



IMPORTANCE OF DIDACTIC CONDITIONS IN ACTIVATING STUDENTS' INDEPENDENT EDUCATION

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Abstract

Independent education as a method of educational activity is a means of forming the necessary type of personality in the present time. The goal of teaching in the process of independent education is the formation of a system of self-developing connections that adequately reflects the objective reality, and it becomes the personal goal of each student.

Keywords: Independent education, activation, pedagogical process, pedagogical system, pedagogical process, innovative approach. mobile technology.

The work of forming a dynamic system must be done in the mind of every student, and it cannot be done by anyone. But this work is very complicated and requires a lot of energy from the student. Therefore, its success requires the qualified help of a teacher.

In its content and structure, it is a system of increasingly complex tasks aimed at forming the student's cognitive independence, the need to independently solve didactic goals.

In the process of independent education, didactic conflict forms and tools are set as a means of independent work education and a form of teaching, as well as scientific knowledge.

Achieving the complete unity of these two sides, if each independent work forms the task of clear knowledge, then learning basically loses its developmental and teaching tasks.

Solving the task allows the teacher to appropriately manage the student's learning process and exercise the necessary control.

We consider independent learning to be a learning tool that:

- corresponds to the didactic system;
- At each stage of the teacher's movement from knowledge to knowledge, he forms the volume and level of knowledge, skills and abilities necessary to solve a specific audience of knowledge tasks and, accordingly, moves from low to high levels of mental activity;
- develops psychological attitude to students' knowledge independence and activity;
- done by the students themselves,
- enables an individual approach to the educational process.

In the educational process, independent education acts as a means of activity activation and performs the following tasks:

1. Independent education helps to consciously acquire, deepen and expand creative knowledge;
2. Existing skills for creative learning of the subject are improved and new ones are developed,



3. The independent actions of the student understand the methods of scientific knowledge of a particular subject, acquire the necessary skills of creative knowledge.

The knowledge of a student of higher education should combine the study of science and the ways of its creative development. For a student, the way of mastering knowledge from basic information to its deeper essence is characterized by creative research, the connection of knowledge with the solution of life problems, science, production problems.

Cognitive independence, like any personality trait, is formed on the basis of various mental processes. Self-expression in solving various educational and practical tasks is, of course, closely related to critical thinking, knowledge and activity relations. In some cases, the student acquires new knowledge by doing some independent work, which acts as a product of research in relation to the cognitive process itself. In others, it is the knowledge used by the student in the process of studying a more complex problem that acts against the new knowledge acquired as a method of solving the problem. At the level of knowledge, in some conditions, students successfully move to solve other problems, first in similar or partially changed conditions, and then completely new. It can be seen that at different stages of the student's cognitive process, critical thinking, knowledge and learning activities are gradually interrelated and mutually demanding, reaching a relative unity in the process of their development. Any independent application of the knowledge acquired by students as a means of knowing, a method of explaining various concrete phenomena, transferring the learned methods of activity to various situations already implies a thinking process in which critical thinking takes place.

This is the most elementary stage of educational knowledge, in which thinking and knowledge enter into an initial relationship. In this case, the activity of students is low, and knowledge independence can be formed only at the lowest level - at the level of creative independence. In situations where it is necessary to selectively activate previously acquired knowledge, the degree of interdependence of thinking and knowledge is high. In such cases, based on all the available knowledge, the student implements this knowledge, as well as a number of individually highly developed, but narrow skills that are implemented by him, in accordance with the sequence of actions and directions in the process of solving problems. In fact, the student connects the task and knowledge, analyzes the conditions of the task, reveals the potential possibilities of certain knowledge as a method of solving the problem, which ensures a high level of his activity.

If the matching of task conditions, requirements and knowledge reveals a cognitive conflict, if the student's understanding is "the effect of attracting" to the search for scientific truth, then the student's activity will increase. This level of activity is possible only in the conditions of creating problem situations and solving the received problems. In this case, the student's critical thinking is productive, and is usually carried out with a wide cross-system transfer of knowledge based on intra- and inter-subject connections. At the same time, independence of knowledge is formed as a special condition for the successful formation of cognitive activity of students at higher levels (partial research and creative independence), exchange of one activity with another. This is based on the reproducibility and creative nature of students' acquisition of methods of knowledge and cognitive activity. The dialectic of relations between these components of cognitive activity in the real educational process is very complex. It



originates from both the object of cognition and the psychophysiological properties of the subject's nervous system, which implies a change in the alternation of psychophysiological functions during activity processes. Violation of this principle leads to the emergence of negative mental states in students, which affects their performance and the quality of their knowledge.

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