



Journal Website:  
<https://theusajournals.com/index.php/ijp>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

## THE CONCEPT OF SITUATIONAL TASKS IN IMPROVING STUDENTS' PRACTICAL SKILLS AND COMPETENCIES, ALONG WITH THE DIDACTIC APPROACH TO DESIGNING INDEPENDENT LEARNING AND EDUCATIONAL ASSIGNMENTS

Submission Date: October 20, 2024, Accepted Date: October 25, 2024,

Published Date: October 30, 2024

Crossref doi: <https://doi.org/10.37547/ijp/Volume04Issue10-46>

Nimatova Mohinur Sobit kizi

University of Tashkent for Applied Sciences, Department of Pedagogy, Independent researcher, Uzbekistan

### ABSTRACT

In this article, the concept of situational tasks, independent education and didactic approach to the creation of educational tasks in improving students' practical skills and qualifications is highlighted as an actual problem.

### KEYWORDS

Credit, module, system, didactics, skill, skill method, independent education.

### INTRODUCTION

Independent education and educational assignment work is a form of education for subjects that improve practical skills and competencies, in which the student receives the necessary knowledge, skills and competencies, learns systematic, systematic work, forms his mental activity style. Independent work differs from other forms of education in that the student organizes his own educational activity. According to M. Antonyuk, L. Derkach, N. Sagina, A. Chiz, I. Shaydur and other scientists, independent educational activities of students should be organized

taking into account their characteristics and cognitive abilities. Authors such as V. Vergasov, A. Mirolyubov and others understand independent work as a purposeful, active and relatively free activity of students. I. Shaydur, in turn, "independent education is a specially organized activity aimed at independent performance of educational tasks of various levels of complexity, both in the classroom and outside the classroom, taking into account the individual characteristics of students."

The purpose of such activity, in his opinion, is to "independently supplement the knowledge of students, improve the ability to manage the flow of scientific information" by analyzing the concepts of "independence", "self-study" and "independent work" it is easy to see that the terms all have the prefix "self". On the other hand, the goal of students' independent work is to develop their independence, and self-study means the existence of a certain independence.

Thus, independent work is the basis of self-learning, and also helps to improve the student's readiness for self-learning. V. Kurinsky and S. Dneprov consider such a concept as "Autodidactic" to be synonymous with self-learning. Indeed, according to scientists, this is a purposeful, systematic, independent and autonomous activity of the subject of the process of self-learning. The essence of self-learning is the conscious self-organization of the process of acquiring knowledge and acquiring the necessary skills. It helps to develop and improve personal qualities, abilities and skills with methods of self-education and self-development. All three components (self-education, self-discipline, self-development) are closely related to each other, but none of these components is the main one.

The effectiveness of self-learning, self-education and self-development depends on the independent activity of students, which not only contributes to the development of voluntary processes of the individual, but also to stable motivation, that is, activity and behavior is based on a system of motives that determine its specific forms. any person, show a. Bukina, A. Verbisky and others. Independent education helps to develop independence as the main personality trait.

Independence is a quality of a person that is manifested in initiative, criticality, sufficient self-respect and personal responsibility for one's activities and actions.

Thus, a trained and independent student, as a future specialist, should:

- independently defining and systematizing the order of one's work;
- independently plan the sequence of their actions;
- independently monitor and speak about these actions, i.e.: monitor their progress, change and make clarifications.

In our opinion, it is necessary to determine the level of readiness of students for independent educational activities in order for students to improve their independent education and educational tasks; if possible, to increase this level and, accordingly, organize independent work taking into account the individual characteristics of students, the level of training and the necessary motivation. The criteria for the development of personal independence can be considered as the intensity of tasks offered for independent work, as well as the percentage of tasks performed in the conditions of self-organization in relation to the total number of tasks offered for a certain discipline.

