

THE PROBLEM OF DEVELOPING SKILLS OF INDEPENDENT ACQUISITION OF LEARNING NEW INFORMATION

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Annotation: The analysis of the problem in practice shows that today the independent work of students in the credit-module system of education is not properly organized, because there is no clear definition of the scope and types of educational tasks for independent work, students have insufficient skills of independent work. As a result, low efficiency and lack of interest in tasks for self-study prevails.

Key words: students, independent work, skills, activity, learning, motivation.

Method of problem situations. The problem situation is defined in the literature as the mental state of mental interaction of the subject (student) with the object of knowledge, a state characterized by the need and efforts of students to find, "discover" and learn new, still unknown to him knowledge needed to solve educational problems .

The problem situation has a logical form of a cognitive task that captures some contradiction in its conditions and ends with a question (questions) that fixes this contradiction. The answer to the question that resolves the contradiction that the student experiences as an intellectual complication is unknown. Involving students in the history and logic of resolving these contradictions is an excellent school for the development of independent, creative thinking of students, the activation of cognitive activity, the development of cognitive interest.

To activate students' thinking, focus their attention, the lecturer can ask the audience by activating rhetorical questions. After a pause, the teacher engages students to answer the activating questions, if desired, or calls a specific student personally. An optional invitation is more appropriate, because the probability of obtaining a correct and complete answer is higher, and the method is more

democratic. The challenge of a particular student is usually related to the educational aspect. The teacher should comment on the answers, in addition, it is necessary to achieve the correct answers, at least? answer the question yourself.

Dialogue in lectures, as an exchange of views between the teacher and the audience, is based on the use of intermediate, set out at some stage of the lecture educational information.

When organizing a dialogue, it is necessary to ensure full trust, it is necessary to create a situation where each student wants to share his opinion with the teacher, without being afraid to express even the wrong judgment. After all, the main thing in dialogue? to arouse interest in this problem, to enable the mechanisms of thinking, and, having achieved this, the teacher can easily correct incorrect answers of students in a short summary and, if necessary, further explain the material.

Experienced teachers to strengthen the desire of students for educational information recommend occasional use of intentional errors. Intentional mistakes have nothing to do with mistakes related to the teacher's lack of mastery of the teaching material or due to inattention.

Intentional errors can be divided into two types:

- Activating errors are created in order to include a mechanism of students' thinking for processing educational information in the process of joint error detection. Such a "mistake" must be carefully prepared and thought through. So, an "error" is created. Next, the teacher must involve the entire audience in its search. Not the teacher is looking for a "mistake" and students are watching his actions, but vice versa. To do this, the lecturer turns to the audience for "help" in finding a mistake. Students, as a rule, are actively involved in "providing assistance to the professor", thus solving the task set by the teacher to enhance the cognitive activity of students. Of course, this technique can be used rarely, however, with its help you can sometimes beat an accidental mistake, for example, in the conclusion or in the formula.

- Errors that emphasize the main thing: in the formula, definition. For example, in the definition, skip the keyword (argument of the function of several variables), and then apologize and force to enter this word (argument), and even emphasize.

The problem of developing skills of independent acquisition of new information is a very important problem of learning. One way to develop this skill is to use the lecturer to explain new learning information as if "thinking aloud." Thus the lecturer is obliged to show to the student all course of the logical reasoning leading to the decision of this or that problem, a problem. Due to this, the student masters the logic of the teacher's reasoning and gets something more important than the educational information itself.

Game situation at the lecture? it is a methodical method of activating the mechanism of thinking. The essence of this method is to ask the audience a question, and the organization of the game-competition as an additional incentive: Who thinks faster? Who will come up with a more original solution? In the lecture stream it is possible to organize competitions between study groups, given their constant competition. It is actually a dialogue with the elements of the competition, as in a television club of experts.

The main channels of receiving information in the learning process are visual and auditory channels. Accordingly, the main forms of information presentation are verbal and visual. The basis of the verbal form is language, a word with which the teacher encodes information and transmits it to the listener.

Psychological research on the assimilation and memorization of information has found that the share of assimilated educational information depends on the channel of educational information. The most effective perception of information provides a combination of verbal and visual forms of its presentation. This is one of the main forms, because language is the main means of communication. However, this is not the most productive form of presenting educational material. The visual form of information presentation is much more productive, because the bandwidth of

the visual channel for receiving information is much higher than the bandwidth of the auditory canal .

Thus, the method of visualization implements the principle of clarity of learning. Visibility contributes not only to a more successful perception and memorization of educational material, but also allows you to activate the mental activity of students, to penetrate deeper into the essence of the studied phenomena. You can talk for a long time about the nature of some dependencies, some forms and devices, some things, etc., but just look at the graph of this dependence, the picture or diagram, photo of the object, the histogram instead of the data table and everything becomes clear.

The study of the laws of visual thinking shows its connection with the creative decision-making processes. The method of visualization contributes to the formation of the thought process through the systematization, concentration and selection of the most essential elements of the analyzed information.

Visual information can be presented to students as a demonstration of a phenomenon, real or object layout, drawing, graphics, photography, diagrams, histograms, film, animation, etc. Visual information can be created by the teacher or presented on the board with the help of posters and using various technical means.

Analysis of the problem in practice shows that today the independent work of students in the credit-modular system of education is not properly organized, because there is no clear definition of the scope and types of educational tasks for independent work, students have insufficient skills of independent work. As a result, low efficiency and lack of interest in tasks for self-study prevails.

It is important to organize the practical lesson so that each student works independently and at the limit of their abilities. Students must constantly feel the increasing complexity of the tasks performed, which leads to the experience of their own success in learning and positively motivates the student. If students experience "trampling on the spot", the level of motivation is significantly reduced [9].

The method of conducting practical classes may be different depending on the goals and experience of the teacher. It is important that this technique contributes to the acquisition of knowledge, the development of students' independence, the formation of established skills and abilities. The teacher must conduct practical classes so that all students are engaged in creative work, finding the right and accurate solutions. Every student should have the opportunity to open up, to show their abilities; therefore, when developing a lesson plan and individual tasks, the teacher takes into account the training and interests of each student. The teacher must act as a consultant who manages the work of the entire student body, who monitors the work of each student and is able to provide the necessary assistance in a timely manner, without suppressing the independence and initiative of the student.

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