

THE PLACE AND ROLE OF INDEPENDENT WORK IN THE MODERN EDUCATION SYSTEM

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ABSTRACT

The article analyzes the issues of self-preparation of students. The definition of the concept of self-preparation is given, using an anthology of well-known.

The necessity of the development of independent training as a type of training is substantiated.

The principles and features of the organization of independent training in higher education institutions have been determined.

Keywords: Self-preparation of students, Higher Education Institution Training, Medical, Discipline, Pedagogy, Disciplines.

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INTRODUCTION

The modern world is on the verge of a transition to the post-industrial or informational stage of its development. Production is becoming more technological, more modern, more demanding on the qualifications of specialists. Graduates, first of all, must have the necessary skills, which are mandatory in the performance of professional tasks. The volume of information is being updated extremely rapidly. According to various sources, the doubling of the volume of all scientific information occurs every one and a half to two years. Thus, it becomes obvious that the entire system of professional education must be radically rebuilt. The content of education also needs revision. The education that university graduates received 10 years ago did not correspond to the realities in which they found themselves. The technological revolution poses different challenges for education. One of the priority tasks is the formation of a competent, competitive specialist equipped with the tools necessary in the professional field.

In addition, many new industries appear, and, accordingly, new professions and specialties that did not exist before. Another factor that has become an impetus for the revision of the system of higher professional education is the global integration process. In the context of globalization, a tendency is formed to unify professions and the content of training them. The exchange of experience, knowledge and specialists is becoming one of the development criteria [1-6]. Given the dynamics of the accumulation of knowledge by mankind, the concept of lifelong education throughout life is gaining relevance.

The implementation of the principle of lifelong education is impossible without strengthening the role of students' independent work at the university, during which independence is formed as a personality trait, the way of action is mastered to solve educational and professional tasks. This is the relevance of this work. While restructuring, domestic higher education does not have uniform requirements for how the organization of students' independent work should look like. Therefore, the experience of universities trying to meet the requirements of the time can be considered useful. On the basis of this experience, the problem of the given about the correspondence of the system of organization of

independent work of students is being built [7-9].

The main principles of modern higher education have become a personal approach, fundamentality, creativity, professionalism, and competence. Competencies are formed primarily through the active work of students, including through independent learning activities. Thus, it can be noted that passive teaching of students at the university gives way to the activation of their activities.

The student begins to be viewed as a subject of educational activity. In such conditions, the interest in independent work of students among teachers, psychologists and methodologists is growing significantly. It should be noted that many university graduates do not have a sufficiently solid base of professional knowledge, do not have the skills of independent work and creative information activities, do not feel the need for constant self-education and professional self-improvement.

The purpose of the work is to determine the features of the organization of independent work of students. The material for the research is the sources and literature of recent years. Among the literature, one can highlight articles in magazines, almanacs, materials of conferences, round tables, collections of articles, monographs on higher education pedagogy.

MAIN MATERIAL

The traditional educational paradigm has ceased to correspond to the requirements of the market, time, demands of the state and society. The change in these requirements is due to a change in the pace of life, an increase in technological innovations. A global information field is being formed. Informatization as a process has covered all spheres of human activity. The representative of the time is a specialist who has mastered the necessary amount of theoretical knowledge, a system of skills for independent educational and professional activities, who is ready at any time to improve his qualifications or even retrain. With regard to specialists, such characteristics as competence and mobility are applicable.

Today, universities are faced with a contradiction. Most of them work in the traditional educational system. On the other hand, the modernization of higher education carried out in the country in recent years offers new standards and

rules for education. Currently, there is a low activity and interest of students in their own education, which affects the quality of their training. An increase in the proportion of independent work is necessary for both personal and professional growth. The formation of the skills of cognitive independence among students and graduates of universities is becoming one of the priority tasks of higher professional education. Therefore, the task of teachers is to create conditions for students to see the prospects of their profession. The formation of general educational skills and abilities of students is the foundation for the success of further development of the specialty.

In addition to the lecture form of teaching in higher education (including universities with a traditional education system), seminars, practical and laboratory classes, colloquia, etc. are used. They perform the function of enhancing the activity of students by consolidating and checking the level of mastering the educational material in the process of dialogical, interpersonal communication between the teacher and students. The effectiveness of the educational process of a university depends on the system of methods and teaching aids used by the teacher in their relationship and unity, taking into account the professional specifics of the educational institution. The priority form of organizing the educational activities of university students is their research work carried out in the course of writing coursework, final qualification, diploma projects. It aims at professionally oriented scientific creativity. The actual professional development of higher school students as future specialists begins with it.