Thus, in the credit-module teaching system, independent education of students is the main form of teaching organization, including types of individual and collective learning activities, as well as taking into account the individual characteristics and knowledge abilities of students under the guidance of the teacher. taking, is carried out in the classroom and

extracurricular activities, but under the guidance of the teacher, but without his direct participation. The purpose of independent education of students is not only to improve the ability of students to independently supplement their knowledge and freely act in the flow of scientific information, but also to act as a necessary condition for self-learning and self-awareness in a free democratic society. and development of independence.

It should be noted that the main features of the organization of independent education of students in the conditions of the process of educational tasks based on the Bologna program are as follows:

- 1) the main part of the educational material is provided for independent study and learning;
- 2) creating special didactic materials for independent work;
- 3) the order of individual study of individual subjects and the schedule of individual study, study of educational material at a personal pace;
- 4) changing the duties of the teacher (organization, management, counseling, control);
- 5) change the student's need for education (initiative in the mode of working on educational material, independent planning of one's work, responsibility for the implementation of the planned individual plan, etc.).

We see the wide use of information and communication technologies in the process of credit-module teaching as the main direction of increasing the efficiency of independent education of university students.

Independent work on discipline is carried out under the direct supervision of the teacher and according to his assignment during the lesson.

In addition to the lesson discussed in this article, independent education is carried out by the student according to the teacher's assignment, but without his direct participation. In addition to classroom training, students have the following types of independent education:

- prepare and write essays on given topics and the student is given the right to choose a topic;
- independent solution of situational problems using conditions from problem books, creating tasks by providing answer standards;
- selection and study of literary sources, working with periodicals;
- preparation for participation in scientific and practical conferences both within the university and at other higher educational institutions;
- designing multimedia presentations of specific topics, accompanied by slides of lectures;
- preparation of diagrams, tables, crossword puzzles, test tasks.

The special role of independent education is determined by the following reasons:

- allows optimal use of individual characteristics and abilities of each student;
- helps to turn knowledge into beliefs;
- develops accuracy, organization, critical and analytical understanding, logical thinking;

- provides preparation for professional activity, own opinion, creativity, individuality.

The main forms of organization of students' independent work in higher educational institutions of pedagogy are defined by the following parameters: the content of the subject; level of education and level of preparation of students; the need to simplify the workload of students in their independent work. Based on these parameters, the classic forms of assignments given by the teacher are: theses; semester assignments; course work; course projects; Bachelor's, specialist's, master's certification documents.

One of the important organizational moments in students' independent education and educational tasks is the preparation of tasks for independent performance of control tasks.

- The scale of each task should be such that, knowing the material thoroughly, the student should find time to answer all the questions of the task in writing within the time allotted for the control work.

- All tasks should be roughly the same difficulty.

- With all the problematic variety, each task should contain questions that require very specific answers.

- Each task should have a question on the material to be studied independently in the educational literature.

- There should not be two or more tasks with exactly the same questions with a limited number of questions on the lecture material.

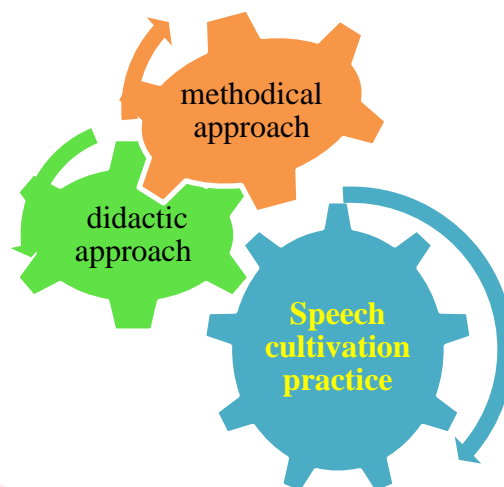
Teaching independent work with special literature is one of the aspects of scientific organization of students' and teachers' work. It provides certain

requirements for the quality of used professional literature, as well as requirements for the methodical organization of the educational process.

