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INDEPENDENT EDUCATION IS THE MAIN FACTOR OF IMPROVING THE EFFICIENCY AND QUALITY OF THE EDUCATIONAL SYSTEM

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Annotation. *It is essential to take a separate approach to the organization of independent learning activities of students, where the individual approach is often carried out on a selective basis through the content of the proposed tasks. In this article, the author discusses how to increase the effectiveness of education through the independent learning of students in higher education today, the development of their cognitive abilities.*

Key words: *independent learning, independent activity, independent work, higher education, result, analysis, experience, education system, continuity, student.*

Introduction

The continuous development of the global educational system reflects the need to embrace modern systems and technologies, particularly in an information society. An essential aspect of enhancing educational outcomes lies in promoting independent learning, a key mechanism for fostering student autonomy and critical thinking skills. In higher education, independent learning serves not only to improve students' cognitive abilities but also helps them adapt to the ever-evolving landscape of knowledge and practical skills.

Recent trends indicate that globally, there is a shift towards integrating independent learning practices into curricula to improve the overall efficiency and quality of education. Independent learning encourages students to take ownership of their educational journey by solving problems autonomously, acquiring knowledge from diverse sources, and engaging in self-directed activities. This article explores the role of independent education in higher learning, examining its impact on student outcomes, its integration into current educational practices, and its contribution to the development of future professionals.

By investigating the principles and methods that can be employed to encourage student independence, this study highlights how independent learning contributes to the development of essential skills such as creativity, problem-solving, and self-regulation. Moreover, it offers insight into the significance of individualizing learning tasks and integrating them into the teaching process.

Methodology

One of the main requirements of the education system of developed countries is to train specialists who are able to meet the requirements of the time, who are comprehensively mature, competitive, capable of solving the assigned problem independently, and who work creatively on themselves. In the training of personnel with these characteristics, independent work training plays a special role, because in our time, when the sphere of information and knowledge is developing rapidly, not all information can be provided only in class. The ability to think independently, which is necessary to come to a certain solution to the assigned problems and tasks and choose its optimal option, is formed and strengthened in the process of independent creative work. One of the important factors in training highly qualified personnel is to improve the quality and efficiency of education. Modern methods, forms and means of education, problem-based learning, in particular, non-traditional methods of independent work also play an important role in improving the quality and efficiency of education. The modern educational process consists not only in giving students knowledge, developing their thinking skills, and forming learning skills to use the knowledge they have acquired, but also in teaching them the forms, methods, and tools for independent search for knowledge, assimilation.

Independent education as a method of educational activity is a means of forming the necessary type of personality in the modern era. The goal of education in the process of independent education is the formation of a functioning system of self-developing connections that adequately reflect objective reality, which becomes the personal goal of each student.

The work of forming a dynamic system must be carried out in the mind of each student, and no one can do it alone. However, this work is extremely complex and requires a lot of energy from the student. Therefore, its success requires the qualified assistance of the teacher.

In its content and structure, it is a system of increasingly complex tasks aimed at forming the student's independence of knowledge, the need to independently solve didactic goals.

In the process of independent education, didactic conflict forms and tools are set as a means of independent work education and a form of teaching, as well as scientific knowledge.

Achieving the complete unity of these two sides, if each independent work forms the task of clear knowledge, then learning basically loses its developmental and teaching tasks.

Solving the task allows the teacher to appropriately manage the student's learning process and exercise the necessary control.

We consider independent learning to be such a means of education that:

• corresponds to the didactic system;

• forms the volume and level of knowledge, skills and qualifications necessary for solving a certain audience of knowledge tasks at each stage of the teacher's movement from knowledge to knowledge and, accordingly, moves from low to high levels of mental activity;

• develops students' psychological attitude to knowledge independence and activity;

• is carried out by the students themselves,

• allows for an individual approach to the learning process.

In the learning process, independent learning serves as a means of activating activity and performs the following tasks:

1. Independent learning helps to consciously master, deepen and expand creative knowledge;

2. Existing skills in creative study of the subject are improved and new ones are developed,

3. The student's independent actions comprehend the methods of scientific knowledge of a particular subject, acquire the necessary skills of creative knowledge.

This is the most initial stage of educational knowledge, in which thinking and knowledge enter into an initial relationship. In this case, the activity of students is low, and knowledge independence can be formed only at the lowest level - the level of reworking independence. In situations where it is necessary to selectively actualize previously acquired knowledge, the level of interdependence of thinking and knowledge is high.

In such cases, based on all available knowledge, the student applies this knowledge, as well as a number of individual highly developed, but narrow skills that he performs in accordance with the sequence of actions and instructions in the process of solving problems. Indeed, the student connects the task and knowledge, analyzes the conditions of the task, reveals the potential possibilities of a certain knowledge as a method of solving the problem, which ensures a high level of his activity [4].

