

# The Style Of Organization Of Independent Work Of Academic High School Students

MAMBETKARIMOV BAYNIYAZ MEIRMANOVICH

Nukus State Pedagogical Institute named after Azhiniyaz,  
Nukus city, Uzbekistan

DOI: 10.47750/pnr.2023.14.502.111

## Abstract

This article shows the task of a teacher of the present time – methods of teaching students to study using new pedagogical technologies. Audience in mathematics the results of observations on the use of the proposed method of organizing independent work of students in classes.

**Keywords:** independent work, competence, feedback, academic high school

## Introduction

Academic lyceums are faced with the task of training professionals who are well versed in their field, can think, can quickly find their place in constantly changing economic and technological conditions. This requirement encourages students to develop their creativity in solving independent, operational and non-standard issues when accepting solutions. Just as professionals are able to retrain and deepen their professional knowledge of the problem they are facing. They re-absorb the flow of news that increases day-to-day and are able to use them competently in practice. The solution to this issue depends on physics and mathematics education.

At present, 1st year students do not have enough experience to master the mathematics course in academic high schools.

This means how students have to organize their independent work so that they can master mathematics well. To do this, Uzbekistan encourages integration into the world education system and increasing the role of Independent Education. Therefore, improving the quality of physics and mathematics education can be done by effectively organizing independent work [2; 90-92b].

Currently, one of the disadvantages of software-independent work in mathematics is the lack of feedback among teachers who influence the assimilation of mathematical materials. The reason for the reverse link is that the student can fully master the educational material in the process of study, lead to continuous control of the level of its assimilation and, in this case, realize it through the use of operational information systems, lead to an increase in the level of knowledge.

At the moment when 30-40% of the current total study time is given to independent work, the development of students' independent work and methods in the original sense remains one of the topical issues. One way to solve this issue is to use information technology in the lessons of the audience and nouditoria [2; 90-92b].

It should be noted that the development of an information society is not only a specialist who "knows well, has mastered" his specialty in the preparation of specialists in professional activities corresponding to the requirements of the time before academic lyceums, but most importantly, is able to "think independently" with scientific potential, "assess" his professional potential, "independently achieve the goal" skills, can, when training a specialist with a consistent "formed" competence, it is transverse to bring attention to the level of the main criterion, focusing on the active organization of Independent Education. In addition, in modern conditions, as a result of the widespread introduction of computer and telecommunication technologies, cardinal changes are being made in the

approaches to organizing the educational process. In such an informatization system of teaching based on computer telecommunication technologies, independent work of the student in subjects is not a simple process that checks the student's acquired knowledge delayed by time, but is a process of monitoring the student's acquired knowledge in a continuous way in Real time, providing active interaction between the teacher and the student, which leads to spatial (geographical, The purpose of the work is to determine the ways of organizing independent work of students in mathematics in the use of pedagogical and computer technologies.

In this regard, the independent mathematics Academy began its work on the development of programs:

- onkuv jaraenin of the individual and his differential,
- onkuv jaraenid UzLiDeP supervision,
- professional and versatile harvesters.

Students studying independently organized the 1st keltirilgan model.

Teacher's method of precipitation of kuidagich:

They want the garden, like the rest of the menu, to be themed. As can be considered computer-based, it is possible to distinguish several thematic works on the method of cross-maps. He brought theories and parables to life.

