Relevance of development of methodological and organizational approaches in ensuring the autonomous work of students

Relevancia del desarrollo de enfoques metodológicos y organizativos para garantizar el trabajo autónomo de los estudiantes

Adylova Nilufar Ahmadjonovna*
Tashkent State Agrarian University - Uzbekistan
niluadilova5@gmail.com
Azizova Zilola Ravshanovna*
Tashkent State Agrarian University - Uzbekistan
azizova0484@gmail.com
Isroilova Yoqutoy Bahodirovna*
Tashkent State Agrarian University - Uzbekistan
isroilovabarno7914@gmail.com
Karimova Lola Rihsivayevna*
Tashkent State Agrarian University - Uzbekistan
isaaklola@gmail.com
Umarkhodjayeva Dilnoza Mirzakirovna*
Tashkent State Agrarian University - Uzbekistan

ABSTRACT

The purpose of the education process is not only to transfer knowledge and skills from a teacher to students but also to develop the students' ability to continuous self-education, the desire to replenish and update knowledge, their creative use in practice and the areas of future professional career. The article considers the autonomous work of students as a priority and useful type of training based on the independent formation of a knowledge base and designed to help students understand what they need for professional activity. Preliminarily, planning is required for all types of autonomous work in the disciplines of the curriculum (content of sections, their complexity, time of study and control, development of educational and methodological complexes), the establishment of the teacher's labor costs for managing and controlling students' autonomous work.

Keywords: autonomous work, higher education, professional knowledge, teacher guidance

RESUMEN

El propósito del proceso educativo no es solo transferir el conocimiento y las habilidades de un maestro a los estudiantes, sino también desarrollar la capacidad de los estudiantes para la autoeducación continua, el deseo de reponer y actualizar el conocimiento, su uso creativo en la práctica y las áreas de futura carrera profesional El artículo considera el trabajo autónomo de los estudiantes como un tipo de capacitación prioritario y útil basado en la formación independiente de una base de conocimiento y diseñado para ayudar a los estudiantes a comprender lo que necesitan para la actividad profesional. Preliminarmente, se requiere planificación para todo tipo de trabajo autónomo en las disciplinas del plan de estudios (contenido de las secciones, su complejidad, tiempo de estudio y control, desarrollo de complejos educativos y metodológicos), el establecimiento de los costos laborales del maestro para administrar y controlar Trabajo autónomo de los estudiantes.

Palabras clave: trabajo autónomo, educación superior, conocimiento profesional, orientación docente

* Teachers of the English language of "Languages "department of Tashkent State Agrarian University, Tashkent, Uzbekistan

Recibido: 10/01/2019 Aceptado: 28/04/2019

INTRODUCTION

In the modern context, with the transition of higher education to a two-level system of education, a new concept of the essence of culture is formed. The purpose of the education process is not only to transfer knowledge and skills from a teacher to students, but also to develop the students' ability to continuous self-education, the desire to replenish and update knowledge, their creative use in practice and in the areas of future professional career. Students should become active subjects of the educationprocess, and not passive entities of it. Consequently, who else but the teacher needs to include them inactive educational activity, "teach to learn," and assist in the acquisition of knowledge (Golovan O, 2004. Zagvyazinsky V, 2007). Undoubtedly, the qualifications, competence, initiative, responsibility of university graduates will largely determine the pace of development of the national economy and society, as well as the competitiveness of specialists in a market economy. Measures to modernize the system of professional education and, first of all, to train specialists who possess not only specific qualifications but are also ready to actively use the knowledge gained in the context of rapidly changing technologies and increasing production flexibility, are aimed at creating the required qualities of a modern specialist (Zagvyazinsky V, 2007) .Bologna Declaration emphasises the need for interconnection between European education and the labour market, strengthening its market orientation, and demand for graduates. The new qualification model of the specialist assumes the main requirements for the graduate, such as:

- possession of skills of autonomous knowledge acquisition and professional development;
- the ability to transfer the acquired knowledge into innovative technologies and specific solutions;
- readiness for social and professional mobility, etc (Husainov R).

