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RESEARCH ARTICLE

DEVELOPING INDEPENDENT AND CREATIVE ACTIVITY OF STUDENTS

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Abstract

In modern conditions, the educational process is required to focus on the development, socialization of the individual and the development of independent, critical, creative thinking skills. One of the most pressing issues today is the training of highly qualified specialists in accordance with consumer requirements, the formation of knowledge, skills and abilities of students in their chosen specialties, independent learning and practical activities. That is why researchers and advanced educators are looking for ways, technologies and methods to develop a creative approach to learning activities in students. One of the most advanced pedagogical technologies that has a positive effect today is the use of factors in the development of independent and creative research activities of students in the educational process.

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Introduction:-

Independent education is a form of education in the higher education system in which students' learning activities are supervised by a professor (assignments are given, consultations are organized and performance is monitored).

The main purpose of independent education is to increase the independence and activity of students, to develop their thinking, to strengthen the application of acquired knowledge in practice. The modern specialist's ability to increase his knowledge and life experience depends on the level of formation of personal qualities in him. Independent work plays an important role in the formation of such qualities. The main purpose of independent work is to strengthen the knowledge and skills acquired in the classroom, to learn new ones and to build the skills of creative work in the audience (J. Shaturaev, 2021c).

Introducing students to the best literature on economic issues in the study of economics, regular organization of scientific circles, periodic creative days of students, scientific circles, conferences, competitions, debates, Olympiads and exhibitions will undoubtedly increase student activity and make them more active. encourages the study of science.

Scientific circles organized by the department also play an important role in teaching students to be creative. In this case, the department should take into account the interest of students in the subject, the study of innovations in science, the discussion of problems in scientific circles (Fayzievna, 2012). The best of the scientific papers prepared by the students are recommended to participate in their scientific conferences and the papers of the students who are

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recognized as the best in the scientific conferences are encouraged, it is recommended to participate in the next stages(Shaturaev Jakhongir, 2019).

An important feature of the organization of independent work is that it is organized by the student himself. Therefore, it is necessary to help the student to plan it, to rationally allocate time, and to force the student to do independent work. Here, too, the subjective factor plays a key role, as in other forms of learning, there are general principles in the organization of independent work of students. The organization of independent work on the basis of these principles and the mastery of simple elementary principles is of paramount importance and covers this complex process in its entirety(Hakimova et al., 2020).

How should each student start to organize independent work? What is its purpose? How long will the job take? Therefore, the student should be able to clearly imagine what methods to use in the work, and again, it should be borne in mind that the rules for organizing independent work do not mean that the work is organized properly, but how each student organizes independent work. To be successful, the student must work on himself or herself patiently, without fear of hardship, and this is planned and implemented by the student himself(J. Shaturaev, 2014).

The main principle of the organization of independent work is its regularity. Each student individually plans his time by subject, and based on this, he makes his weekly plan by days. At first glance, independent work planning does not seem to give the student anything, it does not seem to help at all, but experience shows that excellent students plan their time precisely and try to do it. The period of independent work may not last as long as desired. Experience has shown that students between the ages of 17 and 25 can work 9 hours a day productively when they organize their work rationally(J. Shaturaev, 2014). If you sit for too long, your productivity will decrease, you will get tired, and you will not be able to work as before because your tiredness will be difficult to record in the next few days.

Therefore, when planning independent work, you should also take into account the time spent in the classroom. If the classroom hours are 5-6 hours, independent work is required for 3 hours, if the classroom hours are less, more than 3 hours, if more, less(J. Shaturaev et al., 2020).

Thus, the weekly independent work time will be around 24 hours. Of course, this time is set in such a way that the student is normally expected to work with attention, diligence. But in real life, if a student forces himself to prepare a lesson, the second will be interested and inspired to study the subject, and the third will not want to prepare a lesson at all(J. Shaturaev, 2021e).

Determining the order of work is of great importance in the organization of independent work. The distribution of time for independent work in days during the semester is an important principle, the rule of its rational organization. It is difficult to give a positive result if you do not prepare for the lesson at all, and sometimes in a hurry, especially at the end of the semester, trying to do quickly what you did not do. This reduces the efficiency of the student's work, the sense of satisfaction with the work done. Usually the student's agenda is determined by the course schedule, but a lot depends on the student himself as well(J. N. Shaturaev & Jumaev, 2019). For example, a lecture, essay, independent work, control work, preparation for a seminar will not give the expected result if it is not given a certain amount of time each week and conducted regularly.

Result and Discussion:-

Independent work is divided into the following types:

Post-lesson work, textbooks for homework, work with textbooks, preparation of abstracts.

Solve typical tasks. In doing so, the student recovers previous knowledge from memory and partially modifies it and applies it in specific tasks. For example: problem solving, problem-based learning. Apply the acquired knowledge in non-typical conditions. The student uses the acquired knowledge in new conditions and is required to have some commonality in these conditions(J. Shaturaev, 2019).

Laying the foundation for creative activity. In doing so, the student understands the essence of the field of study, identifies its new attitudes, connections, applies ideas and concepts to new conditions(J. Shaturaev, 2021b). All independent work is aimed at developing students' creative work skills. If a student is not taught to work creatively, he or she may be content to copy material on a particular topic from a variety of sources and find it difficult to express an independent opinion(Hakimov et al., 2020).