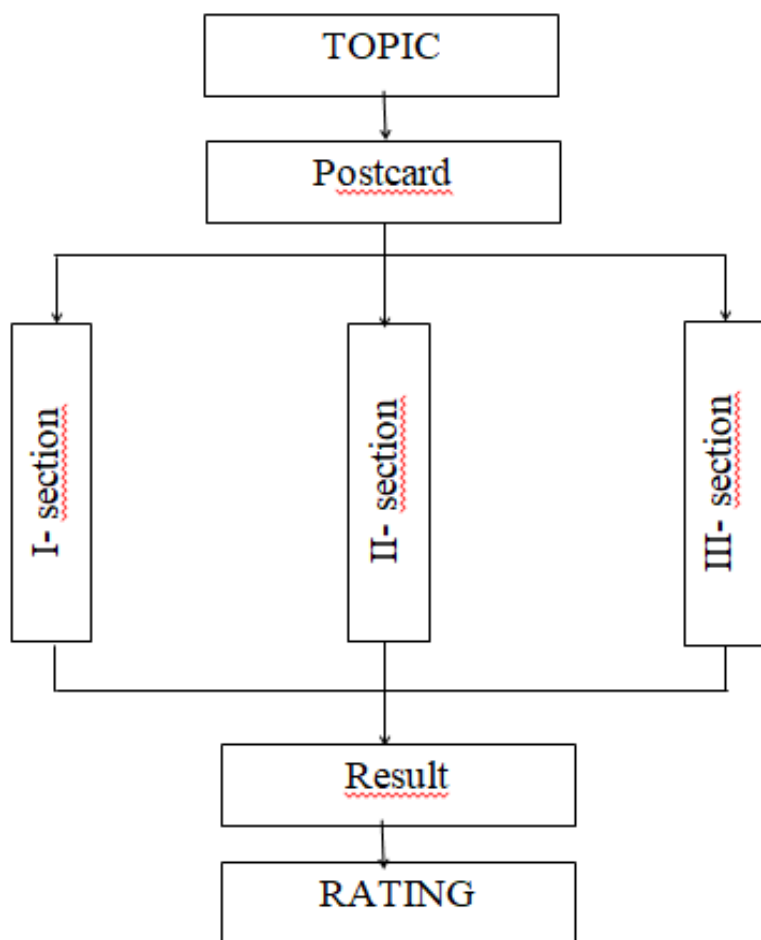


Photo 1

The student is given the opportunity to change the learning trajectory, that is, to bypass the theory and do the task directly.

Independent work is the organization and management of students' knowledge. For this reason, it is structured to the extent that it is possible to give advice to students in solving problems created by a teacher on a certain topic.

The type of issues is divided into 3 groups. The problems of the first part are given in the form of questions, pictures, and formulas, and the student chooses the one he considers to be correct from several given answers. The first group of questions checks that the student has the basic definitions and understanding of the given topic [3; 102b].

The second group of problems are problems that are solved in typical practical exercises, and these problems ensure that students can apply the theory in practice. The solution to the problems of the second group is given in "Help" and the student can use it whenever he wants. The student should solve such problems on paper and choose the correct numerical value. The program diagnoses that the problem is solved correctly. For each correct answer, the student is given the corresponding point according to the evaluation rating system. If the student used "Help", a certain amount of points will be deducted from him. Points are not awarded for looking at Theory or Reference.

In addition to these, the second group of questions includes questions that control the mastery of the material in the given section. The solution to these issues will not be in "Help". Such questions help to test the student's ability to work independently.

The third group of issues is aimed at creating professional competence. Such problems can be mainly divided into three groups: problems with redundant information, problems with several solutions, problems for selecting the optimal solution.

Information overload issues. Students must sort through the givens of the problem, leaving the necessary minimum of clear, non-contradictory information. Unobserved data is usually used to verify the solution obtained.

There are several ways to solve issues. When solving this type of problem, the reader has the possibility of using the method he wants known, and it is also possible that the solution method he has sorted out is not a rational method.

Issues to sort out the Optimal solution. When solving this type of problem, the reader must compare different methods of solving and sort out the optimal one from them (the number of calculations, the time spent from an eye view).

In conclusion, we can say that the audience in mathematics is the results of observations on the use of the proposed method of organizing the independent work of students in classes:

- to achieve the acceleration of students ' independent study-learning work;
- to ensure the formation of general concepts and tanning of independent work;
- we can assume that it helps to form universal and professional petencies.

## REFERENCES

1. Higher and special form of education Ministers 2009 yil 14 August 286 sonl buyrogiga 1-supplement. Students independently organize these events and control crises.
2. Sadikov S. S. The role of innovative technologies in organizing independent work of students in mathematics // Molodoy ucheniy. – 2016. – №12.4. - S. 90-92.
3. O. N. Efremova "Organization of independent work of students in classroom classes in mathematics" Bulletin of TSPU. 2010. Issue 12 (102)