



 Research Article

ACTIVATION OF THE INDEPENDENT WORK OF A HIGHER EDUCATION STUDENT USING A SCIENCE TEXTBOOK IN THE LECTURE LESSON

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ABSTRACT

In the article, the activity of creating a modular textbook for a student of higher education is formed, as a way of activating the student's independent work with the textbook.

KEYWORDS

Independent work, textbook, person-oriented education.

INTRODUCTION

The decrease in the qualifications of specialists in any field of knowledge and practice is often due to the fact that the teacher of the educational system focuses on the average model of a graduate of higher education in order to somehow fulfill the main curriculum of the course. The future of the country is related to the activities of today's youth, therefore, in connection with the education of emerging personnel, there is a need to improve

the quality of the education system at the level of international standards. Formation of personnel with new professional competences, personal opinion, and ability to think creatively is the need of the hour.

According to American and English didactics, independent education is a self-developing, nurturing educational activity.

Independent educational activities can be different (from completing a short-term assignment to self-assimilation of the entire optional course). Practices of independent use of various sources of knowledge acquisition, including Internet resources, are carried out outside the educational institution. The tasks are different, but they all mean achieving the goals set by the students. Competition work, individual assignment work, preparatory work, seminar work (students are introduced to the results of their work) and "research" work (working according to their own plan) for the development of special abilities prevail.

Activation of independent educational activities implies the following:

- a) classroom training should ensure the unconditional fulfillment of the minimum independent education set by all students;
- b) monitoring the performance of independent education and the performance of tasks individually;
- c) development of specific instructions for the implementation of independent education.
- d) independent education should include the entire scope of tasks, a list of all knowledge, skills and abilities, a set of requirements, grades; at the beginning of the semester, the deadlines for giving and completing independent education topics should be clearly indicated;
- e) determination of the initial level of student preparation, pedagogical diagnosis and implementation of individual assignments;

- f) tasks for independent education should include a basic part for everyone and an optional (recommendatory) part for those who are more ready;
- g) the most successful students are encouraged to participate in student research.

Activation of independent education implies the following.

1. Teaching methods of independent learning: developing skills, setting time guidelines for the task for the student to plan the time himself.
2. Provide a credible demonstration of independent learning to successfully acquire professional knowledge, skills, and abilities.
3. To present meaningful educational information in a problematic manner, repeating the usual methods of real thinking used in science and technology.
4. Use operational formulas of laws and definitions to establish clear connections between theory and practice.
5. Application of active learning methods (practical research, discussion, group and pair work, collective discussion of complex issues, business games, projects, etc.).
6. To introduce students to the structural and logical schemes of the academic subject, its sections and topics, and the use of video.
7. Methodical guidance to students to get used to independence, development including detailed algorithm, step-by-step reduction of explanations.



8. Development of comprehensive training manuals for independent education, including theory, instructions, tasks to be solved.
9. Creating teaching-methodical tools of an interdisciplinary nature, showing the practical importance of various topics and departments.
10. Adding difficulties to routine tasks, assigning tasks with redundant and missing information, including tasks of increased complexity.
11. Present control questions to the audience after each lecture.
12. Reading part of the lecture (15-20 minutes) after preliminary preparation by the students with the help of the teacher.
13. Giving the status of "student-advisor" to the most advanced students.
14. Development and implementation of team teaching methods.
15. Design and creation of modern information tools to activate students' independent learning (knowledge formation, self-control, etc.).

Currently, the activities of higher educational institutions are aimed at improving RMS and increasing its share. In junior courses, the greatest attention should be paid to the organization of RMS. A number of proposals, recommendations, already established directions can be distinguished: organization of individual training plans involving students in scientific research work, real design according to the order of enterprises; inclusion of RMS in the curriculum and training schedule with the organization of

individual consultations in the departments; Creating a set of educational and educational-methodical tools for the implementation of RMS; development of interdepartmental integrated RMS; RMS modular-rating control; directing lecture courses to RMS; collegial relationship between teacher and student; developing tasks that include non-standard tasks; recalculation of the teacher's individual workload, taking into account individual advice and RMS; holding classes that include the initial independent work of students on a specific subject of the academic discipline.

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