The above-mentioned requirements of the competency model determine the need to increase the role of students' autonomous learning in organizing the education process of training specialists. Therefore, the principal value of the educational process in a university is the nature of students' activities: ensuring its operation, intensity and autonomy. All types and forms of education and scientific work at the university should be directed towards the formation of these qualities of movement. The teaching methodology at the university should be organized in such a way as to teach students the ability to independently acquire and supplement knowledge, to think and make independent decisions in an original form with the counselling, guiding role of the teacher. Students or specialists who know how to work independently, will always be able to master new knowledge and will be able to apply them in practical activities (Nikolayenko V, 2000). The importance of students' independent work has always been highly appreciated by educators. There are many symbolic aphorisms, such as: "A student is not a vessel that needs to be filled with knowledge, but a torch that needs to be lit" (Zagvyazinsky V, 2007). However, significant efforts must be made to ensure that the correct slogans everywhere become the norm of the education process. Until now, the main focus (in most universities) is on compulsory classroom activities. This technology has proven itself in training specialists for mass, stable production, for specific jobs of enterprises in a planned economy. The education process on this technology is practically aimed at teaching students the content of the future profession (knowledge, skills), and not on how to achieve the goal of professional activity, using this knowledge, skills and abilities. Autonomous work of students is in the background, the organization and methodological support of it in many departments is not yet given a proper attention (Tomashevskaya O, 2011). There are many reasons in favor of this approach: that students are not accustomed (and do not know how) to work independently, that we have not yet created the necessary conditions (there is not enough textbooks and computers), etc.

These reasons, of course, are in many respects true. However, after all, lectures and laboratory and practical classes mainly provide ready-made information, i.e. we basically "fill the vessel", and who will "light the torch" and how?

Thus, the autonomous work of students should become a priority and useful type of training based on the independent formation of a knowledge base and designed to help students understand what they need for professional activity. However, to be so, the autonomous work of students must go under the constant supervision of a teacher. The teacher should plan independent work, including homework, weekly, provide students with feasible tasks and introduce a monitoring system for the implementation of these tasks. At the same time, ongoing consultations must be added, carried out necessarily at the initiative of the teacher. This will organise a system that forces students to work, and a pre-examination assault becomes unnecessary. In foreign universities, the ratio of hours of classroom and autonomous study load ranges from 1: 2 to 1: 3 in the direction of increasing independent work, that is, the organization of students' autonomous work as a basis for the graduates' proficiency in their speciality, for their social and professional mobility, becomes a priority. In our country, the state educational standards of higher vocational education provide only the total laboriousness of mastering the discipline (didactic units) and normalise the share of students' independent work of at least 50% of this laboriousness. In the work curricula approved at our university, the share of independent work for most specialities has been increased to 55%. This corresponds to the general trend in the development of higher education: in the near future, the classwork load will be reduced to 1/3 of the total labour intensity of academic disciplines (Zagvyazinsky V, 2007. Tomashevskaya O, 2011).

However, the transfer of part of the classwork, for example lecture, to autonomous work of students leads with a fixed staff of teachers in terms of control to their academic overload. This means that while using traditional technologies for organising the education process and training, it is practically impossible to introduce teacher

control over the students' autonomous work. Thus, the learning process itself, including its provision with organisational, methodological and informational materials, should be planned and have a rigidly structured training scheme.

Due to individualized training, activating and increasing the share of autonomous work in the education process, teaching and methodical associations in the field of higher education the problem of developing a regulations support for this type of training has been arisen, reasoning that an increase in the time for students to work independently cannot happen on formal, uncontrolled transfer of part of the classroom load to it. Preliminarily, planning is required for all types of autonomous work in the disciplines of the curriculum (content of sections, their complexity, time of study and control, development of educational and methodological complexes), setting up of the teacher's labour costs for managing and controlling students' autonomous work (Golovan O, 2004. Bespalko V, 2002). What do we put in the concept and content of the autonomous work of students? Under the independentpractice of students (AWS) should be understood all that students themselves must perform, work through, study on assignment, as well as under the guidance and supervision of a teacher. This means that AWC is a type of activity during which students, guided by special methodological instructions from a teacher, acquire and improve knowledge, skills, and accumulate practical experience. This is a specially organised purposeful activity of teachers and students, based on conscious individual-group cognitive activity in the systemic development of personally and professionally significant knowledge, skills and methods of obtaining and presenting them. In this case, the centre of gravity is transferred to self-education. The AWS includes its design, the choice of implementation technology, organisation and control and should reduce the classroom load of teachers and students (Husainov R, Bespalko V, 2002).