The modern university is gradually becoming the center of scientific thought. The analysis of sociological literature shows that more than 70% of new scientific information comes out of the walls of higher educational institutions.

The center of the research approach in university education is a clearly defined educational policy, which is designed to ensure the integration of the prospects for the development of fundamental science and professional training of students. Independent work has several components, the implementation of which will allow us to talk about the formation of certain competencies in students. The executive component requires a certain level of basic knowledge and skills from the student; development of the ability for analysis, synthesis, comparison, abstraction, generalization; skills of working with information (speed of reading while maintaining a high degree of understanding of the text, the ability to take notes, draw up abstracts, reports, etc.). The reflexive component presupposes the ability to determine the boundaries of the known and the unknown in order to obtain missing information, criticality to actions and skills, the ability to correlate knowledge about one's capabilities and possible transformations in the objective world and oneself with the requirements of the activity and the tasks solved in this case. The organizational component includes the following skills: determining the amount of work performed, highlighting the stages of work, setting goals and objectives at each stage of activity, allocating time when completing a task, organizing a workspace, attracting additional funds to complete the task independently. In addition, this component assumes a certain level of self-management skills formation. The control component includes the ability to assess the quality of both the final product and individual stages of independent work, the ability to choose adequate forms and methods of assessment.

The given division is conditional, however, according to E. Astakhova, it made it possible to identify the necessary

psychological and pedagogical conditions for preparing a student for independent work. The educational activity of students has a polyfactorial conditioning. The end results of learning activities are determined by the dynamics of relationships in the structure of objective factors in the learning process. Higher educational achievements are possible only at high levels of formation of the structure of students' own activities and their positive motivation.

Ability to work independently, i.e. cognitive independence is an integral quality of a personality. Considering that each personality trait develops in the process of the corresponding activity, the main attention should be paid to the organization of independent work, requiring mental stress, updating the knowledge and skills necessary in cognitive activity. Thus, the value of independent work lies in the level of formation of the methods of educational activity and independence.

Since the independent work of students contributes to the development of certain personal qualities in the subject of learning, it can be noted that this process is most important, since real connections between the organization and the content of educational activity are recorded in the value core of the personality. New conditions for the development of society set new priorities and tasks for the system of higher professional education. The task of forming a qualitatively new level of training of specialists with their own style of thinking and an original approach to solving the tasks is put forward as a priority. Purposeful development and systemic reform of higher education dictates the need to develop new approaches to the organization and content of educational processes aimed at ensuring compliance with international educational standards.

Independent work of students is one of the most important and most effective elements of education in a higher educational institution. It is divided into classroom and extracurricular. The traditional classroom types of independent work include the performance of laboratory work, control and independent work, writing control, etc. Extracurricular types of independent work include preparation for classroom studies (doing homework, preparing theoretical questions for lectures, seminars, practical and laboratory classes), completing coursework and diploma works, preparing for passing tests and exams, etc. Independent work is one of the forms of organizing the educational activities of students, which contributes to the development of independence and activity, and also stimulates the development of students' creative abilities. These definitions, published in modern editions, also demonstrate a non-systemic approach to the definition of students' independent work, since they first of all reveal the forms of work.

In his work A.N. Rybnova gives several points of view on the definition of students' independent work. N.P. Kashin understands the independent work of students as various types of work performed without the direct participation of the teacher, but according to his assignments. This definition is incomplete. The role of the teacher is not only in the issuance of assignments and passive monitoring of their implementation, but also in leadership, which will contribute to the development of students' independence in their cognitive activity [9].

R.B. Sroda considers an independent work such an activity that they perform, showing maximum activity, creativity, independent judgment, initiative [13-18]. However, it should be noted that not every activity requiring high mental activity is independent. According to Rybnova, the most complete definition of independent work of students

is given by B.P. Esipov. He considers the independent work of a student to be such work that is performed without the direct participation of the teacher, but on his instructions and at a specially allocated time for this, while students consciously strive to achieve the goal set in the task, showing their efforts and expressing in one form or another the results of their mental or physical actions. This definition draws attention to quality (consciousness of achieving the set goal, the importance of one's own efforts in completing the assignment), indicates the role of the teacher.

