Organizational and Methodological Support of Independent Work of Students in the Credit-Modular System of Education

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Abstract: *The article deals with the problems of planning, and methodological support of independent work of students in the credit-modular system of education. And we are also talking about the effectiveness of independent work of students significantly increases with the use of electronic technologies. Since the main tasks of modern higher education is the orientation of education not on the assimilation of ready-made knowledge, but on the development of students' independence, problem thinking, creative activity in acquiring new knowledge.*

Keywords: *independent work of students, educational cognitive activity, the role of the teacher and the student in the IWS, the teacher's management of students' educational activities, the transfer of control functions from the teacher to the student, the control of students' independent work.*

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According to research and experience of the pedagogical activity, the effectiveness of independent work of students increases significantly when using electronic technologies. In particular, students in extracurricular time can independently perform all semester control activities in disciplines using the electronic learning system of the university. In this case, both synchronous and asynchronous communications can be used. Synchronous communications are understood as means of communication in real-time (chats, webinars, video conferences, electronic boards, etc.). Asynchronous communications are means of communication that allow the exchange of information with a time delay. These include e-mail, forums, a file-sharing system, thematic mailing lists, etc.

The use of synchronous and asynchronous communications in the organization of independent work allows students to solve the following tasks:

➢ joint implementation of group projects, preparation of creative reports, reports, presentations, and messages, including within the framework of scientific research works of students;

➢ solving problems arising in the learning process (students' questions in the forum may concern not only the discipline but also problems with software, with the e-learning system at the university, etc.);

➢ discussion of the course (general discussion about the content of the course or the possibility of debates and confirmation of the results on the topic, module, or course as a whole);

➢ work with constantly updated teaching materials in the electronic library[2].

In Uzbekistan, the use of a credit-modular system of education in universities is becoming relevant, a large percentage belongs to self-education. To implement this system, on October 8, 2019, the head of our state signed a decree "On approval of the Concept of development of the higher education system of the Republic of Uzbekistan until 2030". This important program document defines" to include at least 10 higher educational institutions of the republic in the list of higher educational institutions occupying the first 1,000 places in the ranking of internationally recognized organizations (Quacquarelli Symonds World University Rankings, Times Niger Education or Academic Ranking of World Universities) and gradually transfer the educational process in higher educational institutions to credit-modular system". It is also indicated that by 2030, 85 percent of all higher educational institutions (universities) of the republic[1].

We share the point of view of scientists and practical teachers who note the special role of forums organized by teachers on the most pressing issues of the courses being taught. Forums allow you to express your opinion even to those students who, for whatever reason, cannot speak in the audience, present their arguments, get acquainted with the judgments of classmates, enter into a discussion and receive a qualified assessment of their performance by a teacher.

It should also be noted that electronic technologies significantly expand the opportunities for students to receive consultations.

The use of electronic technologies in the organization of independent work leads to the achievement of the following goals:

➢ individualization and differentiation of the learning process are provided;

➢ self-control and self-correction of educational independent activity is carried out;

➢ in the process of mastering the educational material, the student is trained and self-prepared;

➢ increased motivation for learning (the use of modern multimedia technologies, virtual reality, computer simulations, and immersion in the information and educational environment);

➢ the ability to independently make the optimal decision in a difficult situation is formed;

➢ a logical way of thinking and algorithmic culture of independent cognitive activity is formed;

➢ information culture is being formed.

Let's focus on the characteristics of the essence of the activity of teachers and educational and methodological structures of the university for the organizational and methodological support of independent work of students with a credit-modular learning system.