There are two levels in the AWS: under teacher guidance and the autonomous work itself. The first level differs from the students' independent work. And it is considered, on the one hand, as a form of training and a type of academic work carried out without the direct intervention of a teacher, and on the other hand, as a means of involving students in independent cognitive activity, a means of forming methods for its organization. As we see, "autonomous work" has more than one meaning: it is a form and manner of organizing training, it is particular tasks designed for students to perform independently; this is the work of trainees, which takes place in the learning process without the direct involvement of the teacher. Signs of autonomous work are the presence of specially organized student activities; the availability of the learning process technology and performance. However, the implementation of these signs in practice, in the education process, does not guarantee its effective organization and effectiveness. Activity is then productive when it is instrumental (technologically) provided (Golovan O, 2004. Nikolayenko V, 2000. Petunin O, 2010). In the organization of students' autonomous work, the role of the teacher is more passive. It comes down, at best, to the choice of a topic, the definition of goals and objectives, the indication of educational literature and forms of presenting the results of work for evaluation. Traditionally, when working independently, a topic is determined, a list of questions is offered, a list of references and students distribute items among themselves and prepare one of them for speaking at a seminar. In general, the goal of any autonomous work of students is a systematic study of academic disciplines during the semester, consolidation and deepening of the knowledge and skills acquired, preparation for the upcoming classes, as well as the formation of a culture of mental work and independence in the search and acquisition of new knowledge. Therefore, the content of autonomous work is bilateral (Agiboyeva I, 2010):

- on the one hand, this is a way of students' activity in all organizational forms of training sessions and in extracurricular times, when they independently study the material determined by the curriculum content;

- on the other hand, this is the whole set of educational tasks that students must complete during their studies at the university: translate, for example, a certain number of pages of a foreign text, prepare a creative essay on a problem, write an abstract, a test or a term paper, etc. . There is a list of types and forms of students' autonomous work (AWS), starting with the simplest, such as a report, essay, test, and ending with more and more complex types: term paper, thesis, scientific article, etc. Each of them is a scientific and applied research aimed at creative understanding of the relevant scientific literature (Nikolayenko V, 2000). Depending on the place and time, the nature of the teacher's guide and the method of monitoring the results of the AWS are divided into the following types and directions (Belkin E, 1989. Vyatkin L, 2002. Ahmadaliyev S):

- autonomous work during the main classroom lessons;

- extracurricular independentaction of an educational nature (the study of individual sections or topics of theoretical material on scholarly literature and computer training programs, preparation for seminars, practical and laboratory classes, translation of foreign texts, self-control of the level of knowledge in academic disciplines, as well as preparation for passing tests and exams);

- extracurricular autonomous work consisted of written assignments of a creative nature (fulfilment of home settlement and graphic duties, abstracts, etc.).

DIRECTIONS OF THE STUDENTS' AUTONOMOUS WORK

Reproductive autonomous work	Independent reading, viewing and taking notes of educational literature, listening to lectures, tape recordings, memorization, retelling, repetition of educational material, etc.
Productive autonomous work	
Cognitive and exploratory autonomous work	Preparing reports, speeches at seminars and workshops, selection of literature on the educational problem, writing control, term paper, etc.
Creative, autonomous work	Writing abstracts, scientific articles, participating in research work, preparing a thesis, performing particular creative tasks, etc.

The most common and usefulautonomous educational activities (AEA) are:

- work with the book: a) work with the text and graphic material of the textbook; b) work with primary sources, reference books and popular scientific literature, taking notes and summarizing what was read;
- exercises: a) training, reproducing according to the model; b) reconstructive; c) the compilation of various tasks and issues and their solution; d) reviewing the answers of other students, assessing their activities in the classroom; e) multiple exercises aimed at developing practical skills;
- solving various problems, performing practical, laboratory and control works;
- preparation of reports;
- individual and group tasks (including case studies);
- Home laboratory experiments and observations.

The decrease in the teacher's participation in the organisation of the AWS should be gradual, from course to course. The selection of various types of autonomous work helps students to gradually engage in educational research, and then in research work (ER and SR), which contributes to the formation of creativity and a creative attitude to their profession (Golovan O, 2004. Bespalko V, 2002. Tomashevskaya O, 2011). Usually, at the beginning of training, tasks of the reproductive type are used, aimed at gaining knowledge, the formation of fundamental skills. The main kind of reproductive activity is exercise, i.e. repeated recurrence of practical actions to turn them into abilities and abilities of various levels (algorithmized graphic, practical exercises and their combinations). Such activities allow you to acquire the skills of autonomous work with textbooks, maintaining notes, writing abstracts, highlighting concepts, etc. A more complex form is the preparation of a report or summary. In this case, the student activity becomes partially search and even problematic. To intensify the work of students in preparation for seminar and laboratory classes, teachers use effective and intensive teaching methods. These include educational games, solving situational problems, brainstorming, a round table, conferences, etc. The student's activity, in this case, is productive (creative) in nature (Petunin O, 2010).