Creative teaching of research (research approach) is a way to organize an active search for ways to solve problems, problems posed by the teacher (Elarian et al., 2014). The process of thinking becomes productive. The educator gradually and continuously directs and monitors the student's research process (J. Shaturaev, 2021d).

In doing so, after an analysis of tasks and problems, a brief, oral or written explanation, learners independently study the literature and sources, conduct observations and research (Muslim & Firdaus, 2020). Teaching methods evolve directly into research methods, and there is an interest in independent research and initiative. Students will independently gain new experiences, learn new types of activities, the interaction of research models with the content of education, the research status of the individual will depend on the direction of his active, creative activity (J. Shaturaev, 2021a).

Thus, the study of interactive teaching methods aimed at activating the learning and practical activities of students in the educational process, the definition of their place and role in the system of pedagogical technologies, the development of methodologies is also one of the urgent tasks today (Buhori, 2016).

Research confirms that the following methods are used to stimulate students' independent work in the educational process:

1. work with cards containing problematic tasks;
2. independent development and creation of the object or process by sequential analysis of the practical work performed during the production instruction;
3. Independent performance of practical work on the analysis of the work done;
4. change of student jobs;
5. self-control of students on the quality of practical work performed;
6. The use of complex problem-solving tasks in the classroom.

If interactive teaching methods are used in the lessons, the students will be active during the lesson and the teacher will be their partner. During the exchange of ideas, students also perform some parts of the teacher's activities to a certain extent, and the study group becomes a community (Raya Khajibaevna, 2021).

When non-traditional active teaching methods are used, the teacher (master of industrial education) not only explains the content of the topic to students, but also prepares special assignments for their independent work, constantly monitors how they do independent work, assesses knowledge and skills on the topic (Meilani & Rosmawati, 2019). It is recommended to use the following forms and methods of activation in scientific works and pedagogical literature:

1. Forms of activation: problem, dialogic and binary lectures, seminars, laboratory-practical classes, business games, conversations, discussions, scientific-practical conferences, meetings, written works;
2. Activation methods: conversations, exercises, role and plot games, independent work with the literature, creative discussions, the use of problematic, programmatic elements of education, exchange of experiences, etc.

Activity-oriented learning is learning with the active participation of students, in which the learning process is organized and managed through coordinated action between the educator and the students. Activity-oriented teaching, problem-solving and research, enriched with creative thoughts and ideas, allows the use of the following techniques:

1. methods of preparation for the organization of the work process, which include "group work" and "presentation";
2. In order to collect the idea, a "mental attack" is organized, that is, any idea that arises, the idea is put forward, the idea is developed;
3. for every 3 to 5 people, one by one, depending on the importance and location of the "point structures".

The most important thing in this method is that the freedoms of speech and thought, ideas are preserved, not limited. The following rules are necessary to improve the process of emotional and social groups:

1. rules of interview;
2. a poster, a bulletin board (for a permanent working group), which has become a permanent means of communication, as well as each participant can freely express their opinion without being required.

Educational equipment used by the teacher in the classroom is pre-selected, selected and made didactic. But in order to increase the ability to independently study a specific information system, and to create a set of algorithms, that is, special rules, for the student to evaluate, think and select specific information (Bekimbetova, 2020).

In the process of teaching special subjects in higher education institutions, the role of students and teachers will change and a new educational culture will emerge ("Book Reviews," 2002). This new educational paradigm is based on the idea of lifelong learning and embodies the fundamentals of reading activity, self-management, independent learning, reading, and redirection to learning (Hakimovich et al., 2020).

Independently organized education reflects the basic model of the new educational culture. This method sets a very high level of self-expression for students as opposed to traditional methods (Kaplan & Anderson, 2003). The new form of learning only means a transition from knowledge transfer theory and self-management learning (Sirakaya, 2020).

Reading using the Navigation Guide offers the user a number of advantages:

1. opportunity to study independently under personal responsibility;
2. the ability to increase the sense of personal attention and interest in reading;
3. ability to work in a team and the ability to work in a team;
4. develop the ability to solve problems.

But there are a number of problems with implementation:

1. Students must recognize the need to search for information independently;
2. The ability to move independently and develop in accordance with the teacher;
3. Working with digital media and the Internet (including in special subjects) requires resources, as well as the establishment of a simple school;
4. The relatively rapid depreciation of computers and software requires the supply of continuous learning tools;
5. The teacher feels the need to advance on a larger scale than students, special pedagogical and psychological knowledge is supplemented by technical information;
6. Preparation and development of a manual for movement requires time from the teacher.

Conclusion:-

Therefore, in addition to the formation of professional knowledge, skills and abilities of future professionals, they should be provided with the ability to use information independently and creative approach to problem solving, as well as organizational skills. In shaping these characteristics, it is important to develop learners' independent and critical thinking skills, and to activate learning and learning activities.

Limitation

The study has some limitations despite the findings. The number of participants in the study was limited, in addition, a primary school in rural areas is yet to be covered. Thus, researchers should take into consideration involving wider geography for future studies to draw a picture comprehensively.

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