A teacher of an academic discipline should:

➢ develop a plan of IWS for an academic discipline (volume, subject of educational content, number of hours, forms of IWS control);

➢ prepare methodological guidelines for the organization of IWS when studying an academic discipline using elements of the educational process management system over the Internet;

➢ to prepare materials on paper and other media for independent work, containing recommendations for independent study of sections of the discipline, the terms of mastering the material for the study of sections of the curriculum, the terms of mastering the material according to recommended educational and scientific publications; examples of the design of the results of independent work;

➢ to determine the system of individual work with students, forms of self-control of the student, and control by the teacher;

➢ together with the leadership of the dean's office and the department, ensure that students are allocated time to work on a personal computer (if the student does not have a free PC with Internet access);

➢ determine the place and time of consultations at the department;

➢ place information (topics with explanations) on the student's initiative independent work in the university's e-learning system, which he can do under the guidance of a teacher to improve their professional competence;

➢ to assist students in mastering the methods of processing experimental data and interpreting the results;

➢ to provide students with the opportunity to carry out research work on modern equipment.

The head of the department should:

➢ ensure the development and publication of work programs of academic disciplines, textbooks and teaching aids, teaching materials, methodological materials, and guidelines for IWS in all disciplines taught at the department;

➢ monitor the availability of textbooks and teaching aids for all courses taught at the department;

➢ monitor compliance with standards when planning IWS by each teacher of the department;

➢ coordinate with teachers the timing of control measures and labor costs for the implementation of planned types of independent work in all disciplines provided by the teachers of the department;

➢ guarantee the validity and reliability of the criteria developed by teachers for assessing competence (knowledge, skills, possessions) that students should acquire in the course of the IWS;

➢ monthly monitor the implementation of the plan of independent work of students with the development of corrective measures to improve its efficiency;

➢ to provide the possibility of using computer classes of the department, faculty to perform independent work by students;

➢ to analyze the effectiveness of the IWS, to make adjustments to activate and improve the SRS to create favorable conditions at the department for students to participate in the implementation of grants, contractual, research, etc.

Library:

➢ organizes classes in library science and bibliography to form the skills of searching for information, its application in the educational process, and the ability to navigate;

➢ the reference library apparatus of the library, information systems, and databases;

➢ provides students with assistance in organizing independent studies, in the search for scientific literature;

➢ provides students with access to basic educational resources, and information databases, including bibliographic, and the ability to access the Internet.

Practice shows that didactically competent work on methodological support of students' independent educational activity is one of the important conditions for its successful organization. As noted earlier, the effectiveness of independent work largely depends on the position of the student, and on his ability to purposefully organize his educational activities. This is especially important in the credit-modular organization of the educational process when the class schedule becomes quite intense and requires a high level of responsibility on the part of both teachers and students.

Based on the above, the following conclusions can be drawn:

1. One of the main tasks of modern higher education is the orientation of education not on the assimilation of ready-made knowledge, but on the development of students' independence, problem-thinking, and creative activity in acquiring new knowledge.

2. The content of independent work in the context of the competence approach should provide for a variety of its forms and methods, the differentiated and variable nature of educational tasks based on an integrative basis (intrasubject and intersubject connections).

3. The transition to an asynchronous (nonlinear) organization of the educational process in a two-level education system involves students designing an individual educational trajectory and developing an individual schedule of independent work.

4. The effectiveness of independent work increases significantly with the introduction of new forms and methods of monitoring and evaluating students' academic achievements: a point-rating system, portfolio technology, electronic testing, etc.

Thus, further improvement of students' independent work in the conditions of a two-level education system with credit–modular training involves:

➢ clarification of the substantive aspects of independent work of students enrolled in bachelor's and master's degree programs;

➢ identification of effective forms, methods, means, and technologies of independent work of students in the context of the development of general cultural competencies and as a factor in the formation of professional competencies;

➢ development of the structure of scientific and methodological support for the independent work of students;

➢ definition of technologies for the implementation of independent work of students;

➢ development of evaluation tools for the effectiveness of independent work of students;

➢ development of a diagnostic device for evaluating the effectiveness of scientific and methodological support for the independent work of students.

List of literature

1. Decree of the president of the Republic of Uzbekistan dated October 8, 2019 PF-5847 "On approval of the concept of development of the higher education system of the Republic of Uzbekistan until 2030".

2. Tikhomirova N.V., Minashkin V.G., Dubeykovskaya L.N. The educational process in an electronic university: conditions and directions of transformation/Higher Education, 2011, No. 2.