



MECHANISMS OF USING INNOVATIONS IN MANAGING THE INDEPENDENT STUDY ACTIVITY OF STUDENTS

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Annotation: This article shows opinions about independent education in connection with the interests, talents, capabilities, potential of students, methods of developing the innovative activity of students, the development of students' cognitive abilities in the process of independent learning, aspects that should be paid attention to in the learning process, innovative educational technologies and the importance of the formation of students' creative abilities in the process.

Key words: the formation of independent innovative ideas, independent education, creativity, organizational abilities, innovative activities, independent activity.

At the same time, the structure of educational materials and methods of their presentation is of great importance. It is desirable that teachers not only introduce students to new information, but also develop their creative abilities in the process of teaching. The main issue is the development of independent educational skills in education is not at the required level. Students of the general secondary education system, where independent educational skills are not formed, face obstacles after their transition to professional education, a higher education system to the following stages of continuous education, which leads to a violation of the quality of education.

It is known that the future of each society is determined by how developed the education system, which is its integral part. In this regard, the state recently adopted a number of documents on the development of a system of public education, school, vocational education, vocational education. Creative technological activity is not just a slight process, it is a person's perception, perception, his memory, as well as the scale of logical thinking that harmoniously connect. In creative activity, students' knowledge is expanded even more due to innovative skills.

Students based on the product of analytical thinking: the necessary idea of the content of the text in order to come up with rules and definitions; the proposal of their ideas based on innovative approaches; The student should be able to establish causal relationships inherent in knowledge and creative activity, determine certain qualities and characteristics in it, quality should be derived from the quantity or quantity by quality (based on the method of qualimetry), to know what determines their consequences; In accordance with the data received by the data bank, a statistical mathematical analysis should be conducted and should be able to develop students' organizational abilities in independent educational processes to pay attention to the following when applied by the teacher of the method of design learning: creating a positive psychological environment among students in the process of educational formation, the project is organized on the basis of the teaching method; paying attention to the implementation; When distributing tasks, it is necessary to pay attention to taking into account their individual characteristics.

Independent training requires that the organizer develop the possibilities for expanding the capabilities of the Case - Stad Caydaganda Kuyidagilarg really necessary: creating a positive

psychological atmosphere among students in the process of learning, created on the basis of the Case - stage; Tirishga pays attention to the development of students' skills with texts; Izlash attention is paid to mastering the information of the excess and methods of analyzing the problem; Musqueshi attention is paid to the formation of qualifications and skills; keys to the content and level of its disclosure; to the method of explaining the keys; correct introduction of the problem of keys, lighting the algorithm for its solution; practical significance of keys for practice; To solve the problem situation, it is recommended to present a list of literature to students, give them methodological instructions, instructions and, of course, pay attention to the fact that teachers have their own way to solve the problem, its presentation; To draw attention to the conclusions of students from the problem.

In these studies, the improvement of the continuous training system, the increase in high professional, spiritual and moral requirements, the creation of a system of training highly qualified specialists are kept secret. The skills of self -improvement in Taklim Zharainida, Kandai Chukur knowledge is acquired by the year of self -improvement and are taught only by the year of self -improvement. In order to strengthen the belief that we know how to ensure that the requirements of effective foaming orcs from new pedagogical technologies in the field of Tarbia skins were independent thinking mu. Indeed, independent thinking is the main sign of perfection. One of the most affordable ways to improve the efficiency of the lesson, improving the quality of knowledge and activating students in the lesson is a thoughtful independent educational activity. It is in the process of personal independent educational activity that the student acquires strong knowledge. Independent educational work is usually understood by any student's active activity organized by the teacher, aimed at fulfilling the set goal at a specially assigned time for this: the search for knowledge, their comprehension, consolidation, formation and development of skills, generalization and systematization of knowledge.

Without the systematic organization of independent work of schoolchildren, it is impossible to achieve a strong and deep assimilation of concepts and patterns; it is impossible to cultivate the desire and ability to learn new things, which are mandatory for self-education and self-improvement.

What is independent work?

Independent work is a type of activity in which, under conditions of systematic reduction of direct teacher assistance, educational tasks are completed that contribute to the independent acquisition of knowledge and the formation of cognitive independence as a personality trait of the student.

When talking about developing independence in schoolchildren, it is necessary to keep in mind two closely related tasks:

- develop students' independence in cognitive activity, teach them to independently acquire knowledge, and form their own worldview;
 - teach them to independently apply existing knowledge in learning and practical activities. increase the awareness and strength of knowledge acquisition by schoolchildren; develop their skills and abilities, including the ability to independently acquire new knowledge from various sources;
 - teach students to use acquired knowledge, skills and abilities in life.
- Based on the above information, we can say that the key factor in the organization of independent work and thinking of students is an individual task for cognition and analysis. The method of educational projects, KEYS-StADI technologies ensure independent study of the subject by students, train students' confidence, and create the opportunity to fully use their own internal capabilities. In this regard, we consider it advisable to carry out systemic work in the following areas.