In our university, tests are often used. The curriculum provides a certain number of trials in some academic disciplines. When performing such checks, the proposed basic literature should be used and additional sources should be selected. Themes of tests are developed by a teacher of this discipline. For written examinations, it is important that the task system provides for both the identification of knowledge on a specific topic (section) and an understanding of the nature of the studied objects and phenomena, their laws, the ability to independently conclude and summarizing, and creatively use knowledge and skills. When studying particular disciplines (in a more complex version - a complex of subjects), a course design, which is a kind of problem-based learning is often used. According to the curriculum, students, under the guidance of a teacher, write term papers and projects. In the process of their preparation, they solve problems related to the field of activity of future specialists. Based on the foregoing, the enhancement of training by increasing the proportion of AWS should be accompanied by a significant change in teaching methods. The technique should be consistently focused on the development of a set of specific skills needed by a future specialist.

Moreover, skills are not only highly specialized but also fundamental, such as, for example, the ability to learn. It should guide students to work with the book (with primary sources). On organizing the AWS, the profound belief of teachers in need to change priorities in the education process is essential.

Currently, the conscious formation of such a belief is necessary. The methodological art consists in making the AWS metered, organically combined with classwork and at the same time in something fascinating, i.e. containing motivational properties (Vyatkin L, 2002). Therefore, purely organizational changes are necessary in the educational

process. The desire for search, research, scientific independence, the manifestation of creative initiative should be noted, and therefore organizationally foreseen. Moreover, finally, the support of AWS will be active only if it provides for the latest technical and didactic tools, including computers, video recorders, and various training programs. Thus, the conditions for the success of the AWS are: motivation, a clear statement of cognitive tasks; knowledge of their implementation methods (algorithms, methods), the introduction of criteria for assessing the quality of knowledge, types and forms of control (tests, seminars, colloquies, tests, etc.); high-quality didactic and methodological support (workbooks, methodological developments, reference books, dictionaries, encyclopedias, computer support in various fields of knowledge, etc.); the availability of specialized facilities for work, including individual; setting an open day in the library, providing educational institutions with modern information and communication tools; the ability of students to work with the main sources of information.

BIBLIOGRAPHIC REFERENCES

Agibova I. M., Kulikova T. A. (2010) Students' independent work in higher education institute: types, forms, classifications. Bulletin of Stavropol State University 71. pp. 221

Ahmadaliyev S.I. Technology of profession oriented problem based education. https://cyberleninka.ru/article/n/kasbiy-y-naltirilgan-muammoli-itish-tehnologiyasi

Belkin E.L., Terebulina N.A., Kiseleva T.G. (1998). On the classification of the students' autonomous work. Methodsimproving the educational process at the university. Volgograd. pp. 3–10.

Bespalko V.P. (2002). Education and training with the participation of computers (pedagogy of the third millennium). Publishing house of the Moscow psychological and sociologicalInstitute; Voronezh: Publishing house NPO "MODEK".

Golovan O.V. (2004). On various forms of independent work in the system of continuing education. O.V. Golovan, A.V. Ishkov. Problems of of higher professional education in the context of the Bologna process: materials of All-Russian scientific-practical conf. AltSTU. Barnaul. p. 139-140.

Husainov R.R. Role of self-study to improve the quality of training to subjects in higher education institutions. https://cyberleninka.ru/article/n/oliytalimda-fanlarni-itish-sifatini-oshirishda-musta-il-talimning-roli.

Nikolayenko V.M. (2000). Psychology and pedagogy: a coursebook. INFRA-M, p.10

Petunin O. V. (2010) The system of activation of cognitive independence students. Bulletin of Moscow University. Issue 20. Pedagogical education. pp.63-70.

Tomashevskaya O.B., N.A. Malinovskaya. (2011). Essence and content of independent work of the University students. Bulletin of the Baltic Federal University. I. Kant. Issue. 11, pp. 112-117.

Vyatkin L.G., Olneva A.B., Turchin G.D. (2002). The levels of cognitive independence of students of pedagogical universities. Actual problems of regional pedagogy: Bulletin of scientific works. Saratov. pp. 35-38.

Zagvyazinsky V.I. (2007). Learning Theory: Modern Interpretation: a manual for students of higher educational institutions. Academy.-p. 192