



THE ROLE OF INDEPENDENT LEARNING IN THE FORMATION OF PERSONAL COMPETENCE

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ANNOTATION

The article analyzes the role of independent learning in the formation of personal competence. The mechanisms for determining the competence of a future specialist in higher education have been identified. Particular attention is paid to the positive impact of self-education on the development of youth as a person.

KEYWORDS- *Self-study, international educational standard, competence, creativity*

INTRODUCTION

In the current educational process, there is a growing interest in modern pedagogical technologies that allow students to search for the necessary knowledge, learn independently and draw conclusions. One of the important tasks of the higher education system is to develop the creative abilities of students, to further strengthen their need for knowledge, to form independent thinking skills, to train mature professionals.

In the concept of "Development of the higher education system of the Republic of Uzbekistan until 2030" (Decree of the President *et al.*, 2019) which was accepted in order to define the priorities of systemic reform of higher education in the Republic of Uzbekistan, raising the process of training highly qualified personnel with modern knowledge and high moral qualities, modernization of higher education, development of social and economic sectors based on advanced educational technologies there is stated that the main task was to establish a system of training highly qualified personnel who will make a worthy contribution to the sustainable development of the social sphere and the economy.

MAIN PART

Modern methods, forms and means of teaching, game technologies, problem-based learning and independent learning play an important role in improving the quality and effectiveness of education. This requires in-depth scientific and pedagogical research on the development of the content of independent education of students in higher education institutions and the improvement of methods of its organization and implementation.

Certainly, many higher education institutions have great opportunities for students to study theoretically and practically independently. However, in many cases, the formation of independent learning skills and abilities in the educational process is not considered a topical pedagogical problem, the analysis and development of independent learning content is not approached from a modern point of view, insufficient attention is paid to its effective methods, forms and tools. Other issues also show that there are a number of pedagogical problems in the organization, implementation, control of independent education of students in the preparation of bachelors in higher education institutions:

Firstly, the need to take into account the need of students for independent learning in the educational process and to create adequate conditions for them to acquire independent knowledge;



Secondly, the professional and pedagogical training of teachers of higher education institutions on the organization, implementation and control of independent learning of students is not up to date;

Thirdly, students do not have enough knowledge, skills and competencies for independent learning;

Fourthly, the lack of educational and methodological literature, recommendations, developments, guidelines, instructions on the organization, implementation and control of independent learning of students;

Fifthly, the fact that some of the bachelors being trained in higher education institutions do not fully develop the skills to make independent decisions and defend their views shows that the problem is extremely urgent.

It should be noted that during the years of independence, the country has carried out systemic reforms to develop higher education. Nevertheless, there were some shortcomings in the use of foreign experience in drawing conclusions.

Particularly, in conclusions based on the results of the analysis of a comprehensive study of the educational system of the Republic of Uzbekistan in January-June 2017 by a group of leading foreign experts in cooperation with the United Nations Committee on Education, Science and Culture (UNESCO) and DGP Research & Consulting there are stated that due to the lack of integrity of theory and practice in higher education, the inefficient organization of student internships in manufacturing enterprises, the majority of graduates, instead of becoming trained professionals, re-learn their profession after employment, in addition, shortcomings in the quality control mechanism of education do not meet modern requirements, lack of qualified teachers and management staff in educational institutions, insufficient effective cooperation with foreign educational institutions.

Uzbekistan's desire to join the modern industrial world has demanded that it creates a system of higher education that is able to adapt to the rapidly changing needs of the labor market.

One of the main ways to ensure the equivalence of the education system and the international recognition of national diplomas is to take measures to implement the recommendations of the Bologna Declaration. The Bologna Declaration covers a wide range of issues related to higher education reform.

Taking into account the above, it should be noted that in creating mechanisms for improving the quality of higher education quality management in our country, it is necessary to take into account both the national experience and the requirements of

international experience. Thus, it is possible to raise the quality of higher education to a higher level in accordance with the requirements of the modern labor market.

The main content of the educational process in the module system is to develop students' ability to learn independently, to provide them with the opportunity to choose subjects based on their interests in their field and to provide them with textbooks to help them learn independently. Most importantly, the modular system is important in that it eliminates the training of low-quality personnel in the higher education system.

The Resolution "On measures to further develop the system of higher education" (Decree of the President *et al.*) sets such tasks as "education of a highly educated and intellectually developed generation, the creation of a pool of competent scientific and pedagogical staff in higher education institutions are important" (Decree of the President *et al.*, 2017).

The competitiveness of higher education institutions requires them not only to fulfill their socio-cultural mission, but also to turn them into international centers of science and education. At the same time, of course, it is important to encourage students to work independently, to develop the ability to analyze foreign and national scientific literature in order to become mature professionals. The objectives of the integration of educational and research activities in higher education are to provide research staff, improve the quality of training of students in higher education programs, attract students to conduct research under the guidance of researchers, use innovations and achievements in science and technology in education (Shevchenko D.A. *et al.*, 2013).

