



## DEVELOPING STUDENTS' LEARNING ABILITIES IN THE PROCESS OF SELF-STUDY

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### ABOUT ARTICLE

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**Abstract:** In this article, the importance of organizing independent work in the process of education and upbringing of students. In order to prepare students for independent work, the effective results of using the "Coaching" method, which is widely used in foreign education, and the criteria for evaluating students' independent work in the credit-module system for studying the topics covered in the "History of Pedagogy" module will be highlighted.

### INTRODUCTION

Along with historical experiences, innovative methods are also important in the development of learning competencies of future teachers. Because they embody the people's centuries-old historical experience.

The concept of development of higher education until 2030 envisages not only arming future specialists with knowledge, but also development of their educational activities, development of historical thinking, formation of personal and professional qualities with the help of pedagogical values. The educational process is organized as a process that activates the learning and learning activities of students, in which the design and management competencies of the future specialist are formed [1].

Educational-cognitive competence is a set of competences within the framework of independent cognitive activity, which includes logical elements of objects that can be clearly known, methodology, general educational activities. This includes knowledge and skills related to the analysis, evaluation, reflection, planning, organization of learning activities and abilities. The student acquires the skills of productive activity in relation to the object of study, acquiring heuristic methods of problem solving, methods of action in non-standard situations, directly through real knowledge. Within the framework of this competence information, appropriate requirements of literacy are determined: they are able to distinguish facts, acquire measurement skills, use statistical, probabilistic and other methods of knowledge. It is the student's ability to organize his activities in the process of independent learning, think logically, evaluate learning activities, analyze his knowledge and skills. The teacher encourages

students to compare, contrast, contrast facts, resulting in a situation of inquiry. In the formation of this type, the teacher uses various tests focused on information and knowledge.

The cognitive activity of the person is based on historical and cultural resources, the development of people's centuries-old values is justified by experts. Students' academic activity is reflected in their attitude to the educational process. In addition, learning activity is an important result of the learning process. As a result of the activity, all sides of the learners are revealed. This represents interest in learning new phenomena. The student becomes active as a result of enjoying his achievements, taking special interest in the learning process, learning professional rules and regulations. As a quality indicator of this process, the learning activity of the future teacher is raised to the level of need.

The interests of future teachers are the product of the desire to study certain pedagogical phenomena. The student's desire for independent learning and self-development is important. Future teachers will be able to determine their position and the scope of their life activities in the process of learning professional activities. It should be emphasized that interests arise as a result of a desire for activity, while needs are formed as a result of an interest in independent activity.

Students learn with special interest the knowledge that is manifested for the first time in their activities. At the same time, this knowledge provides the gradual development of students and serves to develop their cognitive activities. Accordingly, the student's cognitive activity is manifested as a subject and result.

Taking into account the versatility of the development of cognitive activities, two characteristic features can be distinguished:

- Manifestation of cognitive activity as an expression of activity;
- Cognitive activity is manifested in the form of a unique aspect and quality of a person.

L.P. Aristova, one of the experts who deeply analyzed the cognitive activity, evaluates the cognitive activity of the person as a creative attitude towards the environment and its phenomena[2,34]. Without this attitude, students' activities will not develop. And needs arise in the process of activity. Activity takes place in the process of satisfying it. It consists of the following components: need - activity - activity.

In order to prepare students for independent work, the use of the "Coaching" method, which is widely used in foreign education, gives effective results.

The word coaching is derived from the English language and means "to train". In the educational process, a continuous process is provided for the effective activity of the student and the teacher. Coaching is a teacher's individual consultation of students to achieve the educational goal, increase their internal potential, develop the abilities and skills necessary for the student, and master advanced strategies for achieving results. The goal of coaching is not to teach anything, but to create conditions for self-study so that students acquire the necessary knowledge and experience. This methodology is presented for professional and personal development in order to expand the opportunities of students to understand the tasks and changes they have set for themselves [3,12].

Also, another main purpose of coaching is to change the students, i.e. the learners, to think and think in a new way.

By using coaching, students can achieve their goals very quickly and in the most efficient way and with satisfaction. Its advantage is that it improves the effectiveness of educational activities, provides comprehensive development of students. It also has the ability to train them in good ways and methods. The use of coaching helps students to learn quickly and to enjoy and enjoy learning, and creates a good learning environment.

In the course of his research, the author tried to define the concept of coaching as follows: "It was concluded that coaching is a mutual partnership of two people aimed at the proper organization of students' individuality, a special form of education, personal and professional life of students" [5].

Organization of independent education of students is an important component of the credit-module system. The main idea of this system is that "teaching to learn", "teaching to do" is realized through independent education. Because according to the requirements of the European system of credit collection and transfer, 60 percent of the educational load of modules should consist of independent education [4].

According to the content and essence of the "European Credit Transfer System", student mobility, that is, it is convenient for them to gain knowledge and experience in other local or foreign higher education institutions in the direction of their choice, for students to work more on themselves, conduct research, and spend more time on themselves. is unique in that it conducts research.

In the system of higher education, independent education is considered as a means of acquiring knowledge, a form of learning and research. In the organization of independent education in the credit-module system, the importance of the educational hours allocated to it is very important. It is worth mentioning that credits are not just numbers. We can see that each credit for the student is a certain amount of learning load as well as the achievement of learning outcomes.

The components of the ECTS credit-module system:

- training load

- we can see that education has two outcomes. These two parts constitute an academic credit[5].

In the course of our research, we tried to develop the criteria for evaluating the independent work of students in the credit-module system for the study of topics covered in the Pedagogical History module of the "Theory and History of Pedagogy" subject in the educational direction of Pedagogy and Psychology [5]:

№	Type of independent education	The standard of time allotted to the student to work	The standard of time allotted to professors for evaluation	Form of control
1	Writing an outline based on a plan on a given topic	2-3 hours per subject	0.2 hours per student	Write an outline
2.	A topic reserved for independent work	1 topic 4 hours	1 hour per student	seminar

3.	Preparation of abstract on the topic	2-3 hours for 1 page	1 hour for each	Essay and presentation
	Preparing a basic outline	2 hours for 1 subject	0.2 hours for each	synopsis
5.	Essay	1 page 1 hour	0.3 hours for each	Essay preparation in practical training
6.	Creating a test on the subject	1 hour for 10 tests	0.3 hours for each	test
7.	Making a case	1 hour per 1	0.3 hours for each	synopsis
8.	Making videos	1-2 hours per 1	1 hour for each	Videos from electronic sources
9.	Conducting scientific research	8 hours for research	2 hours for each	Preparation of article, thesis
10.	Organization of competitions	4 hours for 1 event	2 hours for each	Conducting an event
11.	Organization of roll games	4 hours for 1 game	2 hours for each	Preparing the scene
12.	Writing an essay	1 page 1 hour	0.3 hours for each	essay
13	Preparation of the presentation	2 hours for 10 slides	0.3 hours for each	Electronic form of presentation

In the process of higher education, the systematic presentation of topics for the study of subjects in the credit-module system, through the organization of independent work of students, they develop

historical thinking, mental outlook, healthy religious faith, ingenuity, the desire to learn science, the tendency to master the secrets of science, self-awareness and national pride. feeling is formed.

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