If the correspondence of the conditions of the task, its requirements and knowledge reveals a cognitive contradiction, if the student's understanding is the result of "attracting" him to the search for scientific truth, then the student's activity increases even more. This level of activity is possible only in the conditions of creating problem situations and solving the obtained problems. In this case, the student's critical thinking is productive and, as a rule, is carried out in conjunction with the transfer of knowledge based on intra-subject and inter-subject connections into a broad Cross-system. At the same time, at high levels of cognitive independence (partially research and creative independence) students are formed as a special condition for the successful formation of cognitive activity, the replacement of one activity with another. This is based on the reproductive and creative nature of students' mastery of knowledge and methods of cognitive activity. The dialectics of the relationship between these components of cognitive activity in the real educational process is very complex. It arises from both the object of knowledge and the psychophysiological characteristics of the subject's nervous system, which implies a change in the exchange of psychophysiological functions in the processes of activity. Violation of this principle leads to the emergence of negative psychological states in students, which affects their performance and the quality of their knowledge.

At the same time, a number of publications have tried to identify the specific features of independent learning, proceeding from its great role in activating the learning process. Researchers consider the specific features of independent learning as driving forces, in which students' own motives act [1, 3]. Taking into account the issue of forming independence as a personal quality in various types of educational, social and labor activities, they emphasize the great role of students' own activities. Independent learning is considered as a multidimensional phenomenon that contributes to solving the

following tasks: increasing the consciousness and power of knowledge acquisition; forming skills and qualifications in accordance with the program of each subject and independently obtaining knowledge from various sources, their deep understanding and systematization; solving the problem of applying the acquired knowledge, skills and qualifications in life, socially useful work, industry and domestic; developing students' cognitive abilities, observation, inquisitiveness, logical thinking, creative activity in acquiring knowledge, etc.; forming a culture of intellectual and physical labor; to foster independence in achieving goals; to form the skills of effective independent work.

The main task of independent learning is the cognitive activity of students. Its organization in classroom-practical exercises is carried out using various types and types of independent work.

Independent learning of students is a conscious activity aimed at obtaining information, forming knowledge and experience. Its correct organization directly affects the result of the teacher's work and the success of students. The teacher's ability to organize and manage this activity is one of the main indicators of his pedagogical skills. Based on the abilities of each student and their capabilities, the teacher should be able to choose such methods, techniques and technologies of teaching that will allow achieving the established educational goals. In a group, some students are always active, fast and with interest perform any knowledge and tasks of the teacher, while others are inert and indifferent to teaching.

Why? Leading teachers of the world believe that the educational process can be organized in such a way that all students have a high interest in knowledge and activity. To do this, first of all, it is necessary to form an interest in knowledge that develops and is formed in the process of teaching. The formation of interest in knowledge occurs through the content of educational subjects that provide this opportunity, as well as through the organization of independent work of students. Therefore, it is very important to carefully select the content of educational materials and demonstrate the wealth of scientific knowledge. Wonder is a strong incentive to learn, its primary element. Curiosity governs the learning process, and curiosity creates curiosity. Positive emotions and strong-willed actions are at the origin of active learning. Cognitive interest and curiosity include the psychophysiological processes of active acquisition of knowledge, active finding of answers to questions of interest, and gaining experience. The more active the intellectual and practical learning and learning process, the more effective its result will be [3].

Discussion and results:

The principles of activating independent learning should be determined taking into account the specific features of the educational process, which is currently dynamic, intensive, maximally independent, based on effective pedagogical methods and technologies. The most relevant today are those based on the student's personal position in educational activities. One of the main tasks of the teacher is to find various forms of organizing independent work, teaching methods and techniques that affect the development of student independence. When choosing certain educational methods, one should strive for a productive result.

We are talking about independent learning, which means: the student's interest and desire for it, readiness to perform tasks and the desire to improve his/her level of consciousness, personal level, systematic learning. However, cognitive activity is impossible without independence. Cognitive activity and independence are inseparable, active students are usually independent; low self-activity of the student makes him/her dependent on others and deprives him/her of independence.

Management of student activity is traditionally called activation. Independent work is defined as a continuous process of motivating students to study vigorously, purposefully, to overcome passive and stereotypical activity, to avoid decline and stagnation in mental work. The main goal of activation is to form student activity, to improve the quality of the educational process. In our pedagogical practice at our institute, we use various methods to activate students' cognitive activity. The main ones are the variety of forms, methods and means of teaching, the selection of such associations that stimulate their activity and independence in emerging situations. The greatest activating effect is provided by the fact that students themselves form and participate in discussions and debates in situations where they need to defend their opinions; ask questions, evaluate and see the answers of their peers; act as specialists during peer reviews in the classroom; independently choose a possible task for extracurricular work; conduct self-assessment and analysis of personal achievements; find several possible solutions to knowledge problems; look for different ways to solve professional problems**.**

Conclusion

Activating independent learning of students in the educational process is successful when taking into account the personal qualities of the student, which can be defined as the first pedagogical condition. The effectiveness of this pedagogical condition is ensured by the use of various educational tasks in the educational process, which allows relying on the individual characteristics of students.

The desire to independently acquire knowledge in any field is the most distinctive feature of student activity in an educational institution, the basis for independent study and knowledge acquisition. Independent learning, control in the education system are one of the main factors of independent learning. In independent learning, first of all, it is necessary to form in students the need for independent work, free, creative activity, and most importantly, independent thinking. In general, educational-methodological support of the science, introduction of digital educational resources into the educational process of the higher educational institution creates an opportunity for the development of educational education, independent guidance of students, and it is necessary to increase the share of independent education of students in the educational processes of higher educational institutions.

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