In the current process of globalization, a graduate of a higher education institution, a specialist must be able to effectively organize their activities, that is, be competent. The term "competence" has been defined by researchers in the scientific literature. The term "competence" is derived from the Latin word "competo", which means "I achieve, I deserve" and means knowledge, knowledge and experience in a particular field (National Encyclopedia of Uzbekistan *et al.*, 2002).

Russian scholars E. Zeer and D. Zavodchikov (Seer E., Zavodchikov D. *et al.*, 2007) consider the term "competence" as "a set of actions of a specialist aimed at the effective organization of their activities."

Ohio State University scholars consider the concept of "competence" to be "a set of skills and competencies that an individual need to work effectively in a particular field". R. Meyers, one of



the leading researchers in this field, concludes that "competence is not the ability of a future specialist to meet certain criteria, but to be able to apply and prove it in production" (Ivanov D. *et al.*, 2007).

According to the Russian scientist M.M. Shalashova (Shalashova M.M. *et al.*, 2008), "the competence of a specialist is his integrated personality, the ability to solve problems in life and work on the basis of their knowledge, experience and personal ability." Of course, it can be concluded from the above scientific definitions that the role of independent learning in a person's competence is invaluable. Not only the knowledge acquired in the educational process, but also the knowledge gained through independent research, expanding and strengthening their knowledge and skills is invaluable in becoming a competitive staff.

Typically, the competence of a specialist is determined by the following indicators: professional competence; good knowledge of their field; regular professional development; work on themselves; responsibility for the decisions he makes.

Determining the competence of a future specialist in higher education institutions is a very important issue because the future specialist's activity in the public sphere is closely related to his competence. At present, it is proposed to implement the level of formation of the student as a specialist in the universities of Russia and some neighboring countries through a comprehensive assessment of his performance during his studies. In this case, the student's participation in the following activities is taken into account: the result of the defense of course work; the result of graduate qualification work defense; student participation in research work; student participation in various competitions, exhibitions and other meetings; results of pedagogical and industrial practice; student's participation in scientific Olympiads, republican and international conferences, scientific seminars and achieved results; student achievement in sports and other fields.

The main strategic goal of state policy in the field of education is the innovative development of the economy and providing opportunities for quality education in line with modern needs of society. Thus, the main task of the higher education institution is not only to ensure the formation of academic knowledge in students, but also, first of all, to form their skills to adapt, work and live in today's changing world.

Independent learning creates positive competition among students because they learn from each other and focus their minds, energy, and time on useful activities. By preparing for various competitions, participating in science Olympiads and

striving to win, participating in scientific and creative exhibitions, unknown aspects of student talent are revealed, the student's self-confidence, intelligence, and ability increase.

Independent education also has a positive effect on the development of young people as individuals. It involves the stabilization of character traits, especially the strengthening of volitional qualities, the improvement of qualities such as self-control. They are accustomed to being indifferent to things and events in the environment, to being able to evaluate them correctly, to express and justify their independent opinions.

Although independent education is organized in higher education institutions in accordance with the curriculum and program, it allows students to have a wide and deep range of knowledge, to achieve the desired results by applying it in practice.

The main strategic goal of state policy in the field of education is the innovative development of the economy and providing opportunities for quality education in line with modern needs of society.

It is known that the quality of education is the level of knowledge and skills, level of mental, physical and spiritual development that graduates of an educational institution achieve in accordance with the planned teaching and educational goals. In this case, the quality of education is the ratio of goals and outcomes, a measure of the achievement of goals that students have identified and predicted in the area of potential development. Based on current requirements, the following criteria should be established in determining the competence of students in higher education:

Firstly, the student must be able to apply the knowledge, skills and competencies acquired in the subject;

Secondly, intellectual ability;

Thirdly, psychological characteristics;

Fourthly, be able to solve the problem independently;

Fifthly, the desire for innovation and creative work on themselves;

Sixthly, to be able to express and defend one's opinion.

CONCLUSION

It should be noted that independent education serves as a factor in preparing young people to find answers to the complex problems of tomorrow without difficulty. Thus, the main task of the higher education institution is not only to ensure the formation of academic knowledge in students, but also, first of all, to form their skills to adapt, work and live in today's changing world. As noted by



President Sh.M.Mirziyoev: “It is necessary to intensify the work on finding talented young people and their purposeful upbringing. If we make science and education right, all fields will be developed by qualified specialists themselves.” (Meeting of President Shavkat Mirziyoyev *et al.*, 2020)

USED LITERATURE

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