Firstly, to develop in students the ability to act on a systematic basis and effectively in non-standard situations using educational projects and methods of Key-Stadi, to make rational and comparative decisions;

Secondly, with the help of educational projects and KEYS - Stadi methods, it is important that students acquire skills and analysis skills of various problem situations arising at enterprises and organizations during professional life, the ability to analyze them is increased.

Thus, in modern education, the use of methods such as educational projects, keys stadi technologies, in the professional development of teachers and in improving the content of students' educational activities, as well as in the organization and adequate, unbiased assessment of the quality of both types of activities based on certain indicators, serves as the basis for improvements

Consequently, the criteria that determine the development of students' organizational skills in the process of independent learning are the following:

It is necessary to develop activity, initiative and creativity in students, prepare students for work in organizing an independent educational process, make decisions for students, correctly assess the situation, and develop skills of understanding each other.

In the process of implementing independent learning, it is necessary to develop students' skills of creative thinking; In future experts, it is necessary to develop analytical thinking and form creativity with its help.

Students should be given the opportunity to offer several solutions (solutions) on problems. Students should ensure the development of skills and competencies, such as the development of competent written and oral speech; Students should develop the ability to know and distinguish the information language and methods of analysis of problems. It is necessary to develop students' ability to see the future (set a goal correctly, see the result, see success, awaken motivation among group members). In the process of conducting independent learning, it is necessary to develop among students the ability to observe (carefully evaluate the situation).

Independent understanding of the material contributes to the development of creativity, is an indicator of the intellectual growth of the student. In pedagogical and methodological literature, the problem of independent activities of students is developed quite deeply. The development of independence in children is a complex, sometimes controversial process. Nevertheless, the studies and experience of teachers who successfully organize the independent work of students showed that with its systematic implementation at the proper level, the quality and strength of knowledge increases, cognitive processes, and mental activity are developing.

Types of independent work:

- For didactic purposes: training, training, fixing, developing, creative, controlling.
- In terms of independence: reproductive, heuristic, research, reconstructive-valuative.
- by the degree of individuality:
- Frontal, group, individual.
- by source and method of acquiring knowledge
- Work with a book, solving and compiling tasks, laboratory and practical work, preparation of reports, essays.
- in the form of execution
- Oral, written, tests.
- at the place of execution

Cool, home. Thus, the work of students takes place at different levels of independence. What methods do we use? oral

With the help of such means as: cards for oral work, tables, textbooks. Using the techniques of a frontal survey, oral tests.

Using such tools as: drawing, measuring and computing tools.

The construction of figures (sentences) and work with them.

Visual

Using such means as: tables, diagrams, models of figures (sentences), textbooks, reference literature.

Work with punchcards, according to the model, according to the algorithm, creative work.

Practical description of work, instructions, projects, textbooks.

- Practical work, creation of projects. At what moment of the educational process can it be most convenient to include independent work?
- tasks for perception in order to study new material; tasks for the application of knowledge and the formation of skills; tasks for consolidating and repetition of educational material; Tasks for the generalization of educational material.
- But how to correctly check the level of knowledge and the level of independence of students?

By the method of presentation: written or oral control. according to the number of those tested: individual, group, frontal check. at the venue: in class or at home.

- by the degree of differentiability of the assessment: differentiated or non -differentiated material during evaluation.
- By the volume of controlled material: final or intermediate.
- By the nature of the tasks: questions, diagrams, tables, work with print media, work on errors.

Thus, the independent work of students takes place at different levels of independence. Children are accustomed to attentive to tasks; The search for the correct answer forces them to again turn to the texts of the tasks, contribute to the development of logical thinking and, of course, the development of independence.

Organization of independent work in the lessons

Independent work is a method that helps the teacher a lot to clarify the abilities of students. Working on his own, the student should gradually master such general techniques of independent work as a clear representation of the goal of the work of its implementation, verification, correction of errors. With the correct methodology for organizing independent work, the mental activity of children is activated. If children instill the skills of performing independent work and use various types of it in the lessons, then children develop independence and develops thinking, they seek to perform more difficult tasks.

Traditionally independent work - is considered as an individual cognitive activity of the student. Working independently, the student is moving in his pace, is not related to the class. He must at the same time show maximum efforts, counting on his own forces. Individual work requires perseverance, perseverance, perseverance in overcoming difficulties. Under the individual s/r. You should understand one that provides for the implementation of individualized tasks and eliminates the cooperation of students. Tasks can be formulated and proposed by the teacher as mandatory.

Along with them, alternative tasks are important, which the student can choose voluntarily. This approach is a comprehensive feature of democratization of learning. The presence of independent work is necessary in the lessons, including in the lessons of the Russian language, as they train the will, educate performance, attention, and discipline students. The teacher in the lessons needs to rely on the independent work of students, independent reasoning, inference.

