

ORGANIZATION OF ACTIVITIES AIMED AT DEVELOPING INDEPENDENT AND CREATIVE WORK

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Abstract: The article discusses the essence of the concept of "Independent Learning," the effective organization of students' independent learning in higher education, students' independent thinking, independent mastering of educational materials, tasks of varying complexity levels, and the formation of theoretical knowledge, practical skills, and competencies based on creative and independent completion of practical assignments both inside and outside the classroom.

Keywords: independent learning, self-education, independent reading, practical skills, independent thinking, creative thinking, student, education, need, competence, formation.

INTRODUCTION. A number of regulatory documents have been adopted in the higher education system of our republic aimed at introducing education focused on developing and shaping students' independent thinking. Practical measures are being taken to implement the requirements set out in these documents. Regardless of the form, level, or direction of education, although the content of education has not changed significantly, in practice, the number of classroom hours allocated in the curricula for subjects is gradually being reduced. This is being done by gradually increasing the number of independent study hours while keeping the total number of hours for each subject nearly the same. [1.75]

LITERATURE REVIEW. During the process of independent learning, students refer to additional literature and review previously covered topics. Many students work on the lecture materials assigned as homework, and while preparing lectures and essays, they use scientific-popular and periodical publications. Students should be introduced to the forms and types of assessment—such as written essays, reports, term papers, oral presentations, and answering questions—as well as the qualitative and quantitative criteria for evaluating each academic task. For self-assessment, each academic session should include recommended tasks (tests, questions, assignments, and exercises), which serve as tools for current pedagogical monitoring and allow students to regularly evaluate their progress toward educational goals.

According to I.A. Zimnyaya, independent work is considered the highest form of academic activity and is therefore of primary importance in students' professional education. I.T. Skvortsyn classified types of independent work based on didactic purposes and identified three types:

- The first type is aimed at acquiring new knowledge;
- The second type is aimed at improving existing knowledge (review, reinforcement, application);
- The third type is intended for testing knowledge.

M.A. Fedorova emphasizes that, from a student's perspective, independent work is a form of self-directed learning activity. Based on activity psychology, the following sequential stages are distinguished: creating motivation, setting a goal, forming an educational task, executing operations and actions, monitoring results, and analyzing outcomes.

The conditionality of successful self-directed learning activities based on independent work and the formation of key competencies have been proven by M.B. Balikaeva. The author interprets students' core competencies as systematized knowledge, skills, and abilities that contribute to solving various educational and cognitive tasks and gaining experience in independent learning activities.

The implementation and development of independent learning, as well as the levels of student engagement based on acquired knowledge, can be determined using the following criteria:

- Goal-oriented, motivational environment for independent learning;
- Skills that support the process of independent thinking;
- Skills directed toward organizing independent learning activities. [3.98]

RESEARCH METHODS. In organizing students' independent work, the specific characteristics of each subject, as well as each student's level of academic achievement and ability, are taken into account. The following forms are used:

- Independent study of certain theoretical topics using educational literature;
- Preparing an information summary (report/essay) on a given topic;
- Preparing for seminars and practical classes;
- Preparing to conduct laboratory work;
- Completing calculation and graphic assignments;
- Preparing a qualification thesis or master's dissertation;
- Applying theoretical knowledge in practice;
- Finding solutions to real-life problems (case studies);
- Creating models, mock-ups, literary works, musical pieces, and samples;
- Preparing scientific articles and conference abstracts;
- Depending on the specifics of the subject being taught, other forms of independent work may also be used in organizing students' self-directed learning. [4.185]

DISCUSSION AND RESULTS. When discussing the factors that contribute to the development of students' independent thinking, it is appropriate to consider their essence, significance, and potential outcomes. Therefore, in developing students' independent thinking competence, attention should be given to the following factors: [5.144]

Firstly, it is necessary to organize lessons that aim to help students acquire skills such as independent reasoning, inquiry, expressing their own ideas freely, and presenting their conclusions to their peers. In this process, educational technologies are expected to cover a specific area of pedagogical activity. On one hand, the area of activity forms a system of components based on the selected technology; on the other hand, it emerges as an integral part of the pedagogical process. [6.60] One of the primary tasks of modern pedagogical technologies today is to shape students' cognitive learning activities based on the content of contemporary education—that is, to ensure the delivery of knowledge through educational technologies and to guarantee the effectiveness of this process. Thus, conducting every lesson with special preparation has a positive impact on the quality of education and contributes to the development of students' independent thinking competence. [7.136]

Secondly, it is essential to make efficient and appropriate use of effective teaching tools during the lessons. The essence of the pedagogical process is reflected in the collaborative activity between the teacher and the student. In this process, the teacher supports the student in overcoming difficulties by providing information, demonstrating, reminding, offering explanations or advice, guiding, justifying, consulting, resolving issues, inspiring, expressing interest and respect, and maintaining high expectations. [8.227]

CONCLUSION. Thus, exemplary organization of independent work lays the foundation for mastering a large amount of scientific theoretical material, becoming knowledgeable, and developing into a qualified specialist. [9.230] Proper time management and the rational organization of

independent work, as well as determining its forms and methods, are of great importance. Completing assignments given as homework in various subjects is considered a simple form of independent work. A more complex form involves independently analyzing literature related to covered lessons—lectures, practical classes, seminars, and laboratories—and finding clear answers to certain questions. Teaching students to independently read sources and synthesize answers from multiple references leads to good results. [10.12]

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