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THE IMPORTANCE OF INDEPENDENT EDUCATION IN HIGHER EDUCATION AND THE THEORETICAL MODEL OF ITS ACTIVITY

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Annotation
This article presents the theoretical and functional structure of the activation of the requirements of independent learning through the design of educational activities on the example of general professional disciplines. It also shows the pedagogical process, the pedagogical system and its stages, algorithms of educational activities, didactic materials needed to activate the independent learning of students.

Keywords: design, model, activation, general, pedagogical process, pedagogical system, independent education, pedagogical process.

Аннотация
В статье представлена теоретическая и функциональная структура активизации требований самостоятельного обучения через проектирование учебной деятельности на примере общепрофессиональных дисциплин. Также показаны педагогический процесс, педагогическая система и ее этапы, алгоритмы учебной деятельности, дидактические материалы, необходимые для активизации самостоятельного обучения студентов.

Ключевые слова: дизайн, модель, активация, общее, педагогический процесс, педагогическая система, самостоятельное обучение, педагогический процесс.

Introduction

The results of theoretical research in the field of pedagogy and psychology have made significant changes in the field of graphic knowledge, stimulated creative initiative, activism and scientific search for ways to improve the methods of teaching general sciences.
The didactic support for the activation of independent learning in the training of future teachers of professional education will be enriched on the basis of research manuals and e-learning resources developed as a result of research. This expands opportunities for students to develop independent work skills (motivation, orientation, involvement and enrichment of experiences). Although the goal of developing independent methodological methodological competence in future vocational education teachers is to develop components such as student self-awareness, assessment and management in the process of professional and personal development and

prepare them for work in various educational institutions, the tasks of general and specialized sciences should include

• Development of pedagogical and technical-technological thinking as a way to identify problems and solve them in specific pedagogical and production problems;

• Achieving a positive attitude to the acquisition of pedagogical, general and professional knowledge as the basis of pedagogical and personal activity of a future teacher of vocational education;

• Formation of reproductive and creative methods of educational and production activities as a basis for the individual method of future professional activity;

• Development Of important professional and pedagogical qualities (compassion, love for the child, etc.), the emergence of the need for professional and personal self-development.

Theoretical part. Factors of self-improvement in the group of educational values of training and retraining of teachers in scientific sources - a new approach to self-improvement, independent learning, independent learning, ability to demonstrate personal abilities, social and professional independence, independent learning strategy, planning and self-management, self-education, professional and personal self-improvement, independent sources of knowledge, forms, methods, techniques and tools, their diversity, their effective use and so on.

In the educational process, teachers of professional education should identify the following tasks through independent work:

- Independent learning;
- Have the skills to independently acquire new knowledge;
- Search for the necessary information, identify convenient methods and tools;
- Effective use of information sources and addresses;
- Work with traditional educational and scientific literature, normative documents;
- Work with electronic textbooks and databases;
- Targeted use of the Internet;
- Have the ability to organize their activities on the basis of an innovative approach;
- Orientation to the acquisition of general and specific competencies.

In the organization of independent learning in the educational process, taking into account the level of theoretical and practical training of teachers of professional education, the following forms can be used: independent study of certain subjects with the help of textbooks, work with educational resources; (graduation) collection of materials for the qualification work; finding a solution to the existing problem in practice, preparation of tests, debates and assignments; preparation of scientific articles, theses and reports; study and analysis of the recommended literature; innovations in science teaching, pedagogical technologies and study of advanced foreign experience, etc. [3].

In the effective organization of independent work in teachers of professional education:

- Systematic approach;
- Coordination and integration of all stages;
- It is necessary to improve the organization and control mechanisms.

The independent work process of future professional education teachers should be based on information and methodological support, improved according to an innovative approach. As a

result of independent work of teachers of professional education - the study of normative documents and the organization of the educational process based on them, ensuring the interdependence of pedagogical processes, the introduction of a systematic approach to improving quality and efficiency, improving student learning, collecting information; , effective results such as the development of innovative models of the organization of the educational process [2].

Analysis

Thus, in order to create a system of activating the independent work of students in the study of general subjects, it is necessary to design three types of objects: the pedagogical system, pedagogical processes and pedagogical situations. They are all designed interconnected, taking into account their integrity and internal unity.

Designing a pedagogical system, pedagogical processes, and pedagogical situations is a complex multi-stage activity. This activity is carried out as a series of steps, leading the development of future activities to specific actions that are clearly described from the general idea. There are three stages of design:

- First stage-modeling;
- Second stage-design;
- The third stage of construction.

Pedagogical modeling (modeling) - the main ways to develop and achieve the goals (general idea) of creating pedagogical systems, processes or situations. Any pedagogical activity, as we know, begins with a goal. The goal can be an idea, a vision, or even a belief, in line with the further construction of the pedagogical system.

Pedagogical design (project design) in the narrow sense - to further develop the created model and bring it to the level of practical use. The design phase is done through project creation. In practice, at this stage we work with the created model and it is brought to the level of using it to transform the pedagogical reality.

Pedagogical construction (construction creation) is a further detail of the created project, which brings it closer for use in real conditions by real participants of the educational process. Construction further details the project, concretizes it and brings it closer to real operating conditions.

Designing educational activities is a methodological task. Forms of pedagogical design are documents that describe the creation and operation of pedagogical systems, processes, or situations, with varying degrees of accuracy.

The model identifies the following components: purpose, structural-content, technological, evaluative, and subjective-reflective.

The purpose of independent work of students in the study of general professional subjects is determined by the State Educational Standard. It is based on the DTS requirements applicable to the training of vocational education teachers in the specialty relevant to the DTS.

In addition to them, there are tactical goals that are identified at each specific time and in a specific situation. The strategic goal vector is relatively constant.

Tactical goals can vary depending on changing the external environmental conditions and changing the internal capabilities of the system.

The function of this component is predicative. At any given moment in the development of educational material, the goal is to intensify the learning activities of students, the means of activation of which are carried out in independent work. Types and forms of independent work are determined by strategic and tactical goals.

The content and content component is determined by the content of a particular academic discipline or set of academic disciplines. The tasks to be solved in this component are related to the separation of separate logical structures of the training material on graphic knowledge, their construction and the separation of relevant topics.

The teacher identifies the leading ideas of the course, distributes extracurricular and extracurricular activities, and identifies topics and sections that students can work on independently.

The inclusion of independent work in the process of training future vocational education teachers requires a thorough analysis of all planned activities in the course of lectures and practical training, and the establishment of a link between them, taking into account their gradual complexity. This demonstrates the functional impact of reproductive and creative independent work [4].

This component performs a descriptive and descriptive function. In this regard, the educational task of independent work is of particular importance. The choice of knowledge, its form, the nature of its use and application depends on the flow of thought processes, and thus determines the close relationship of the knowledge studied by the student to the activation of cognitive activity.

Conclusion

The next component of the model is technological. It consists of two interrelated elements — an algorithm for students to work independently and the development of teaching aids that enable students to activate their independent activities. The teacher's activity is primarily characterized by the goal of activating the student's independent work. Leads to the search for different combinations of independent work, which provides the acquisition of graphic knowledge and the development of creative potential of the future engineer, and at the same time focuses on the student to perform and activate independent work.

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