

# Managing Students' Independent Work in a Credit-Based Education System

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**Abstract:** The article examines how students manage their independent work within a credit-based education system, including the nature and features of this type of work and the motivational factors that drive students to engage in self-study. This helps to enhance and solidify their understanding of the material being learned.

**Keywords** include independent work, credit system of education, motivation, and pedagogical management.



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## INTRODUCTION

The main task of the 21st century is to improve and improve quality of education. Reforming the education system is necessary for training

achieving competitiveness as a nation and as a competent individual. Created in the last decades of the last century, integrative processes in all spheres of socio-economic life have given rise to such phenomenon as globalization, that is, the creation of conditions for free movement of capital, goods, services, ideas. Globalization has not left side and the education system. The first step in creating a unified educational space was created in Lisbon in 1997 and

continued in Bologna in 1999, when 29 countries signed the declaration [4]. Today European education policy is undergoing rapid changes regulated by the Bologna Declaration.

All countries that signed the Bologna Declaration are obliged to switch to two-level system of higher education. Of particular importance is adoption and introduction of a credit system in higher education in many countries units, or another accumulative system through which it will be possible compare programs. New conditions for the development of society are placed before the system of higher vocational education new priorities and tasks. As The priority task is to form a qualitatively new level training specialists with their own style of thinking and an original approach to solving problems. Targeted development and systemic reform of higher education dictates the need to develop new approaches to organization and content educational processes aimed at ensuring compliance international education standards. The basis for Uzbekistan's integration into The global educational space is making a transition to a two-level a specialist training system and the introduction of a credit education system.

First of all, let us define the basic concepts of our research.

Pedagogical management is considered as a system of management actions aimed at intellectual, methodological, material and technical support of the subsystem of the educational process

educational institution in the context of a change in traditional paradigms to innovative paradigms of training and education of the individual.

Currently, in science, the credit system is defined as teaching is understood as modern teaching technology aimed at increasing the level of self-education and creative development of knowledge based on individualization, choice of educational trajectory and taking into account the volume knowledge in the form of credits

Credit is a unified unit of measurement of the volume of educational student's work, corresponding to 45 academic hours of total

labor intensity for any academic period in a bachelor's degree. One credit equal to one 1 academic hour of classroom work for a student

week throughout the semester, accompanied by 2 hours of independent student work [4].

Introduction of a credit education system in Kazakhstani universities in as an effective tool for interaction between international systems

higher education was aimed at improving the quality of training specialists.

The first experience in introducing credit education technology in Kazakhstan showed that one of the main tasks of the educational process is optimal organization of independent work of students. The essence of the credit system follows from the pedagogical paradigm "education is not for life, but

lifelong education." Implementation of this educational paradigm consists in organizing independent mental activity students. Under the credit system, the very role of independent student work. From a related activity to obtain knowledge it turns into a leading activity. Total Hours independent work of full-time undergraduate students is 66% of the total labor intensity of the discipline, up to half is allocated to independent work of students. Rational reduction of classrooms classes and shifting the emphasis to independent work of students contributes to developing students' abilities for self-education and self-development, free critical thinking skills. Speaking about the importance of independent activity, the classics do clear conclusions that no external influences will replace or will be comparable in effectiveness to the student's independent work. "The independence of the student's head is the only solid foundation every fruitful teaching," believed K.D. Ushinsky. In a more precise sense: independent work is the activity of students to assimilate knowledge and skills that occurs without direct guidance teacher, although directed by him [6]. A. Disterweg pointed out that "development and education for not a single person cannot be given or communicated. Anyone who wants to join them, must achieve this with his own activity, with his own strength, with his own effort. From the outside he can only get excitement..." [2].

Independent work of a student is one of the most important components of the educational process, during which the formation occurs knowledge, skills and abilities and further ensures that the student masters methods of cognitive activity, interest in creative work and, in ultimately, the ability to solve technical and scientific problems.

Independent work contributes to the development of student skills work with scientific literature and information resources. Preparation students to life in the information society means not so much the transfer skills in working with information sources and electronic media to perform the work, how much ability and need to use available information opportunities to improve your own level competitiveness. After all, the goal of educational development is improving the quality of specialist training, his competitiveness in labor market.

Information culture of the individual is an integral part basic personality culture as a systemic characteristic of a person, which allows him to effectively participate in all types of work with information: receiving, accumulating, encoding and processing, creating on this basis qualitatively new information, its transmission, practical use.