Educator-psychologist I.A. Zimnyaya argues that independent work is an educational activity organized and carried out by a student at the most rational time from his point of view, controlled by him in the process and result on the basis of external mediated systemic management of it by the teacher. This view reflects the essence of the personal approach. Understanding of students' independent work in the context of a psychological model is increasingly seen in the works of teachers [11]. Another quite relevant definition is given by L. G. Vyatkin. In his opinion, independent work is such an educational activity in which, under the conditions of a systematic decrease in the direct assistance of the teacher, students perform tasks that contribute to the conscious and lasting assimilation of knowledge, skills, abilities and the formation of cognitive independence as a personality trait. This definition reflects many aspects of the content and goals of students' independent work. There is also a characteristic of such psychological aspects of independent work of students as the formation of independence as a personality trait, as well as an understanding of its levels of organization and control.

At the present stage of development of the system of management and control of independent work of students, the following definition is often used: "Independent work of students is a way of active, purposeful acquisition of new knowledge and skills by a student without direct participation of teachers in this process". Specific methods for the implementation of independent work are chosen by the student, and, if necessary, by agreement with the teacher (teachers) within the conditions (restrictions) established by the current regulatory documents. The main complexity of the modern system of organizing students' independent work has its roots in the past. The complexity of the problem lies in the need to optimize the combination of time for lectures and for performing independent work in various disciplines.

In addition, speaking about the independent work of students, as a higher form of educational activity, it is implied that students have educational and cognitive motives or motives for self-education, at least in the senior years.

One of the most important components of the organization of independent work of students is its goal. Objectives are function-based. N.V. Solovova defines the following functions of students' independent work:

- developing (improving the culture of mental work, familiarizing with creative activities, enriching the intellectual abilities of students);
- informational and educational (educational activity of students in classroom lessons is supported by independent work);
- Orienting and stimulating (based on assessment, reflection and correction);
- upbringing (professional qualities of a specialist are formed and developed);
- Research (formation of a new level of professional and

creative thinking).

Different authors offer different formulations of goals for independent work. For example, A.V. Zhukov proposes the following classification of the goals of students' independent work: didactic goals, educational (instilling independence as a personality trait and a stereotype of cognition, that is, the need to supplement and update knowledge) [13]. Among the didactic goals, he distinguishes the following: to learn to independently obtain knowledge from various sources; to form the skills and abilities necessary for future specialists; to increase the responsibility of students for their professional training; develop independence in planning, organizing and performing their future professional activities; to form students' professional thinking on the basis of independent work when performing individual and group tasks in disciplines. In the work of Solovova, several other goals in terms of formulation, but similar in content, are proposed for students' independent work: systematization and consolidation of the knowledge and skills acquired; formation of skills in working with sources; development of personal qualities (independence, responsibility, organization); development of research skills; the operational component of students' independent work is inextricably linked with the use of methods of educational activities, in accordance with the purpose of the assignment and the course. Achievement of the goal occurs through planning and specific steps required for its implementation. The effectiveness of students' independent work directly depends on its planning. The main planning documents for teachers are the schedule of classes, the provision on independent work of university students, as well as the curriculum (program); Based on these data, the student builds his own plan for the tasks.

Thus, he has the opportunity to complete them at a convenient time for himself, taking into account the previously agreed upon available deadlines. It should be noted that the importance of developing normative documentation that determines the organization of independent work in a specific university is very high.

A very important condition for the effectiveness of independent work is its control. Psychologically, for a student, only the work that will be monitored and evaluated makes sense. Control can be viewed as a management function by which the teacher determines whether his teaching technology is correct and does not need to be adjusted. In addition, control is also a process of ensuring the achievement of goals. The control function in educational activities (according to DB Elkonin) is to determine the correctness and completeness of the operations that are part of the actions, methods of action aimed at solving the educational problem.

Control should be strictly regulated, justified by the curriculum. First of all, this is necessary so that there is no misunderstanding between students and teachers, as well as so that the curriculum does not conflict with the independent work of students. So that they are interconnected and follow from each other. A prerequisite for ensuring the effectiveness of monitoring the independent activity of students is the observance of consistency and phasing in its organization and implementation.

