

Goals and Objectives of Independent Education

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Annotation: This article provides information on how students work with books, what information to get from the book, what to look for when reading a book independently, as a team, how to organize independent work using appropriate methods. given.

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One of the most important methods used in independent study is to work on a book. The advantage of this method is that it allows the reader to receive educational information at its own pace and at a convenient time, performs all the functions of methods of working with textbooks.

The purpose of independent work on the book should be to get acquainted with its content, quickly review, carefully read individual chapters or sections, study the material, write an abstract for a particular chapter or the whole book, memorize some rules and other methods. possible. Therefore, this method can be used in different modifications, depending on the purpose.

Working on a book is a complex and difficult method for a student. Many students end up not knowing enough to work with a book or not fully understanding what they are reading. What is the reason for this? [2]

Why do students find it difficult to work with textbooks?

A group of Methodists (Beck et al., 1993) conducted a study and identified two main reasons for this:



First, textbooks are often vague, ambiguous, and rarely contain all the information needed to understand the text.



Second, when a reader is confronted with a vaguely written text or a word that he does not understand he is usually passive, that is, he can easily close the book.



Third, students often want to get all the information they need from one publication

That's why American educators have developed a "ask the author" method to encourage students to work on the book. Before beginning the lesson using this method, the teacher expresses Socrates' complaint about written speech from the great philosophers in a different way, and the written text is not always clear. The student is not to blame for not understanding it. Usually, we ask the speaker to ask a question and explain it in more detail. If the written text, that is, the meaning of the book, is not clear, it is not permissible to ask them to explain it. Only then can he be explained by his classmates or act on his own.

To do this, the teacher shows that the student can learn to understand what is written in the text using this method. This could be an organized science textbook, textbook, or scientific article published directly in a newspaper or magazine that deals with a topic.

The teacher invites students to read a page or passage from the textbook. The teacher then tells the students:

Tell me, what is the author talking about here? asks the question. After the students have answered, the teacher concludes what they are talking about. And to make it clearer and clearer, how would you express this idea? asks the question.

Alternatively, this method can be used to teach four courses as follows:

First, the teacher asks the student to read a book or a scientific article and write in a notebook a sentence or phrase that he or she does not understand.

Then, in the second year, the author discusses what he is thinking and what he is trying to say.

In the third year, the teacher asks the students to write down how they would express this idea in writing as an author.

In fourth grade, student responses are reviewed and discussed. [3]. Discussions can be individual or small. The main goal is to determine whether the written opinion is more understandable or vice versa than that of the criticized author...

After the students have given their opinions, the teacher compares them and concludes. What did he read before and what did he need to know to understand this passage? and so on.

Students will be given a grade based on the completion of the assignment.

Using this method encourages students to actively learn to read. It also teaches students to justify their opinions and present material.

In the Ask the Author method, students learn to work with and write new text on their own.

Most of the time, when students graduate and start working, the teachers are surprised, they don't know, they came to the university, where they should have taught and taught these things. , deb. According to psychologists, the main reason for this is that, first of all, it is impossible to achieve the desired result without a clear goal for everyone to study. Unless a clear goal is set, graduates will be trained not as knowledgeable professionals, but as repetitive parrots who do not know how to apply what they know in real life. As students read a book or article, they look at how they can use the knowledge they have gained or the information it contains to pass current, intermediate, or final examinations, or to score points. While not a groundbreaking contribution to the genre, Professionals focuses on how to use it in the workplace. This is the main difference between academic and practical knowledge.

Therefore, special attention is paid to linking graduates with internships in their professions. It is important to use teaching methods that combine theory with practice. [4]

The book can be recommended by the teacher or chosen by the students themselves, the teacher should listen to the students' story or read their essays and score it according to how realistic it is, the clarity of the idea, the narrative.

When using this method, the teacher first determines which topic or question to study using this method. Prepares questions and answers on the topic studied, the text of the article, textbook section or lecture, questions to be learned on the new topic and answers to them.

A chart is drawn to show what students know, what they need to know about a new topic, and what students already know during the lesson.

The purpose of a student's independent work is to form and develop the knowledge and skills needed to carry out certain learning activities independently under the guidance and supervision of a teacher. Student self-study tasks include:

- have the ability to independently acquire new knowledge;
 - search for the necessary information, identify their most convenient ways and means;
 - effective use of information sources;
 - work with traditional educational and scientific literature, normative documents;
 - work with electronic textbooks and databases;
 - effective use of the Internet;
 - regular and regular performance of the assigned task;
 - database analysis;
 - Systematic and creative approach to tasks;
 - preparing the results for discussion and processing the identified shortcomings;
- Development of a solution, project or idea, advocacy in a team of experts, etc.

There are many forms of student self-study, some of which are included in the curriculum. It must be done by every student. The second part is optional, meaning that students can do it on their own. [5]

The organization of independent work has its own peculiarities:

In order to increase the effectiveness of increasing independent study time, two things need to be considered: A) independent work is a special type of study, mental work; B) The main part of the information is obtained by the student independently. Especially with the advent of the Internet, its scope is expanding. [6]

The use of modern pedagogical technologies and interactive teaching methods in the educational process further enhances the creative skills and responsibilities of teachers. It follows that the purpose of pedagogical technology is not to teach, but to teach them to read independently. Therefore, the use of modern pedagogical technologies in the educational process is an important factor in the formation of students' skills of independent learning.

How should each student start to organize independent work? What is its purpose? How long will the job take? They need to be able to imagine exactly what methods will be used to do it. It should also be borne in mind that the development of rules for the organization of independent work does not mean that the work has been organized. [7]

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