The goal of independent education of students is to acquire fundamental knowledge, professional skills and professional skills, experience in creative and research activities. In the course of the study, the student must not only master the curriculum, but also acquire the skills of independent work - he must plan and carry out his work.

Carrying out independent education helps students to develop independence, responsibility and organization, creative approach to solving educational and professional problems. Student assignments are mandatory for each student and are determined by the curriculum. Forms and volume of students' independent education and educational tasks are determined by the content of the subject in the development of work programs of educational subjects, taking into account the level of preparation of students.

Taking into account all of the above, our attempts to analyze the state of organizing the independent education of students and determine the prospects for its improvement are very relevant. Today's problems of organizing and improving the efficiency of students' independent education and training tasks require constant attention and quality solutions. The analysis of psychological and pedagogical literature in this direction showed the active beginning of research on the issues of independent learning of students in the middle of the 20th century, although at the beginning of the last century I. Hessen emphasized that the source of free development is active and independent education.



These issues constitute a methodical, didactic approach to the educational content of "Development of children's speech in preschool education" and "Uzbek language". Therefore, the role, importance and practice of preschool education are sufficiently

perceived by students. In this regard, students of 1-3 years should be armed with scientific-methodical knowledge, skills and practical competencies related to preschool education.

regulatory documents on preschool education;

methods and sources of methodical, didactic, pedagogical requirements in preschool education;

laws, methods and technologies related to the content of preschool education;

scientific-methodical issues of independent education and educational tasks in preschool education.

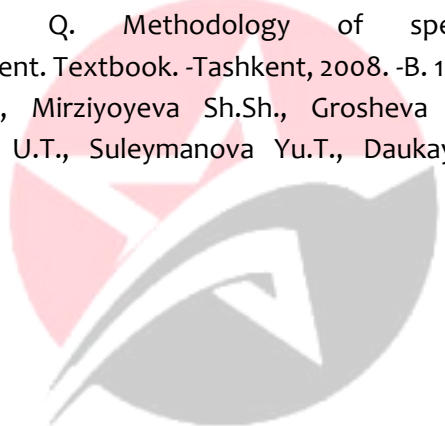
The credit system of preschool educational specializations of Pedagogical HEIs is an educational technology that increases the level of creative development based on self-education and

individualization of knowledge, the selection of an educational trajectory within the framework of regulating the educational process, and taking into account the amount of knowledge. This allows a more

flexible attitude to the educational process, the student can choose more courses for self-study.

## REFERENCES

1. Akhmedova M.E. and others. Pedagogical skills. Darslk.T.: Zuhra Baraka Business LLC. 2024.– B.383.
2. Akhmedova M.E. and others. Theory and practice of general pedagogy. Darslk.T.: Zuhra Baraka Business LLC. 2024.– B.443.
3. Akhmedova M.E. The scientific-theoretical basis of independent assignments in the module-credit system (in the example of linguistics). Monograph. - T.: "Medical Publishing House", LLC. - 2022. 173 p.
4. Shodiyeva Q. Methodology of speech development. Textbook. -Tashkent, 2008. -B. 192.
5. Shin A.V., Mirziyoyeva Sh.Sh., Grosheva I.V., Mikailova U.T., Suleymanova Yu.T., Daukayeva A.G., Vlasovova Y.N., Galimova E.F. Planning the educational process based on a person-oriented approach // UNICEF methodological manual, Tashkent-2020. 15-16 pages.
6. Babayeva D. R. "Methodology of speech development" - T.: Science and technology, 2009. 118
7. D.R. Babayeva. Theory and methodology of speech development. (Textbook). - T.: "Barkamol fayz media", 2018, - 432 p. Page 90
8. Kadyrova. F.R. Kadirova R.M. "Theory and methodology of children's speech development". T.: "Istiklal", 2006.
9. Kadirova F. Developing the speech of preschool children. - T., 2011.
10. Tajibayev G.Sh., "Teaching English in primary grades" study guide NamDU-2019 p. 206, p. 119.



OSCAR  
PUBLISHING SERVICES