

**THE ROLE OF INDEPENDENT LEARNING IN THE FORMATION OF
PROFESSIONAL QUALITIES OF UNIVERSITY STUDENTS**

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At present, in the New Uzbekistan, a significant portion of the educational process in higher education institutions is allocated to independent learning. This form of learning is regarded as one of the main indicators for assessing students' knowledge, skills, and competencies.

As required by the development and progress of any society, the Republic of Uzbekistan, under market economy conditions, experiences an increasing demand for competitive and highly qualified specialists. In this regard, training intellectually capable professionals who are able to compete with their peers at the global level is of particular importance. Therefore, the preparation of qualified specialists is an undeniable necessity and a vital factor in social development.

In recent decades, especially during the second decade of the 21st century, large-scale reforms have been implemented in the field of education in Uzbekistan with the aim of improving the quality and effectiveness of professional training. These reforms focus on developing students' ability to think independently, reason freely, engage in creative thinking, demonstrate initiative, and cultivate positive professional and personal qualities.

Official higher education policy documents emphasize the need to individualize learning, promote independent knowledge acquisition, and actively integrate distance learning technologies and tools into everyday educational practice.

Independence has created opportunities not only for the Uzbek people but also for other nations to cooperate with Uzbekistan in various spheres of social life, including diplomacy, economics, science, and medicine. Today, the growing demand for medical services places a high level of responsibility on healthcare professionals. To fulfill this responsibility, future medical specialists must continuously engage in independent learning to enhance and strengthen their knowledge, skills, and professional competencies.

The above considerations necessitate viewing independent learning as a key factor in improving the quality and effectiveness of practical training for future medical professionals. The rapid integration of scientific and technological achievements into medical education reveals a shortage of highly qualified and creative specialists. In modern conditions, a medical professional must possess advanced qualifications and the ability to understand and adapt to rapidly evolving technologies.

According to contemporary requirements, every future specialist must be creative, proactive, and committed to continuous self-improvement. In addition to professional knowledge and skills, students must be able to effectively use modern technologies. It is essential to instill this understanding in students from the earliest stages of their education.

Relying solely on information provided by university lecturers is insufficient to ensure comprehensive student development. Independent learning plays a crucial role in fostering students' social, moral, psychological, scientific, technological, cultural, and professional growth.

The primary objective of independent learning is to train highly qualified, competitive specialists who meet modern international standards and the requirements of democratic and legal reforms. Independent learning develops students' ability to manage their educational process, analyze professional problems systematically, and cultivate professional competence.

Globally, independent learning is increasingly supported by digital innovations that enhance accessibility and effectiveness. Independent learning enables students to deepen knowledge, strengthen professional skills, and foster self-development.

In Uzbekistan, State Educational Standards clearly define the knowledge, skills, and competencies required for each educational program. The educational process is outcome-oriented, ensuring the practical application of theoretical knowledge.

The introduction of the credit-modular system in Uzbekistan's higher education system promotes student engagement, individualized learning pathways, and international compatibility. Courses are organized in modular form, and academic achievements are assessed using credit units.

As a result of educational reforms, a modern, flexible, and student-centered learning environment is being formed, enhancing educational quality and strengthening Uzbekistan's position in the global education system.

As part of the study, the syllabus of the subject "Latin Language and Medical Terminology" for first-year General Medicine students at Asia International University was analyzed. Out of 120 academic hours, 60 hours are allocated to independent learning tasks, highlighting their significance.

Independent learning tasks encourage students to apply acquired knowledge in practice and include grammatical, phonetic, lexical planning, as well as written and oral presentations. These tasks are assessed using clear criteria and supported by continuous feedback.

Syllabi serve as structured documents that guide students' learning activities by translating curriculum objectives into practical plans. Effective syllabus-based planning enhances professional preparedness, critical thinking, and technological competence.

Despite significant progress, challenges remain in organizing independent learning, including insufficient interdisciplinary resources, limited electronic libraries, inadequate self-management skills among students, lack of teacher training, and low student motivation.

International experience from countries such as Finland, Canada, and the United States demonstrates the effectiveness of teacher retraining programs, individualized learning approaches, and motivational systems such as e-portfolios and academic grants.

In conclusion, independent learning is a fundamental component in developing competitive, competent, and technologically proficient specialists. Continuous improvement of independent learning systems will significantly enhance the quality and effectiveness of higher education in Uzbekistan.

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