ISSN (Online): 2455-3662
EPRA International Journal of Multidisciplinary Research (IJMR) - Peer Reviewed Journal
Volume: 7 | Issue: 2 | February 2021|| Journal DOI: 10.36713/epra2013 || SJIF Impact Factor 2021:7.147|| ISI Value: 1.188

INFLUENCE OF INDEPENDENT LEARNING EDUCATION ON EDUCATIONAL EFFICIENCY

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ANNOTATION

The article presents the advantages of conducting lessons through teaching that encourages independent learning compared to traditional lessons, as well as recommendations and suggestions for their use in the educational process.

KEYWORDS*: Traditional lesson, non-traditional lesson, goal setting, control, monitoring, decision making, self-assessment, independent planning, theoretical and practical assignments, learning effectiveness, imitation.*

World scholars point out that the importance of independent study is enormous, it is one of the key factors in economic development and will serve to make the country more competitive in the world market. There are clear guidelines for enhancing human capacity for independent learning, such as the Malaysian Eighth Plan. The Plan emphasizes that in order to achieve the Mission 2020 goals, the system of secondary special, vocational education (VET) should focus on the training of multidisciplinary staff, and such employees should "regularly work on themselves, gain in-depth knowledge in their field and especially , to innovate in the field of modern technology. For this reason, the independent learning method is widely promoted and supported in order to increase the knowledge levels of student youth. [1]

Nowadays, when it comes to the learning process, experts have started to use the phrase "independent learning" more and more. Indeed, in today's world of ever-increasing information flows, rapid advances in modern technology, declining jobs, and uneven pace in other areas of society, it is useful to seek and learn independently, and thus to work on oneself.

Independent learning is a natural form of learning. Our children are always active and constantly on the move, and thus, with their play, they slowly begin to conquer the world of knowledge. They learn a lot because of the results they achieve as a result of their efforts and aspirations. When they go to school, however, they are surrounded by completely different conditions, and, of course, they are not yet accustomed to such a situation. Suppose our children, who were free to roam yesterday, now have to follow a certain order, listen and observe at all times. They need to listen to the person in the classroom, who is constantly talking about what they think is fun for the kids. [1]

Our young people now receive information of interest not only from their parents, teachers and coaches, but also from their friends and mainly from social networks and the Internet. Young people have the ability to digest large amounts of information. The more educated our children are - the more confident they are in their own strengths and abilities, the more confident they are in themselves - the more independent they become. [1]

The results of recent research by psychologists have shown that there is an integral link between doing something and learning. The fact that human ability to perform and learn is a single unit has also been proven during this research. For the past thirty years, human behavior has been the focus of research by these psychologists, who have called their theories "Behavior Management".

Behavioral management theory is a psychological theory of human behavior. This theory focuses on how a person sets certain goals in their mind and what they should do before achieving such goals, as well as the process of developing a clear plan. In other words. The integral connection between 'doing' and 'learning' constitutes the content of this theory. According to him, the desire and effort to perform any practical exercise arises, first of all, in the human mind. Doing the right thing is proof of right thinking. Doing a job at this point means being able to plan the specific tasks you need to do to get that job done.

The activities of teachers in traditional education can be summarized as follows:

1. The teacher sets the objectives of the lesson topic. It identifies the knowledge and skills

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that students should acquire at the end of a given topic. Explains the importance of the knowledge and skills acquired, ie provides information on how this knowledge and skills can be used in the future. They remind students of the results they have achieved. Reads introductory lectures on topics that need to be explored.

2. The teacher explains the steps needed to complete the task and demonstrates them with his or her actions while naming them. Students are asked to observe carefully. More information will be provided through demonstrations. When covering more complex topics, students are required to write down the name of each stage and the information provided.

3. The teacher carefully corrects the students' repetitions. Students try to replicate as much as possible the actions of their teachers. They explain the actions they are taking and say the name of each stage aloud.

4. Students apply the knowledge and skills they have acquired to a variety of work situations. The teacher evaluates the results: he determines the level of competence and explains the situations that need to be improved. Students' performance levels are assessed by the teacher.

The four stages described above are suitable for acquiring simple qualification knowledge, but teachers also use it to impart complex knowledge. They explain complex practical topics using lectures that usually last for hours. Students will be required to familiarize themselves with an excessive amount of theory before embarking on practical training.

A more effective and less time-consuming way of teaching is to introduce these students to a brief introduction to a topic and then encourage them to do independent research and study. Students find the information they need independently, and teachers now give comprehensive lectures on the topic from time to time so that students can complete assignments independently. The method of encouraging independent learning requires very active learning.

Teachers who are well versed in teaching methods that encourage independent learning should encourage students to find their own ways of completing assignments and to approach other issues through their own methods.

It is possible to create an independent learning process by conducting it in the form of a lesson focused on the formation of independent thinking. The training can be conducted in the following five stages, which encourage independent study [2]:

Step 1. In this case, students must independently achieve the goals based on the task (assignment) assigned to them, or set a specific goal themselves. Students must set their own specific goals, that is, to set a goal from completing the experimental work.

The teacher helps the students to identify the set of actions, materials and time needed to set their goals, and gives their advice.

Phase 2. Students determine the required stages individually or in groups, for example, how they plan to do the experimental work in the practice sessions. At the same time, the availability of the necessary equipment, laboratory equipment, didactic materials for the work is checked. Taking into account the number of laboratory equipment, depending on how many people can perform the work at a time, they develop a work plan, which is based on guidelines for performing experimental work.

The teacher gives the students their own advice on finding the necessary sources of information and, depending on the need, can give them the information they need [2].

Step 3. Students will be tested on their theoretical knowledge to carry out the experimental work according to their plans, using the test questions provided in the guidelines for conducting the experimental work. When students come to a decision on their plans, they present it to the teacher.

The teacher identifies possible errors and omissions in the decision and gives the student his or her own advice on how to remedy those errors and omissions.

Step 4. Students carry out the work in accordance with their work plans and the order of performance of the work given in the guidelines for the implementation of experimental work, and monitor their actions and the results achieved.

The teacher interferes in students 'work processes only if a dangerous situation arises (or could arise) when using the equipment, if the students do not follow the health and safety rules, or if they deviate significantly from the intended goal path.

Step 5. Students calculate the unknown quantities based on the results of the measurements given in the guidelines for performing the experiments and draw the required graphs, charts, or diagrams by filling in the appropriate tables. In this case, the initial assessment of how the task is performed, ie the experimental work, is given by the students themselves. To do this, they fill out evaluation sheets prepared by the teacher.

These assessments are then reviewed by the teacher and can also be modified as needed. In addition, students prepare a report (presentation) on their work and its results and submit it to the teacher individually [3].

Thus, the effectiveness of the lesson increases when the experimental lessons are conducted through the stages of the lesson, which encourage independent learning, because each student is forced to work independently and prepare accordingly, and they evaluate themselves. Therefore, no student will be left out during the

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course and student mastery rates will increase significantly.

If knowledge is independently understood, felt, studied in the face of difficulties, then this knowledge will be fully and deeply mastered. All this will depend on the responsibility of the science being studied, the ability to learn, the effective use of time in planning activities, self-control, error correction, and so on. Regular mental activity by the student develops the need for mental activity and teaches students to use time wisely. In this way, it will be possible to develop the independent educational activities of future professionals, to ensure the joint teaching and research work, to involve students in research work, on the basis of which to improve the quality of training of mature professionals [4].

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