

ORGANIZING INDEPENDENT WORK OF STUDENTS AND ADDITIONAL TEACHER CONSULTATION SESSIONS UNDER THE GUIDANCE OF A TEACHER

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ANNOTATION: This article examines independent learning, the organization of independent work, and methodological recommendations for implementing these using the example of the subject "Vocational Education Methodology"

KEY WORDS: independent work, types of independent work, internship, seminar, graduation thesis..

INTRODUCTION

The effectiveness of the educational process is determined by the interrelation of thinking, action and speech. With the help of language, thinking is strengthened and developed. Oral speech helps teachers understand the environment and their identity in it. However, the development of thinking requires not only communication, but also the independent activity of the student. The student's desire to improve his knowledge and skills is the basis for his intellectual growth, the growth of the process of acquiring knowledge.

Independent work of students consists of a complex of actions of the student, didactically organized by the teacher and aimed at self-training. The educational process for the student occurs without the direct participation of the teacher. The value of independent learning increases. The volume of information needs to be regularly updated. According to the calculations of computer scientists and sociologists, human knowledge in a specific area doubles in 5-6 years. This implies not only an increase in the quantitative indicator, but also an increase in the qualitative indicator. When getting acquainted with new literature on science, the teacher selects and recommends literature that will stimulate the development of the student's intellect within the framework of the course he teaches and at the same time. The various concepts and assessments existing in the socio-economic sphere make it difficult for the student to identify his own idea, solution and method from the existing ideas. Putting forward a personal opinion among a large number of scientifically based facts, numbers and ideas is a rather difficult task. The teacher's task is to warn the student about such difficulties and show the right path. The teacher, together with the students, creates new knowledge, interesting information about science from related disciplines, in addition to existing knowledge. What didactic goals and problem solving the teacher has depends on what methods and information he uses. In the study of the subject of vocational education methodology, textbooks, study guides, collections of conferences on vocational education, and explanatory dictionaries are considered as the main tools. Each of the cited sources has its positive and negative aspects. For example, textbooks and educational materials are sufficiently deep, systematic, and consistently presented in sequence. The main types of independent work of students. The types of organization of independent work of students are as follows [1]: I. Independent work with literature; II. Preparation for seminars, tests; III. Preparation of course project work and BMIs;

IV. Pedagogical practice; V. Preparation of reports for student scientific conferences. I. Independent work with literature. First of all, students should be formed with the skills of working with literature on vocational education methodology. In this case, the student should be taught to effectively use educational materials from articles to textbooks. A number of situations arise in the methodology of working with text. These include the following:

1. Understand and consciously master the reading material by identifying key phrases and concepts in

the text.

2. Clarify unclear terms and concepts;

3. Take a deeper approach to the questions considered in the training sessions; The level of difficulty of the questions is determined by the educational objectives. If the questions are aimed at existing problems in vocational education methodology, the problems are solved as a result of discussion. In the subject of vocational education methodology, the following methods can be used for independent work with the educational text:

1) A diary of information independently learned by the student, recommended by the teacher. This shows the student's approach to the problem, divided into positive and negative aspects. The student expresses his opinion in the form of a clear and concise thesis.

2) The use of cartography when working with the educational text. Cartography is a combination of existing concepts and ideas. In this case, the student, individually or in a group, studies the main ideas and existing connections, as a result of which a deeper understanding of the content of the topic being studied is achieved.

3) The method of critical situation discussion in the study of vocational education methodology educational materials. In this case, students are given the opportunity to express their independent opinions. To organize a critical situation discussion, a number of questions are raised, these are: - What does the author want to say, what do you think? - What are the inaccuracies in the results obtained? - What is your opinion in defending the author's position?

4) The "Give me the last word" method. The student is given the opportunity to find the most important passage in the available source and express his opinion on it.

5) The "Mazaika" method. In this case, students study new material in special small groups, then return to the original group and explain what they have learned.

6) "Synopsis" method. Based on the instructions given by the teacher, a synopsis is written from the literature on the topic. II. Preparation for seminars and tests. Preparation for seminars and tests involves a detailed study of the topic and its content. The teacher's advice, recommendations and instructions in studying the course play an important role in the student's preparation for tests. III. Preparation of course project work and final qualification works The purpose of writing course project work and final qualification works (BMI) is to generalize, systematize, and deepen the knowledge and skills of students. They are aimed at solving professional problems, solving issues of specific vocational education methodology. The topic of the research can be proposed by the scientific supervisor or the student. In this case, the main emphasis is on the knowledge that the student has learned and the conclusions drawn from them. One of the methodological requirements for a student's scientific work is the use of modern research methods, the ability to work with various literature (foreign and domestic sources), and work with the Internet. The content of the work should be understandable, consistently presented, and based on accurate sources, with the correct use of scientific terms. IV. Pedagogical practice Students of the 4th year of vocational education conduct pedagogical practice. The word practice comes from the Greek "praxis" - action, activity, and is a method of applying the theoretical knowledge acquired by the student in practice in the educational process. During pedagogical practice, 3 different qualities of the student are manifested:

1) knowledge of the subject;

2) pedagogical skills in teaching this subject; 3) interpersonal relationships. During this period, students give lectures, conduct seminars, participate in peer lessons, and at the end, a report is drawn up. In short, organizing independent work of students in teaching the subject of vocational education methodology creates the basis for students to conduct scientific research, think independently, and prepare mature specialists with a broad worldview.

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