The class is not divided into groups. All students are in the same conditions. The teacher gives the task to solve the first level task. The students are working. If the child understands, then he puts a green square to the teacher, which says: "I can do it myself." The red square says: "I'm at a loss." In this way, the teacher receives information about the activities of the entire class. The teacher works individually with students who are experiencing difficulties. At the same time, the teacher monitors the work of other students. At this time, yellow signals appear in the classroom, indicating the completion of work on the first level assignment. Using signal cubes gives the teacher the opportunity to see all students working at every moment and provide immediate assistance to those in need. Completing tasks of the second and third levels has a positive effect on the development of students' mental abilities and the formation of problem-solving skills. Independent work is checked in the following sequence. Children who complete the task offer their solutions, and the whole class takes part in their discussion. This organization of independent work when solving problems helps to increase the cognitive interest of students who

have completed only the first level task. Students have a natural desire to independently complete all the proposed tasks.

Independent work of students

Independent work is an active learning method. The main signs of independent work in the classroom are the presence of a teacher's assignment, students' independence, teacher's guidance, completing a task without the direct participation of a teacher, students' activity and effort, and special time to complete the task. The teacher does not really take part in completing the task or solving problems, but he organizes the activity. Independent work always ends with some results, since the student comes to them on his own. Their value and significance are realized more acutely than those achieved in joint activities. As a result of the work, not only the level of knowledge is always revealed, but also the independence of the student, his individual style of activity, creativity and non-standard approach. As a method of teaching s/r. It is more often used in lessons and at home in order to consolidate knowledge and develop skills. However, the experience of teachers and experiments convincingly prove its effectiveness in achieving other goals. Children can learn the material available for independent study in class. Independent work is used for the purpose of repetition, systematization, and testing of knowledge. Technical means and equipment play a significant role in organizing independent activities.

Independent work occupies an exceptional place in the modern lesson, because the student acquires knowledge only in the process of independent activity. The student must work in class under the guidance of the teacher. What is passively heard and memorized from a textbook is still far from knowledge. What is gained through active personal labor is firmly and well mastered. Independent activity forces, and then teaches the student to look for an answer to a question, read additional literature, isolate the main, essential things, give an explanation and interpretation of natural phenomena, think and search, put forward hypotheses, i.e. ultimately gain knowledge. Learning involves active activity of both the teacher and the student. No matter how hard a teacher tries, if students don't work, there is no learning process.

The main thing is to teach children to work on their own. A real teacher is not the one who teaches, but the one from whom the children study.

Independent work is the most important and integral part of any lesson, because it allows you to exclude idle pastime, forces a thought, stronger and deeper to absorb the material being studied. And only the ability of schoolchildren to independently receive new knowledge, to navigate in the rapid stream of scientific, and other information, contributes to success. To instill this skill is our task.

Consider a fragment of the Russian language lesson

Formed UUD: p. - independent allocation and formulation of a cognitive goal; search and selecting the necessary information; analysis, comparison, classification of objects by highlighted signs; synthesis; building a logical chain of reasoning; proof; K. - the ability to express their thoughts with sufficient completeness and accuracy in accordance with the tasks and conditions of communication; setting up a training problem; Assessment of the quality and level of assimilation of the material. At the stage of actualization of knowledge, a spelling minute is carried out. The frontal form of organization of independent activity is most advisable when students begin to study the topic, then it is important to create a certain mood and cause interest in a new topic. It is also important and useful at the initial stage of the formation of skills, when students master the methods of completing the assignment according to the model.

Frontal work in comparison with individual and group allows the teacher to be easier to solve some organizational issues, since frontal work can be carried out in the class without having cards and other handouts. Two, three tasks can be indicated on the board, in a task book or textbook.

CONCLUSION

As a result, positive changes occur in the level of cognitive activity of students of specialized classes based on the formed skills to learn: information, organizational, reflective and communicative skills. The criterion for the optimality of methods of teaching and initiating

students' interest in educational activities, in scientific research is the effectiveness of learning, expressed in a high level of assimilation of knowledge, skills, and intellectual development of students. Thus, the organization of independent educational activities in the lessons allows us to successfully solve the following tasks: to increase the consciousness and strength of the assimilation of knowledge by schoolchildren; teach students to use acquired knowledge, skills; To teach children to work on their own, i.e. To instill them a culture of mental and physical labor. And as a result, it is an effective means of improving the quality of knowledge. Consequently, the criteria that determine the development of organizational skills in the process of independent learning are the following: It is necessary to develop students' activity, initiative and creativity, prepare students for labor activity on organizing an independent educational process, make a decision with students, correctly evaluate the situation, and develop each other's understanding skills. In the process of implementing independent learning, it is necessary to develop students' skills of creative thinking; In future experts, it is necessary to develop analytical thinking and form creativity with its help. Students should be given the opportunity to offer several solutions (solutions) on problems. Students should ensure the development of skills and competencies, such as the development of competent written and oral speech; Students should develop the ability to know and distinguish the information language and methods of analysis of problems. It is necessary to develop students' ability to see the future (set a goal correctly, see the result, see success, awaken motivation among group members). In the process of conducting independent learning, it is necessary to develop among students the ability to observe (carefully evaluate the situation).

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