Information culture includes: literacy and competence in

understanding the nature of information processes and relationships; humanistically oriented informational value-semantic

sphere (aspirations, interests, worldview, value orientations); developed information reflection, as well as creativity in information behavior and social and information activity.

One of the most important elements of human information culture is knowledge of information resources (if possible, get free

access to them). In our country, many organizations are engaged in collecting, processing, storage and distribution of information: libraries, statistical centers, information services, mass media information.

Independent work, first of all, is the formation of a sustainable interest in the chosen profession and methods of mastering its features,

which depend on the following parameters:

relationships between teachers and students in educational process;

level of complexity of tasks for independent work;

involvement of students in the future activities being formed professions.

It is customary to distinguish between external, internal and procedural motivation. With the modern development of the labor market, the main burden falls on the use of procedural motivation based on

students' understanding of the usefulness and significance of the work performed [5].

Of particular importance when organizing independent work when The credit education system motivates students to be independent training. At the same time, intensifying students' independent work

contributes to the expansion and consolidation of educational material, acquisition new professional knowledge, development of creativity and interactivity,

formation of practical skills Therefore, the methodological content of students' independent work should be guided by the decision by the future specialist of specific, practical problems, using tools from various areas of knowledge.

A special role is given to students' independent work as instrument of direct personal influence of the teacher on those who do not has mastered the content of lectures and practicals, or cannot choose direction of your research or other independent work. At some distance between teacher and student in the educational process It seems to us that it is the interaction of the subjects of learning that is important independent work of students.

Human relationships, dialogue, including in education process, should be built on the basis of communication between both parties on equal terms, as individuals as equal participants in the communication process. Subject to This condition does not establish inter-role contact "teacher –student", and interpersonal contact, as a result of which dialogue arises, and therefore the greatest sensitivity and openness to the influences of one participant in communication to another. An optimal basis for positive changes in the cognitive, emotional, behavioral spheres of each of the communication participants. Thus, replacing inter-role communication interpersonal contributes to a departure from formalism and dogmatism in teaching.

Independent work of students performs two functions: the function consulting and control function. Consulting function assumes:

assistance in independent work, assistance in choosing work methods, creating the opportunity to re-listen to lecture materials; explanation of a difficult topic for a student; assistance to the student in choosing the methods of work necessary to master material; performing a practical task to consolidate the educational material; assistance in student's independent work in the scientific field.

The control function involves issuing control or test tests, assignments and progress monitoring. As well as the implementation of the current midterm and final accounting and assessment of students' knowledge to improve motivation to learn.

In addition to traditional forms of organizing independent work, can be used such as preparing for a business game, debates, reviewing student works by students themselves, compiling glossaries, preparation and writing of scientific reviews, articles, etc. Undoubtedly, that the strengthening role of independent work dictated by modern

Pedagogical management, determines appropriate methodological support. So, for example, when organizing training on credit technology, students' independent work is scheduled in an educational and methodological complex called a syllabus, where all parameters of this process, questions for study, literary and Internet sources, as well as supervisory assignments, consultation schedule for independent work of students. All this will undoubtedly optimize cognitive activity and independence of students.

The study found that for correct and effective planning and organizing independent work of students it is necessary to: provide educational support and individuality assignments for students' independent work; give students independent work assignments at the beginning of the academic year year (semester);

develop current and milestone forms of control;

set a time for consultations on students' independent work.

In addition, the teacher must aim the student: a) at the need to do homework; b) to meet deadlines execution; c) on preparation and responsibility. The remaining hours of independent work of students must be confirmed by tutor assignments that require the student to daily independent work. Also, the tutor (consultant) carries out work as a rule, within no more than one or two specialties and supervises students from first to final year.

It should be noted that the level and complexity of tasks for independent the work of students depends on the course of study of students, which determines the target direction of students' independent work. So, in 1-2 courses independent work of students aims to expand and consolidate knowledge and skills acquired through lectures and seminars. In this case, most effective are, according to our research, the following forms of students' independent work:

writing an essay – formulating a concept;

review on the topic – write a short literature review on 1-2 pages on the recommended topic with additional assistance material from print and Internet information resources;

compilation of a glossary – a brief explanation of terms and concepts on a given topic (can be replaced with a crossword puzzle).

Thus, organizing students' independent work involves careful analysis, selection of components such as purpose, content, task design, thoughtful use of tools control, which allows increasing the level of readiness of future teachers for professional self-education and self-development, implementation of the task lifelong learning, as well as the formation of professional specialist competence. The most effective organization technology independent work is a credit training system.

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