A.N. Rybnova proposes to classify control by types, principles and stages. By types of control can be preliminary, current, final (final). The principles include the following [9]: strategic nature; result orientation;

timeliness;

flexibility and simplicity;

profitability;

These principles lay the foundations for successful control, searching for possible deficiencies and correcting them.

On these principles, the stages of the teacher's work are also built to exercise control: developing standards, comparing the results with the standard, changing the result and carrying out correction. The strategic nature reflects the general priorities of the organization of activities and supports them. Results orientation involves the actual achievement of goals and the formulation of new ones. Timeliness refers to the time interval between measurements and evaluations that are adequate for the controlled event. Flexibility implies adaptation to changes in the internal and external conditions of the organization of activities. Control allows you to see how effective the work is, as well as how satisfied the needs of students.

It should also be noted the motivational-reflexive control function. It is this that is of particular importance, since the ability of students to reflect on their own activity is an indicator of the level of mastering the techniques of independent thinking and search activity, as well as the level of cognitive independence as a personality trait. Self-control is the ability of a person to control the level of assimilation of knowledge, both in general and at individual stages.

Self-control is a necessary component of any intellectual skill, characterized by the mastery of effective techniques or methods of mental activity. A.E. Bogoyavlenskaya points out that in the course of students' independent work, the teacher's control should also turn into self-control, assessment - into self-assessment [8].

Evaluation is a special indicator of the subject's movement in the process of mastering the object. It was found that the connection between control and assessment as structural components of educational activity is two-sided: control in its final part contains a partial, portioned assessment; for its part, assessment, formed on the basis of control, motivates him. This means that control can only be where there is an assessment.

When assessing, especially in the conditions of independent work of students, the following methodological requirements should be taken into account:

focus of assessment on high results;

the practical orientation of assessment, the connection of knowledge gained in the process of cognitive activity with applied skills and abilities that should be exercised in educational situations close to real ones;

assessment should be aimed at developing creative, analytical, critical thinking;

assessment should develop and encourage students' independence and autonomy, etc.

A student, in conditions of an increase in the proportion of independent work, must create and apply assessment tools, both for external and internal control. Assessment and self-assessment are components of reflection and correction of students' activities. On the basis of these operations, new goals are set, shortcomings are eliminated, the activities of both the teacher and the student are corrected.

Organizational measures that ensure the normal functioning of the student's independent work should be based on the following prerequisites:

independent work should be specific in its subject matter;

independent work should be accompanied by effective, continuous monitoring and evaluation of its results.

Thus, on the basis of the given views of different researchers on the structure of the organization of independent work of students, a variant of the organization of independent training with the following organization principles is proposed. The independent work of students is based on three organizational components: conditions of organization, principles of organization and structure of activities. The necessary conditions include: the presence of a normative base for independent work of students (provisions have been developed that regulate, based on normative acts), the provision of methodological and control materials (this includes methodological recommendations, tasks for monitoring independent work, etc.), the availability of the necessary material base. (library funds, information resources, Internet access, etc.), the ability to choose an individual educational trajectory. The availability of teaching materials will allow organizing independent preparation for classes, contributes to the planning of their activities. Individual trajectory of learning - the ability to plan, self-control and correction of their own activities.

The principles of organizing independent work of students in general correspond to the principles of didactics, and represent the following: consistency, connection between theory and practice, gradual increase in difficulty, differentiation, creative activity.

The principle of consistency is manifested in the constant control of independent work, as well as in the constant organization of new tasks in the course of mastering the disciplines.

The principle of connection between theory and practice makes it possible to apply the obtained theoretical knowledge for the purpose of self-control of results, checking the level of application of knowledge.

The gradual increase in difficulty is manifested in the deepening of the level of information processing from reproductive to creative. The principle of differentiation implies individual work with students of different cognitive abilities. Creative activity is a necessary principle for organizing students' independent work, designed for a high level of material transformation and skills of independent learning activities.

The structure of independent work as an activity meets all the necessary components: motive, goal, operations, control, reflection, correction.

For the successful organization of independent work of students, it is necessary to fulfill all the conditions, principles and stages presented, while it is possible to determine how the organization of independent work of students meets the modern requirements of education and what are its features.

CONCLUSION

Thus, for the successful organization of independent work of medical students, it is necessary to fulfill all the conditions, principles and stages presented, while it is possible to determine how much the organization of independent work of students meets the modern requirements of (medical) education and what are its features.

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