
MECHANISMS OF FORMATION OF INDEPENDENT LEARNING SKILLS OF STUDENTS IN THE PROCESS OF CONTINUOUS EDUCATION INTEGRATION

Musakhanova Gulnora Mavlyanovna

Associate Professor of the Department of "Economic Theory" of TSUE,
PhD in educational sciences.

E-mail: gulnaramusahanova02@gmail.com

ORCID: 0000-0003-0268-0292

Annotation: In this article, the author examines the integration of the lifelong education system today and the formation of independent learning skills among students in it, as well as the problems arising in this area.

Keywords: lifelong education, independent learning, skill, competence, modern approaches.

As we know, at every stage of the continuing education system, there is always a need for independent research and learning by students.

In particular, the role of independent education in the ongoing reforms in the education system, in preparing today's youth for a successful social life, in developing in them such qualities as a deep worldview, healthy beliefs, and the ability to think creatively, is invaluable.

In the continuing education system of developed countries of the world, independent learning is widely promoted, and this method of acquiring knowledge leads to the systematic improvement of work processes and professional skills. In general, the importance of independent learning is very great, it is one of the main factors of economic prosperity and helps the country become more competitive in the world market.

In the general secondary education system, which is the basis of the educational process, it provides students with regular and systematic knowledge, the formation of a broad outlook and creative independent thinking, the development of students as well-rounded individuals, and the development of their interests and creative abilities. In developing students' creative abilities, the content of the subject or topic is of primary importance. The structure of the educational material and the method of its presentation are also of great importance. Teachers should consider the development of students' creative abilities as a main issue in the teaching process, not only to familiarize students with new information.

But today, the level of formation of independent learning skills among students of the general secondary education system is not at the level of today's demand, which is one of the pain points of continuous education.

Students of the general secondary education system, who have not developed independent learning skills, face obstacles after moving to the next stages of continuous education, professional education, and higher education system, which causes the quality of education to be violated.

As is known, the training of specialists who meet the requirements of the present day is one of the urgent issues facing continuing education institutions. Solving the complex tasks of educating and training young people depends on the ideological convictions, professional skills, talent, and culture of teachers, the use of modern pedagogical and information technologies, and the interaction of students. Independent learning activities play a key role in the development of students. In the process of continuing education, students, in their independent learning activities, consolidate, expand, and deepen the knowledge they have gained from educational activities, generalize or privatize concepts or their properties, apply the knowledge they have gained in practice to solve problems, independently search for ways to solve the problem posed and choose the most appropriate and effective of the solution methods, and prepare for future educational activities.

The professional education system of continuing education is the main link in the professional study of our youth. The presence of correspondence education in it creates convenience for young people. The educational process in correspondence education is organized based on the curriculum and subject (module) programs prepared for full-time education based on the relevant educational standards and qualification requirements of the educational fields and approved by the Ministry of Higher and Secondary Specialized Education. In the period leading up to the academic session, correspondence education is carried out in the form of independent, including distance learning. In this case, the student independently masters the topics specified in the subject programs planned for the semester, using methodological instructions. After completing the assignments on the subject (module), the student sends them to the subject teacher within the established deadlines (usually remotely via the Internet) and registers them. The subject teacher checks the materials sent by the student and evaluates them as intermediate work. The subject teacher can send the next assignments and instructions on the subjects, as well as conduct online training sessions. In this process, the skills of students formed on independent education in the general secondary education system will give effective results.

As another reform in the system of continuing education, it can be said that the adoption of the "Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030" [1] based on the Decree of the President of the Republic of Uzbekistan No. PF-5847 dated October 8, 2019, in order to determine the priority areas of systemic reform of higher education in the Republic of Uzbekistan, to raise the process of training highly qualified personnel with modern knowledge and high spiritual and moral qualities, independent thinking, to a qualitatively new level, to modernize higher education, and to develop the social sphere and economic sectors based on advanced educational technologies, is aimed at eliminating these problems.

One of the urgent tasks at the higher education system stage of continuous education is the formation of independent learning skills in students. The Concept for the Development of the Higher Education System of the Republic of Uzbekistan until 2030 stipulates the transition of 85% of all higher education institutions (HEIs) in the republic to the credit-module system by 2030 [2].

The credit-module system is a process of organizing education, which is a set of module technologies of education and an assessment model based on credit measurement. Its implementation as a whole is a multifaceted and complex systemic process. The credit-module principle focuses on two main issues: ensuring independent work of students; and assessing students' knowledge based on ratings. Thus, the credit-module system consists not only of conducting classes based on innovative educational technologies, but also of teaching the student to independently study and learn, to have a new attitude to education, to acquire the necessary and deep theoretical knowledge, and to form practical skills based on the demands of the labor market. In short, this system is aimed at the professional development and perfection of the student. It can be said that it is aimed at ensuring lifelong learning of the scholar and the formation of human capital that can meet the labor market and modern requirements [4].

The introduction of the credit module system is an important factor in the cooperation of teachers and students. In modular education, the teacher organizes, manages, advises, and checks the student's learning process. The student, on the other hand, independently moves towards the assigned object. The greatest emphasis is also placed on students' independent learning.

In conclusion, we believe that improving the integration of the formation of independent learning skills in students in the process of continuing education will be the basis for training competitive personnel for the continuing education systems of developed countries of the world.

List of used literature:

- [1]. Ўзбекистон Республикаси Президентининг “Олий таълим тизимини янада ривожлантириш чора –тадбирлари тўғрисида”ги қарори. “Халқ сўзи” газетаси. 2017 йил, 21 апрель, № 79 (6773)
- [2]. Ш. Мирзиёев. Ўзбекистон Республикаси олий таълим тизимини 2030 йилгача ривожлантириш Концепцияси. 2019 йил 8 октябрдаги ПФ-5847-сонли [Фармони](#). <https://lex.uz/>
- [3]. Мусаханова Г. М. “Кейс-стади” технологияси талабаларнинг мустақил таълим жараёнида ташкилотчилик қобилиятини ривожлантирувчи инновацион метод сифатида //Архив научных исследований. – 2022. – Т. 2. – №. 1.
- [4]. Мусаханова Г. М. Мустақил таълим жараёнида таълим оловчиларнинг ташкилотчилик қобилиятларини инновацион технологиялар асосида ривожлантириш //Архив научных исследований. – 2022. – Т. 2. – №. 1.
- [5]. Akbarova S. SOME ASPECTS OF DEVELOPING CREATIVE COMPETENCES IN THE PROCESS OF INDEPENDENT STUDENTS //Архив научных исследований. – 2022. – Т. 3. – №. 1.
- [6]. Akbarova S. TA‘LIMNI RAQAMLASHTIRISH DAVRIDA TALABALARNI MUSTAQIL TA‘LIMNI TASHKIL QILISH //Архив научных исследований. – 2022. – Т. 2. – №. 1.