls for the improvement of the pedagogical culture.



Pedagogical aspect of solving the problem requires pedagogical improvement of future technological education teachers (on the basis of professional learning interests, requirements, practical training and pedagogical experience), deepening of professional training, and improvement of pedagogical skills.

Creative, creative thinking is an important factor that forms the independence of a person, ensures the activity of perception, it is considered as an important quality of a person.

The individuality of the person is now accepted as a social value. All this is done on a psychological and pedagogical basis in the system of new relations between the teacher and the student, in the real educational process. This is a two-way process: learning and teaching. However, it is impossible to provide effective education without the student's activity, his independent work, creativity and interest.

Thus, the problem of preparing teachers of future technological education to perform independent work is a very urgent issue, has a social nature, acquires social importance and requires its immediate scientific and pedagogical solution.

The conditions for the scientific development of this problem are as follows:

- that the main object of education is the personality of the student, his development and upbringing as a social value;
- Due to socio-social factors, the growing role of education, independent work;
- the needs and demands of students in self-improvement, first of all, in professional improvement;
- Pedagogical practice demands scientific, theoretical-pedagogical and practical foundations of forming interests and requirements for professional-pedagogical independent work on the basis of socio-personal reasons and humanitarianism in future technology education teachers.

In our opinion, the following are the important aspects that should be studied scientifically and pedagogically: the methodology and strategy of independent work of teachers of future technological education; professional-methodical independent work system; organization of independent learning activities of future technological education teachers during the teaching process:

- introduction of basic sciences in the process of independent work of students of pedagogical educational institutions, orientation to interdisciplinary connections. Personal oriented and active approach to the independent work of teachers of future technological education in the educational process: new forms of independent work of students;
- methodical systems designed for electronic educational materials with a large information width. At the same time, the following problems: "Interest in pedagogical





knowledge and formation of students in professional-methodical independent work among teachers of future technological education", "Pedagogical foundations of independent work of teachers of future technological education", "Theoretical and theoretical preparation of teachers of future technological education for independent work on the basis of humanitarianism" pedagogical features", "Theoretical-practical foundations of the formation of demand for independent work on the basis of humanitarianism among teachers of future technological education" and others.

To determine and develop the theoretical and pedagogical features of the preparation of independent work of teachers of the future technological education, to test them in the process of learning pedagogical subjects. Taking into account the specificity of the training of pedagogical personnel, this category demanded not only the identification of the specified peculiarities, but also the development of the theoretical-pedagogical and theoretical-practical foundations of problem solving based on them.

Peculiarities of pedagogical education were first of all focused on - orientation to independent work and objective-subjective characteristics (curriculum, order of students with certain pedagogical experience).

Here, the following rules were given special attention:

- improvement of the professional levels of teachers-practitioners of pedagogical secondary education (without separation from work) to obtain a bachelor's degree;
- periodical training during the session with orientation to independent work (according to the undergraduate program);
- strengthening the role, importance and necessity of independent work in this education;
- program instructions of this type of training, regulation of training materials
- mandatory regular and planned independent work;
- pursuit of a common goal; realizing the need to do independent work;
- certain pedagogical experience and pedagogical thinking; it is necessary to use the additional pedagogical knowledge acquired independently in real pedagogical practice, to further activate relations and democratic methods of pedagogical independent work, to humanize the educational process as much as possible.

As can be seen from the above, independent work sets the student to solve a specific educational problem. The process of independent thinking begins when a problem situation arises. A student with the ability to think independently will have aspects that provide the basis for quick, accurate and correct decision-making in non-standard or unexpected situations.

On general theoretical and organizational-methodical issues of independent work, pedagogue scientist N. Muslimov recognized the following types of independent work





of students: solving problems, performing exercises, graphic and demonstrative works in practical and laboratory work, and indicates the following goals of independent work [1]:

- 1) acquire the qualification of acquiring new knowledge independently;
- 2) strengthening and clarification of knowledge;
- 3) development of students' skills by applying knowledge in finding solutions to educational and practical skills;
- 4) formation of practical skills and qualifications;
- 5) formation of skills of a creative nature, formation of the ability to apply knowledge in difficult situations.

Thus, the analysis of sources related to independent work allows us to interpret the concept of "Independent activity" as a process with the following aspects.

- separation of general and specific cognitive tasks by students (ability to determine the goal and task);
- to determine and choose appropriate methods of action to find a solution to the problem;
- to determine the degree of acceptability of the selected methods of action in finding a solution to the task.

The following are the structural stages of independent activity.

- determining the purpose of the activity;
- determining the subject of activity;
- identification of means of activity.

According to O.A. Ko'ysinov, "Students' independent work is a manifestation of their individual learning activity." Independent work should be directly supervised by the teacher [3].

It is important to increase students' activity and educational efficiency by giving them problematic issues and tasks in organizing their independent activities.

But the content of independent work cannot always be expressed in the form of a problem, as in the case of learning. The "interval" between learning problems is mastered by the subject in a reproductive way. The didactic aspect is invariant, it determines and governs the permanent components of educational activity: subject, means, methods, results and form.

Nowadays, the modern education system demands to approach the student not as an "object", but as a "subject". This, in turn, increases the relevance of independent education, which is a specially organized regular educational activity aimed at the development of knowledge and creative activity of a person.



Thus, independent education should be understood as an educational activity designed to creatively and independently perform the specified tasks by teachers of the future technological education. Independent work of the learner is the basis of independent education. Independent works appear as a type of educational activity, a form and method of educational activity, a way and means of acquiring knowledge.

Self-employment serves two purposes.

- teaching students to work independently, it is necessary to develop the skills of creative thinking in students;
- teaching students to acquire knowledge on the basis of individual independent education under the guidance of a teacher.

Independence is an integral part of a person's creative activity. Creativity is not unique to talented individuals, but to the entire public. Accordingly, it has been firmly proven that all students can develop their creative activities during the educational process. Creative activity is characteristic only for mankind, and since the beginning of mankind, the results of this process have been collected and passed on from generation to generation. From birth, a person discovers the world anew in his mind through his creative activity and acquires certain experiences. The creative activity of students independently mastered the main ideas, theories, laws and concepts in the content of academic subjects, and re-discovered them through the idea, their own research and creative activity.

Independently created creative product: model, tables, layouts, crossword, test, etc. is one of the results of wide and effective development of qualities necessary for creative activity. All of the above shows that the topics we have chosen are extremely relevant.

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